

**Cyngor Sir  
Ddinbych**

**Denbighshire  
County Council**

At: Holl Aelodau'r Cyngor Ymgynghorol  
Sefydlog Addysg Grefyddol  
(SACRE)

Dyddiad: 6<sup>ed</sup> Gorffennaf 2004

Gofynnwch am: Kath Jones

Deialu uniongyrchol: 01824 706367

e-bost [kath.jones@sirddinbych.gov.uk](mailto:kath.jones@sirddinbych.gov.uk)

Annwyl Syr / Madam

Fe'ch gwysir i gyfarfod o'r **CYNGOR YMGYNGHOROL SEFYDLOG DROS  
ADDYSG GREFYDDOL (SACRE)** a gynhelir yn **SIAMBR Y CYNGOR,  
SWYDDFEYDD Y CYNGOR, Ffordd Wynnstay, Rhuthun Ddydd  
Mercher 14eg Gorffennaf 2004** am **10.00AM**.

Yn gywir

I K Hearle  
Clerc y Sir

**AGENDA**

Rhennir yr Agenda'n ddwy ran. Trafodir Eitemau Rhan 1 ym mhresenoldeb y Wasg a'r Cyhoedd oni bai fod yr Aelodau'n penderfynu eithrio'r Wasg a'r Cyhoedd wrth ystyried eitem gan y byddai'n debyg, fel arall, y câi gwybodaeth eithriedig ei ddatgelu iddynt. Fodd bynnag, pan fo eitemau yn Rhan II, argymhellir y dylai'r Aelodau am y rhesymau a roddir benderfynu eithrio'r Wasg a'r Cyhoedd pan fyddant yn cael eu trafod.

**MYFYRDOD TAWEL**

**YMDDIHEURIADAU**

**RHAN 1**

**1 MATERION BRYS**

Rhybudd o eitemau y dylid ym marn y Cadeirydd eu hystyried yn y cyfarfod fel mater o frys yn unol ag Adran 100(B)(4) o Ddeddf Llywodraeth Leol 1972.

## **2. COFNODION**

- (a) Derbyn cofnodion y cyfarfod a gynhaliwyd ar 26ain Chwefror 2004 a rannwyd ac a gafodd ei gymeradwyo gan y Cyngor Sir ar 18fed Mai 2004 (copi ynghlwm).
- (b) Ystyried y materion yn codi

## **3. FFRAMWAITH DRAFFT AR GYFER DYSGU PLANT YN Y CYFNOD SYLFAENOL**

Ystyried y canllaw newydd oddi wrth ACCAC ar gyfer addysg plant o 3 - 7 mlwydd oedd yn seiliedig ar addysgwyr yn cynllunio gweithgareddau traws gwricwlaidd wedi'u paratoi o amgylch saith maes o ddysgu (copi ynghlwm). Gofynnir i'r Aelodau ystyried y goblygiadau ar gyfer y Maes Llafur a Gytunwyd a'r arweiniad allai raid ei gynnig i ysgolion.

## **4. CYFLWYNIAD "ADDYSG GREFYDDOL YN YSGOL GELLIFOR" GAN KATE DOWELL, CYDLYNYDD ADDYSG GREFYDDOL**

Derbyn cyflwyniad gan Kate Dowell, Cydlynnydd Addysg Grefyddol ar Addysg Grefyddol yn Ysgol Gellifor.

## **5. CEFNOGAETH AC ADOLYGIAD PWNC – TREFNIADAU NEWYDD**

Ystyried adroddiad llafar gan yr Archwilydd / Cynghorydd Addysg Grefyddol ar y trefniadau newydd ar gyfer cefnogi ac adolygu'r pwnc. Gofynnir i'r Aelodau ystyried y newid mewn Archwilio Ysgolion er mwyn galluogi SACRE i gyflawni ei rôl monitro statudol.

## **6. ASTUDIAETHAU CREFYDDOL AS / A2 Y CYDBWYLLGOR ADDYSG CYMREIG – MANYLEB CYNNWYS**

Ystyried manylion manyleb arholiad Astudiaethau Crefyddol AS / A2 mewn ymateb i lythyr a dderbyniwyd gan SACRE oddi wrth WASACRE (copi ynghlwm).

## **7. CYMDEITHAS SACREAU CYMRU**

- (a) Derbyn cofnodion cyfarfod tymor y gwanwyd o WASACRE a gynhaliwyd yn Aberaeron ar 5ed mawrth 2004 (copi ynghlwm).

(b) derbyn adroddiad llafar oddi wrth gynrychiolwyr a oedd yn bresennol yng nghyfarfod tymor yr haf a gynhaliwyd yn Swyddfa'r Sir, Llangefni ar 23ain Mehefin 2004.

## **8. PROFIAD UGANDA – CYFLWYNIAD GAN YR ARCHWILYDD / CYNGHORYDD ADDYSG GREFYDDOL**

Derbyn cyflwyniad oddi wrth yr Archwilydd / Cyngorydd Addysg Grefyddol ynghylch ei ymweliad diweddar ag Uganda.

## **9. MATERION BRYD**

Ystyried unrhyw eitemau y mae'r Cadeirydd wedi penderfynu eu bod yn rhai brys (yn unol ag Adran 100(B)(4) o Ddeddf Llywodraeth Leol, 1972) ac y mae'u sylwedd wedi'i ddatgan dan eitem 1 uchod.

## **RHAN II**

### **DIM EITEMAU**

### **AELODAETH**

Yn cynrychioli Cyngor Sir Ddinbych  
Penderfynir ar aelodaeth  
trwy grwpiau gwleidyddol

Yn Cynrychioli Enwadau Crefyddol

Mr T Bryer  
Mrs M Colbert  
Parch P J Collinson  
Miss H Ellis  
Mrs M Evans  
Mrs S Flavell

Mrs S Harris  
Dr C W Jones  
Mr J Kirkham  
Parch J Owen  
Mr P Speirs

Yn Cynrychioli Cymdeithasau Athrawon

Mrs I Barros-Curtis  
Mrs J Hannam  
Y Chwaer Elizabeth Kelly

Mrs M B Lloyd  
Mrs M Mathews  
Mrs D Williams

Aelodau Cyfetholedig

Y Parch yr Athro L H  
Francis

**COPÏAU AT:**

Holl Gynghorwyr er gwybodaeth  
Y Wasg a Llyfrgelloedd  
Cynghorau Tref a Chymuned

## **Agenda Eitem Rhif 2**

### **CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL (CYSAG)**

Cofnodion cyfarfod y Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG) a gynhaliwyd yn Siambr y Cyngor, Tŷ Russell, Ffordd Churton, Y Rhyl, Ddydd Iau, 26 Chwefror 2004 am 2.00 p.m.

#### **PRESENNOL**

##### **Yn cynrychioli Cyngor Sir Ddinbych**

Y Cynghorwyr M.M. Jones (Cadeirydd), B. Blakeley, S. Drew, K.N. Hawkins a W. Roberts

##### **Yn cynrychioli Cyd-bwyllgor Negodi Athrawon Sir Ddinbych**

J. Hannam a M.B. Lloyd

##### **Yn cynrychioli enwadau crefyddol**

P. Spiers

#### **HEFYD YN BRESENNOL**

Arolygwr/Ymgynghorydd Addysg Grefyddol a Swyddog Gweinyddol (K.E. Jones)

#### **DERBYNIWYD YMDDIHEURIADAU AM ABSENOLDEB ODDI WRTH**

T. Bryer, M. Colbert, H. Ellis, M. Evans, S. Harris, J. Kirkham a'r Cynghorwyr N. Hugh-Jones a R. Ll. Williams.

Roedd y Cyfarwyddwr Corfforaethol Dysgu Gydol Oes a'r Pennaeth Gwasanaethau Addysg wedi cyflwyno eu ymddiheuriadau hefyd. Dywedodd y Cadeirydd, oherwydd y tywydd gwael, na fyddai'n bosibl i gyfieithydd fod yn bresennol yn y cyfarfod i ddarparu gwasanaeth cyfieithu ar y pryd.

#### **CWORWM**

Cynghorodd y Cadeirydd nad oedd cworwm yn y cyfarfod, a phenderfynodd yr aelodau fwrw ymlaen â'r cyfarfod ar y sail na fyddai unrhyw benderfyniadau ffurfiol yn cael eu gwneud.

## **CROESO**

Manteisiodd y Cadeirydd ar y cyfle i groesawu aelodau a swyddogion i'r cyfarfod ac estynnwyd croeso arbennig i Mr. Glyn Jones, aelod o'r cyhoedd a oedd yn bresennol yn y cyfarfod. Roedd Mr. Jones yn cysgodi'r Cynghorydd S. Drew yr wythnos hon wrth iddi gyflawni ei rôl fel cynghorydd sir.

## **MYFYRDOD TAWEL**

Dechreuodd y cyfarfod gydag ychydig funudau o fyfyrddod tawel.

## **1029 MATERION BRYS**

Yn unol â gofynion Adran 100B(4) Deddf Llywodraeth Leol 1972, datganodd y Cadeirydd ei bod yn bwriadu gynnwys yr eitemau a ganlyn, a oedd yn galw am sylw brys, i'w trafod:-

- (i) Christian Uganda Relief – ymweliad gan yr Arolygwr/Ymgynghorydd AG
- (ii) Enwebu cynrychiolwyr i'r hethol i Bwyllgor Gwaith CYSAG Cymru

## **1030 COFNODION**

Cyflwynwyd cofnodion y cyfarfod a gynhaliwyd ar 16 Hydref 2003 (a ddosbarthwyd yn flaenorol), a gymeradwywyd gan y Cyngor Sir ar 20 Ionawr 2004.

### **Materion yn codi**

Eitem Rhif 3 – AG yn Ysgol Uwchradd Prestatyn – Nododd yr Arolygwr/Ymgynghorydd AG ei fod yn gobeithio trefnu i athro/athrawes ysgol gynradd gyflwyno cyflwyniad tebyg i'r aelodau yn y cyfarfod CYSAG nesaf. Adroddodd Mr. P. Spiers am y croeso cynnes a gafodd yn y diwrnod agored a gynhaliwyd yn Ysgol Uwchradd Prestatyn ar 23 Hydref 2003 a chadarnhaodd fod themâu'r diwrnod yn adlewyrchu cyflwyniad Mrs. Bateman.

Eitem Rhif 7 - CYSAG Cymru – Newidiadau i Statws Athro/Athrawes Cymwysedig: Cadarnhaodd yr Arolygwr/Ymgynghorydd AG ei fod wedi ysgrifennu at Aelodau'r Cynulliad ac Aelodau Seneddol yn tynnu sylw at bryderon CYSAG a'i fod wedi derbyn ymateb gan bawb ond dau aelod. Dosbarthwyd copi o'r llythyr a dderbyniodd gan Jane Davidson, Gweinidog y Cynulliad dros Addysg a Dysgu Gydol Oes, i'r aelodau yn y pwyllgor a thynnodd yr Arolygwr/Ymgynghorydd AG sylw'r aelodau at y prif bwyntiau a oedd yn cwmpasu llawer o'r atebion a dderbyniwyd gan

Aelodau Cynulliad eraill a oedd wedi mynd i'r afael â'r mater. Roedd yr aelodau'n falch o'r diddordeb a ddangoswyd gan yr Aelodau Cynulliad a gofynnodd y Cynghorydd W. Roberts am ddsbarthu'r ymatebion ysgrifenedig i'r aelodau gynted ag y bo modd yn y dyfodol.

Eitem Rhif 5 – Adroddiad Blynyddol Drafft CYSAG – Cynghorydd yr Arolygwr/Ymgynghorydd AG fod copïau o'r ddogfen derfynol ar gael i'r aelodau yn y cyfarfod.

**PENDERFYNWYD** derbyn y cofnodion.

## **1031 DADANSODDI ADRODDIADAU AROLYGIADAU YSGOL**

Cyflwynodd yr Arolygwr/Ymgynghorydd AG adroddiad (a ddsbarthwyd yn flaenorol) am y sylwadau cadarnhaol a negyddol ynghylch Addysg Grefyddol a datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion mewn saith ysgol a arolygwyd rhwng Chwefror 2003 a Tachwedd 2003 ynghyd â chefnidir byr am bob ysgol.

Cynhaliwyd arolygiadau yn yr ysgolion isod:-

- Ysgol Mair (Ysgol Gatholig a gynorthwyir), Y Rhyl
- Ysgol Fabanod Llanelwy
- Ysgol Reoledig yr Eglwys yng Nghymru Llanbedr
- Ysgol Bro Elwern, Gwyddelwern
- Ysgol Henllan
- Ysgol Bodfari
- Ysgol Dewi Sant, Y Rhyl

Darparodd yr Arolygwr/Ymgynghorydd AG grynodedb i'r aelodau am y canfyddiadau'n gysylltiedig â phob ysgol, gan esbonio ac egluro materion penodol mewn ymateb i gwestiynau'r aelodau. Roedd yn falch o adrodd fod y sylwadau cadarnhaol yn adroddiad pob ysgol yn llawer mwy niferus na'r sylwadau negyddol. Gofynnwyd i'r aelodau nodi os nad oedd ysgol wedi'i chynrychioli mewn categori benodol nid oedd yn golygu o angenrhaidd bod diffyg yn y maes hwnnw ond yn hytrach na chyfeiriwyd ato yn yr adroddiad arolygiad. O ran Addysg Grefyddol, cynghorodd yr Arolygwr/Ymgynghorydd AG nad oedd y canfyddiadau o ran Ysgol Mair wedi'u cynnwys oherwydd fod yr adroddiad Adran 23 wedi'i dderbyn yn rhy hwyr i'w gynnwys yn yr adroddiad.

Nododd y Cynghorydd W. Roberts fod gan ysgolion eu polisiâu eu hunain yn ymdrin â hiliaeth a theimlai y byddai'n fuddiol i'r ysgolion ddilyn polisi'r awdurdod unedol ar hiliaeth. Credai'r Arolygwr/Ymgynghorydd AG ei bod yn debygol fod yr ysgolion eisoes yn

defnyddio polisi'r Awdurdod Unedol fel sail eu polisiâu eu hunain ond cytunodd i fynd ar ôl hyn yn uniongyrchol ag ysgolion Sir Ddinbych.

Roedd yr aelodau wedi'u plesio â'r canfyddiadau cyffredinol yn yr adroddiad a chytunwyd y dylid llongyfarch yr ysgolion am yr agweddau cadarnhaol y tynnwyd sylw atynt gan yr arolygiad. Yn unol â hynny:-

**PENDERFYNWYD:-**

- (a) *derbyn a nodi'r adroddiad gan yr Arolygwr/Ymgynghorydd AG, a*
- (b) *bod yr Arolygwr/Ymgynghorydd AG i ysgrifennu at yr ysgolion a arolygwyd i'w llongyfarch am yr agweddau cadarnhaol yn eu hadroddiadau a chynnig unrhyw wasanaeth o ran ymdrin ag unrhyw ddiffygion a materion allweddol.*

### **1032 ADDYSG GREFYDDOL – CANLYNIADAU ARHOLIADAU 2003**

Cyflwynodd yr Arolygwr/Ymgynghorydd AG dablau'n rhoi manylion am ganlyniadau arholiadau Astudiaethau Crefyddol yn 2002 a 2003 yn ysgolion uwchradd Sir Ddinbych (a ddosbarthwyd yn y cyfarfod) i'r aelodau eu hystyried. Ymddiheurodd am hwyrni'r data a dderbyniodd y diwrnod blaenorol a nododd fod gwaith yn mynd rhagddo i sicrhau fod canlyniadau'n cael eu cyflwyno ymhen cyfnod rhesymol yn y dyfodol.

Aeth yr Arolygwr/Ymgynghorydd AG ymlaen i arwain yr aelodau drwy'r canlyniadau yn fanwl, a gwnaed cymariaethau rhwng canlyniadau'r ddwy flynedd. Cyfeiriodd at y pwyntiau a ganlyn yn benodol:-

- Canlyniadau TGAU Pawb - Astudiaethau Crefyddol 2003 – roedd gostyngiad o wyth ymgeisydd o'i gymharu â'r flwyddyn flaenorol a oedd yn cyd-fynd â gostyngiad mewn Astudiaethau Crefyddol yn genedlaethol; roedd cynnydd mawr yn y perfformiad gyda 1.8% below o dan y cyfartaledd cenedlaethol yn 2003 o'i gymharu â 8.2% y flwyddyn flaenorol; gobeithiwyd y byddai canlyniadau'r flwyddyn nesaf yn hafal i neu'n uwch na'r cyfartaledd cenedlaethol;
- Canlyniadau TGAU Bechgyn - Astudiaethau Crefyddol – roedd gostyngiad o 17 o ymgeiswyr gyda'r perfformiad cyffredinol 6.4% yn is na'r cyfartaledd cenedlaethol o'i gymharu â 12.7% y flwyddyn flaenorol; roedd y gwelliant yn y canlyniadau'n galonogol er gwaethaf y lleihad yn nifer yr ymgeiswyr;
- Canlyniadau TGAU Merched - Astudiaethau Crefyddol – cafwyd cynnydd o naw ymgeisydd ar y flwyddyn flaenorol gyda'r



perfformiad yn gwella o 5% o dan y cyfartaledd cenedlaethol yn 2002 i 4.2% uwchben y cyfartaledd cenedlaethol yn 2003 gyda chynnydd cyffredinol yn y perfformiad o 11.9%;

- Addysg Grefyddol – Pawb (Cwrs Byr) – roedd y cwrs byr yn arbennig o boblogaidd a bellach roedd yn bosibl dilyn manyleb A a B fel cwrs llawn neu gwrs byr; roedd gostyngiad o chwe ymgeisydd a oedd yn groes i'r tueddiad ar i fyny yn genedlaethol; roedd y perfformiad 3.3% o dan y cyfartaledd cenedlaethol a oedd yn welliant ar ffigwr y flwyddyn ddiwethaf o 6% yn is, ac roedd hynny'n galonogol.
- Canlyniadau Safon Uwch – Pawb - Astudiaethau Crefyddol – prin iawn oedd yr ymgeiswyr Safon Uwch ac felly nid oedd ffigyrau canran yn arbennig o ddefnyddiol; roedd nifer yr ymgeiswyr wedi cynyddu o un ar bymtheg y flwyddyn flaenorol i 23; dim ond dau ohonynt oedd yn fechgyn ac roeddynt wedi cael gradd D gyda pherfformiad y merched wedi mynd i lawr o'i gymharu â'r flwyddyn flaenorol ond yn parhau'n 3% uwchben y cyfartaledd cenedlaethol, a
- Tystysgrif Cyflawniad Addysgol (a adwaenir fel Lefel Mynediad yn awr) – roedd gostyngiad mawr yn y cyfartaledd cenedlaethol gyda chanlyniadau Sir Ddinbych 8.3% yn is na'r cyfartaledd cenedlaethol, a oedd yn welliant ar ganlyniadau'r flwyddyn flaenorol.

I gloi, cynghorodd yr Arolygwr/Ymgynghorydd AG fod y canlyniadau'n dda yn gyffredinol a bod gwaith yn digwydd i annog gwella parhaus mewn ysgolion, yn cynnwys edrych ar ffyrdd o gynyddu perfformiad.

Roed yr aelodau'n falch fod y canlyniadau'n adlewyrchu'n dda ar y sir yn gyffredinol a llongyfarchasant yr ysgolion ar eu cyflawniadau.

***PENDERFYNWYD*** derbyn a nodi canlyniadau arholiadau ysgolion Sir Ddinbych ar gyfer 2003.

## **1033 TECHNOLEG GWYBODAETH A CHYFATHREBU (TGCh) AC ADDYSG GREFYDDOL**

Adroddodd yr Arolygwr/Ymgynghorydd AG ar lafar fod Cyngor Addysgu Cyffredinol Cymru (CACC) wedi cyllido Grŵp Rhwydwaith yn cynnwys pymtheg o athrawon o bedwar awdurdod (Conwy, Sir Ddinbych, Sir y Fflint a Wrecsam). Roedd y fenter wedi arwain at gynhyrchu CD-Rom a oedd yn cynnwys amrediad eang o weithgareddau ac adnoddau i

athrawon i'w defnyddio wrth gyflwyno AG yn y pedwar cyfnod allweddol. Roedd yr athrawon fu'n ymwneud â'r broses wedi elwa'n fawr o'r profiad ac roeddynt wedi mwynhau dysgu oddi wrth ei gilydd. Fel rhan o'r prosiect roedd y Grŵp wedi cysylltu â'r United Jewish Israel Appeal a oedd wedi darparu 500 copi (120 o gopïau i Sir Ddinbych) o CD yn dwyn y teitl "Living Jewish - An interactive guide to Jewish life" am ddim, a fyddai'n cael ei ddsbarthu yr un pryd â CD-Rom y Grŵp Rhwydwaith i ysgolion y tymor nesaf.

Roedd yr aelodau wrth eu boddau â'r deunyddiau sy'n cael ei anfon i'r ysgolion i ymestyn gwaith y CYSAG ond nodwyd, er bod y CD 'Living Jewish' wedi'i ddarparu am ddim, roedd y sefydliad yn derbyn cyfraniadau a theimlai'r aelodau y dylai Sir Ddinbych gynnig rhywfaint o arian am y fraint o allu darparu deunyddiau am ddim i ysgolion. Ar ôl ystyried y mater teimlai'r aelodau y byddai'n briodol cynnig cyfraniad o £120 i'r United Jewish Israel Appeal ar sail £1 am bod CD a ddarparwyd i ysgolion Sir Ddinbych ac yn dilyn hynny:-

#### **PENDERFYNWYD:-**

- (a) *derbyn a nodi adroddiad ar lafar yr Arolygwr/Ymgynghorydd AGar waith y Grŵp Rhwydwaith Traws-sirol a gyllidwyd gan Gyngor Addysgu Cyffredinol Cymru, a*
- (b) *gofyn i'r cyngor gynnig cyfraniad o £120 i'r United Jewish Israel Appeal i ddangos gwerthfawrogiad am y cryno ddisgiau am ddim a roddwyd i'w dosbarthu i ysgolion Sir Ddinbych.*

Mewn ymateb i gais gan y Cadeirydd, cytunodd yr Arolygwr/Ymgynghorydd AG i ddarparu manylion am gynnwys y CD-Rom a gynhyrchwyd gan y Grŵp Rhwydwaith Traws-sirol CACC.

### **1034 MANYLEB BAGLORIAETH CYMRU**

Cyflwynodd yr Arolygwr/Ymgynghorydd AG gyflwyniad PowerPoint ar fanyleb Bagloriaeth Cymru. Cyflwynwyd cyflwyniad tebyg yng nghyfarfod CYSAG Cymru gan Mr. Richard Carter o Gyd-bwyllgor Addysg Cymru (CBAC) ac roedd copïau o sleidiau'r cyflwyniad ar gael i'r aelodau yn y cyfarfod. Roedd yr Arolygwr/Ymgynghorydd AG wedi ychwanegu'r pryderon a fynegwyd gan CYSAG Cymru i'w gyflwyniad.

Darparodd yr Arolygwr/Ymgynghorydd AG grynodedb o Fagloriaeth Cymru i'r aelodau, gan amlinellu'r gofynion a chynnwys y cwricwlwm i ddisgyblion gyflawni'r cymhwyster, yn cynnwys ei nodau; prif nodweddion; strwythur; sgiliau allweddol ac addysg gysylltiedig â gwaith.

Roedd un o'r adrannau'n cwmpasu addysg bersonol a chymdeithasol ac roedd Mr. Carter wedi tynnu sylw at gysylltiadau Addysg Grefyddol posibl yn y meini prawf. Serch hynny, ni chyfeiriwyd at AG yn unrhyw le yn y ddogfen ac nid oedd unrhyw arwyddion o lle y gellid datblygu AG. Yn unol â hynny roedd CYSAG Cymru wedi gofyn i bwyllgorau CYSAG ysgrifennu at CBAC i fynegi eu pryder am y mater hwn a gofyn, pan fo'r cynllun peilot yn dod i derfyn a'r Fagloriaeth yn cael ei hadolygu, fod yr hepgoriad hwn yn cael ei gywiro.

Roedd Mrs. M.B. Lloyd, Cadeirydd CYSAG Cymru, yn meddwl fod Bagloriaeth Cymru yn gyfle gwycho ond yn gyfle wedi'i gollig o ran AG ac anogodd yr aelodau i fynd ar ôl y mater ag unigolion a sefydliadau eraill.

Adroddodd y Cadeirydd y byddai Jane Davidson, AC, yn agor yr estyniad yn Ysgol Brynhyfryd, Rhuthun ar 1 Mawrth 2004 ac y byddai'n rhoi cyflwyniad ar fanyleb Bagloriaeth Cymru a theimlai y byddai hwn yn gyfle rhagorol i'r aelodau drafod y mater hwn yn uniongyrchol â'r Gweinidog.

Roedd yr aelodau wedi siomi'n arw nad oedd AG yn cael ei grybwyll ym manyleb Bagloriaeth Cymru a chytunasant i fynd ar ôl y mater â'u sefydliadau lleol a chynghorau eglwysig.

#### **PENDERFYNWYD:-**

- (a) *derbyn a nodi'r cyflwyniad at Fanyleb Bagloriaeth Cymru ynghyd â'r pryderon a fynegwyd gan CYSAG Cymru,*
- (b) *anfon llythyr at Mr. Keith Davies, CBAC a Gweinidog y Cynulliad dros Addysg yn mynegi pryderon dybryd CYSAG ynghylch y diffyg cyfeirio at AG ym Manyleb Bagloriaeth Cymru, ac*
- (c) *anfon copi o sylwadau CYSAG at Mr. Richard Carter, CBAC ac Aelodau Cynulliad ac Aelodau Senedlaethol Sir Ddinbych.*

#### **1035 CYMDEITHAS CYSAG CYMRU**

- (a) **CYSAG Cymru – 11 Tachwedd 2003 yn Neuadd y Ddinas, Caerdydd**

Cyflwynodd Mrs. M.B. Lloyd, Cadeirydd CYSAG Cymru, adroddiad llafar ar y cyfarfod diwethaf a gynhaliwyd ar 11 Tachwedd 2003 yn Neuadd y Ddinas, Caerdydd, fel a ganlyn:-

- arwyddocad arbennig y diwrnod yn dechrau am 11.00 a.m. ar 11 Tachwedd;
- cyflwyniad gan Mr. Richard Carter, CBAC ar Fagloriaeth Cymru (fel a gyflwynwyd gan yr Arolygwr/Ymgynghorydd AG yn gynharach ar yr agenda);
- cyflwyniad gan Ruth Garnault, Cyfarwyddwr Ymchwilio'r Celfyddau, ynghylch Canolfan Mileniwm Cymru a oedd wedi bod yn ddi-ddorol iawn, gyda Ms. Garnault yn gofyn am awgrymiadau sut i gynnwys cyfleoedd AG yn y Pecyn Addysg i ysgolion; byddai cyfarfod dilynol â Ms. Garnault yn cael ei gynnal ar 3 Mawrth i drafod Addysg yng Nghanolfan y Mileniwm, a
- cyflwyniad gan Arolygwr ei Mawrhydi Paul Morgan yn darparu diweddariad ar y safonau mewn AG ar draws y cyfnodau allweddol (a fyddai'n cael ei gyflwyno gan yr Arolygwr/Ymgynghorydd AG yn ddiweddarach ar yr agenda).

I glo dywedodd Mrs. Lloyd y byddai cyfarfod nesaf CYSAG Cymru yn cael ei gynnal ar 5 Mawrth 2004 yn Neuadd y Sir, Aberaeron.

Diolchodd y Cadeirydd i Mrs. Lloyd am ei hadroddiad a diolchodd am ei gwaith caled ar CYSAG Cymru.

***PENDERFYNWYD*** derbyn yr adroddiad llafar gan Mrs. M.B. Lloyd.

### **(b) Safonau fel yr adroddiad gan AEM Paul Morgan**

Cyflwynodd yr Arolygwr/Ymgynghorydd AG gyflwyniad PowerPoint yn darparu dadansoddiad ystadegol o'r safonau a gyflawnwyd mewn AG rhwng 1997 - 2003 ar draws y cyfnodau allweddol. Cyflwynwyd cyflwyniad tebyg yng nghyfarfod CYSAG Cymru gan AEM Paul Morgan ac roedd copiâu o sleidiau'r cyflwyniad ar gael i'r aelodau yn y cyfarfod.

Cyflwynodd yr Arolygwr/Ymgynghorydd AG y safonau cyrhaeddiad AG ymhob cyfnod allweddol; cymariaethau â phynciau eraill ynghyd â safonau mewn agweddau o AG. Cyfeiriwyd hefyd at y newidiadau yn y trefniadau arolygu. Byddai'r rhan fwyaf o ysgolion yn cael arolygiad safonol, 10% o ysgolion yn cael arolygiad llawn a 5% yn cael arolygiad byr. Byddai arolygwyr yn edrych ar wybodaeth yn gysylltiedig â phynciau, yn benodol y tri ar y brig a'r tri ar y gwaelod.

Adroddodd Mrs. M.B. Lloyd am gyfarfod diweddar Fforwm Estyn lle derbyniwyd cyflwyniadau gan dair ysgolion a oedd yn cymryd rhan mewn cynllun peilot i dreialu'r trefniadau newydd. Nododd Mrs. Lloyd ei bod wedi codi'r mater, gan mai dim ond y tri phwnc ar y brig a'r tri ar y gwaelod oedd yn cael eu targedu'n benodol, mae'n bosibl na fyddai'r data i alluogi CYSAG i fonitro safonau mewn AG ar gael. Roedd Susan Lewis, Prif Arolygydd Addysg a Hyfforddiant yng Nghymru, wedi darparu peth sicrwydd y byddai'r holl bynciau'n cael rhyw ffurf o arolygiad.

Cadarnhaodd yr Arolygwr/Ymgynghorydd AG fod AALI Sir Ddinbych wedi cytuno y dylai edrych ar ddarpariaeth AG mewn ysgolion uwchradd ac ysgolion cynradd sy'n eu bwydo. Roedd rhaglen yn cwmpasu cyfnod pum mlynedd wedi'i llunio a fyddai'n galluogi CYSAG i nodi'r cryfderau a'r gwendidau mewn AG. Byddai'r rhaglen yn hyblyg ac yn cael ei hamrywio i ryw raddau gan asesiadau risg a gyflawnir gan yr AALI. Tra'n cydnabod y gwaith ychwanegol i'r Arolygwr/Ymgynghorydd AG roedd yr aelodau'n falch fod yr AALI wedi cytuno i ysgwyddo'r cyfrifoldeb ychwanegol hwn.

**PENDERFYNWYD** derbyn a nodi'r cyflwyniad gan yr Arolygwr/Ymgynghorydd AG.

**(c) Prosiect CYSAG Cymru/NAFRE/Grid Cenedlaethol ar gyfer Dysgu drwy Gyngor Addysgu Cyffredinol Cymru**

Rhoddodd yr Arolygwr/Ymgynghorydd AG adroddiad llafar ar gyfarfod rhwng cynrychiolwyr CYSAG Cymru a NAFRE â'r Grid Cenedlaethol ar gyfer Dysgu ac roedd yn falch o gyhoeddi y byddai Cyngor Addysgu Cyffredinol Cymru yn ariannu prosiect o weithgorau i gynhyrchu amrediad o ddeunyddiau AG ar draws y cyfnodau allweddol y gellid eu rhoi ar y wefan. Byddai'r prosiect yn mynd rhagddi dros y flwyddyn nesaf.

Cyfeiriodd y Cadeirydd at y gwaith rhagorol a oedd yn cael ei wneud a thalodd deyrnged arbennig i'r Arolygwr/Ymgynghorydd AG a Mrs. M.B. Lloyd, Cadeirydd CYSAG Cymru, am eu cyfraniadau gwerthfawr.

**PENDERFYNWYD** derbyn a nodi'r adroddiad llafar gan yr Arolygwr/Ymgynghorydd AG.

**1036 CHRISTIAN RELIEF UGANDA**

(Cafodd yr eitem hon ei hystyried fel mater brys, wedi i'r Cadeirydd roi rhybudd o hynny ar ddechrau'r cyfarfod).

Adroddodd yr Arolygwr/Ymgynghorydd AG am ei daith i Uganda ym mis Mawrth, a oedd yn rhannol gysylltiedig â'i waith ond hefyd drwy'r elusen Christian Relief Uganda byddai'n golygu ei fod ef ac athrawon eraill yn ymweld ag ysgolion a chymunedau. Byddai cysylltiadau'n cael eu llunio ag ysgolion penodol a byddai dulliau addysgu a strategaethau cymunedol yn cael eu rhannu a'u trafod. Byddai anrhegion ac adnoddau'n cael eu rhannu hefyd ac roedd yr Arolygwr/Ymgynghorydd AG wedi'i synnu gan haelinio unigolion ac ysgolion yn darparu adnoddau ariannol a nwyddau i'w cludo yno.

Cyfeiriodd y Cadeirydd at y gwaith gwerthfawr roedd yr Arolygwr/Ymgynghorydd AG yn ei wneud a dymunodd y gorau iddo am daith ddiogel a buddiol.

### **1037 ENWEBU CYNRYCHIOLWYR I'W HETHOL I BWYLLGOR GWAITH CYSAG CYMRU**

(Cafodd yr eitem hon ei hystyried fel mater brys, wedi i'r Cadeirydd roi rhybudd o hynny ar ddechrau'r cyfarfod).

Adroddodd Mrs. M.B. Lloyd, Cadeirydd CYSAG Cymru, am newidiadau aelodaeth i Bwyllgor Gwaith y Gymdeithas ac, yn unol â'r cyfansoddiad, roeddynt yn gofyn am enwebiadau gan bob CYSAG ar gyfer Is-gadeirydd yn ogystal ag aelodau i weithredu ar y Pwyllgor Gwaith. Nodwyd fod rhaid cyflwyno'r enwebiadau erbyn 1 Mawrth 2004. Ar ôl trafodaeth fer:-

***PENDERFYNWYD*** enwebu Mr. Gavin Craigen, Arolygwr/Ymgynghorydd AG ar gyfer rôl yr Is-gadeirydd ac enwebu'r Cynghorydd M.M. Jones, Cadeirydd CYSAG Sir Ddinbych, i weithredu fel aelod ar Bwyllgor Gwaith Cymdeithas CYSAG Cymru.

Wrth gloi'r cyfarfod diolchodd y Cadeirydd i'r Arolygwr/Ymgynghorydd AG a Chlerc CYSAG am eu gwaith caled a diolchodd i'r aelodau am fynychu'r cyfarfod a'u cyfraniadau gwerthfawr i'r drafodaeth.

Daeth y cyfarfod i ben am 4.00 p.m.

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## DRAFT FRAMEWORK FOR CHILDREN'S LEARNING IN THE FOUNDATION PHASE

### Definition of the Foundation Phase

The Foundation Phase covers children's education from 3 – 7 years. It encompasses the following year groups:

- Nursery / reception: 3 – 5 years including funded settings in the non-maintained sector (not compulsory until the term after a child's fifth birthday)
- Years 1 and 2

It is based on educators planning cross-curricular activities based on seven areas of learning.

### Foundation Phase Focus Statement

The Foundation Phase encompasses the developmental needs of children. Learning is holistic and what children can do the starting point. They learn through first hand experiential activities with the serious business of 'play' providing the vehicle. Through their play children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First hand experiences allow children to develop an understanding of themselves and the world in which they live in. An environment that is exciting, stimulating, safe and secure both indoors and outdoors is promoted so that discovery and independence are nurtured. Positive partnerships with the home are fostered and the development of children's self-image and feelings of self-worth and self-esteem are at the core of this Phase.

### Rationale of the Foundation Phase

The Foundation Phase curriculum enables children to learn and develop through stimulating, purposeful and challenging activities that allow them to experiment without any fear of failure. Positive dispositions to learning are nurtured which impact on children's future learning. The Foundation Phase curriculum is built around children's previous learning experiences, knowledge and skills. Positive partnerships with the home must be fostered and an appreciation of parents/ carers as the children's first educators acknowledged.

### Foundation Phase Curriculum Aim

The Foundation Phase curriculum aims to promote continuity and secure the best possible start for all children in Wales by providing a learning continuum in all areas of learning and development and flexibility to meet the diverse needs of all children.

### Foundation Phase Curriculum Objective

The Foundation Phase curriculum objective is to improve the support for, and promotion of children's rounded development and give them a flying start in life. This will enable them to benefit from educational opportunities later on in their lives and to help them become active citizens within their communities.

### Statutory Entitlement

*This needs to be explored legally.*

## **Continuum of Learning**

To ensure that all children have access to a continuum of learning that enables them to grow and develop the following need to be an integral part of the Foundation Phase:

- appropriate approaches to learning and teaching
- assessment for / of learning built in to everyday activities.

## **Approaches to Learning and Teaching**

Educators planning an appropriate learning continuum for children throughout the Foundation Phase should understand that young children learn most effectively when they are actively involved in first hand experiences. Educational provision for young children is holistic and the child is at the heart of any planned curriculum. It is about adults understanding, inspiring and challenging children's potential for learning. Adult involvement in children's play is of vital importance particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by adults. Children need a broad, balanced and differentiated curriculum. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children's development.

For children, play can be and often is a very serious business. It needs concentrated attention. It is all about children learning through perseverance, attention to detail, and concentration - characteristics usually associated with work. Play is not only crucial to the way children become self aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.

Good Foundation Phase educators help children, scaffold their play, offer choices, challenge children with care and sensitivity, encourage them and move their learning along. The Foundation Phase curriculum should be flexible to allow teachers and staff working with the children opportunities to plan and deliver an appropriate curriculum. Through appropriate planning and structured experiences in the seven areas of learning children should grow, develop and progress in their development.

## **Assessment within the Foundation Phase**

Through adults observing and interacting with children the Foundation Phase assessment focuses on children's achievements and development. Assessment is concerned with children's progression along a learning continuum and it is an on-going regular process.

Assessment enables staff to:

- know the individual child and highlight his/her strengths, interests and needs
- identify the plan for the child's progress
- inform children, staff, parents / carers of children's achievements and next steps in their learning
- identify, monitor and evaluate their own skills and professional needs and the curriculum
- highlight the strengths and abilities across all areas of development and not just intellectual for example, creative or physical.
- inform transition transfer between the Foundation Phase and Key Stage 2.



## **The Developing Child**

Adults must understand how children develop and plan an appropriate curriculum that takes account of children's personal and social, emotional, moral and spiritual, cognitive, linguistic, creative and physical, development that enables children to develop at their individual pace. Account should be taken of the experiences that the children have had before entering the setting / school. Active and experiential learning through play enables children to improve their skills and development, for example:

### **Personal and Social Development**

- interact with others
- form relationships with peers and adults
- develop confidence
- learn social skills such as sharing and caring
- become aware of the feelings of others
- play and interact with peers and adults
- be sociable and well balanced
- begin to take responsibility for personal hygiene and dressing themselves

### **Emotional Development**

- express emotions and feelings
- learn to deal with a range of emotions
- show awareness of self and feelings of self-esteem
- feel secure in themselves and with others
- know when they need time and space
- be able to take turns and demonstrate appropriate self control
- recognise need for help and seek it when needed

### **Moral and Spiritual Development**

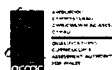
- understand what is right and wrong and what is fair and unfair
- begin to develop concepts of being helpful, forgiveness and fairness
- understand the needs and abilities of others and the need to share and take turns
- begin to take responsibility
- gain awareness of the beliefs of others
- show sensitivity
- understand and respect that people have different preferences, views and beliefs
- know that each person is different but all are equal in value
- express feelings of awe and wonder particularly about nature, plants and insects

### **Cognitive Development**

- experiment in different ways
- explore different materials / world (environment) around them
- make decisions
- solve problems
- group objects according to different criteria
- develop an understanding of shape, colour and form
- be keen to learn in a variety of contexts

### **Linguistic Development**

- practice language
- try out new words and sentence structures
- ask why, how and what
- explain what they are doing



- use language to negotiate with other children and adults
- emergent writing
- enjoying books

#### **Creative Development**

- use a variety of media to express themselves
- communicate feelings, opinions etc. through different sources
- develop different ways of thinking and solving problems
- respond imaginatively to different stimuli
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#### **Physical Development**

- develop co-ordination
- control bodily movements
- develop muscle tone and balance
- develop gross and fine motor skills
- develop confidence.

#### **Areas of Learning**

Seven areas of learning have been identified to deliver an appropriate curriculum for the developing child. They must complement each other and work together to provide a cross curricular approach to form a practical relevant curriculum. They should not be approached in isolation. The seven areas of learning are:

- Personal and Social Development and Well-Being
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism and Multicultural Understanding
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

## PERSONAL AND SOCIAL DEVELOPMENT AND WELL-BEING

### Focus Statement

Through the different types of play, practical experiences and stimuli, children's personal and social developmental needs and well being are promoted. An environment where children feel safe and secure is essential. Children are encouraged to develop their self-esteem, their personal beliefs and moral values as well as respecting the views and values of others. Motivation and commitment to learning are encouraged, as children begin to understand their own potential and capabilities. Positive attitudes for enjoying and caring for their environment are fostered. Through appropriate activities children are encouraged to be confident, competent and independent thinkers and learners.

### Context for Learning

Children's personal and social development and well-being is promoted through activities that enable their physical, emotional and intellectual independence to grow. Through a variety of enjoyable experiences in a safe and secure environment, children will be learning about themselves, their relationships with other children and adults both within and beyond the family. The environment will provide challenges and experiences that extend children's learning. They will develop an awareness of their environment and learn about the people who live and work there through meaningful situations. This includes learning about other cultures, religions and backgrounds. As their self-identity develops, children will begin to express their feelings and to empathise with others.

### Personal and Social Development and Well Being across the Curriculum

Effective provision for personal and social development and well being needs careful planning across all areas of learning to ensure that children have opportunities to develop their skills as active thinkers and learners and to interact with others – learning to help, share cooperate, identify and solve problems. There are many opportunities to develop the skills, knowledge and understanding within the other areas of learning, for example:

*Language, Literacy and Communication Skills:* communicating needs, expressing feelings, opinions and making choices and listening to and responding to others.

*Knowledge and understanding of the World:* developing an inquiring mind and knowledge and understanding of local communities and environment gradually learning about the world around them.

*Creative Development:* communicating and expressing feelings and emotions through a variety of media.

### Skills

Children are given opportunities to develop, apply and extend their personal and social skills through a variety of media in all areas of learning, for example:

- develop a positive self image and a sense of self-awareness and belonging
- settle in to a new environment (setting / school) and become part of new groups
- begin to take responsibility for their actions and their role within friendship groups
- recognise themselves as part of different communities such as home and school
- explore and understand the diversity of roles that people play in different groups and communities
- begin to express their own views, ideas and feelings
- be aware of and accept the differing needs and views of others
- tackle new activities with enthusiasm
- cope with unfamiliar activities

- begin to plan and review actions
- cope with disappointment
- concentrate on tasks in relation to their personal development needs
- persist at an activity without becoming frustrated
- be still and reflect
- respond positively to different activities and stimuli
- take responsibility for personal hygiene
- develop good eating and social habits.

## Knowledge and Understanding

The Foundation Phase should provide children with opportunities to develop their knowledge and understanding in the following:

### Personal Development

Children's understanding of who they are, their sense of self worth and feeling confident in their abilities are promoted throughout all areas of learning. The development of self-confidence and self-esteem are promoted and viewed as essential if children are to acquire the appropriate attitude to / disposition for learning. Children are encouraged to develop a sense of adventure with their learning so that they feel confident to explore and experiment with new learning opportunities, know what they are good at and understand how they can improve in their learning. Children begin to take responsibility for personal hygiene and gradually are able to dress and undress themselves for physical activities. Children begin to understand that people have different preferences, views and beliefs to themselves but all are equal in value.

### Social Development

Developing children's confidence is important so that they are able to form relationships with other children and adults. Children show sensitivity to others and gradually know how to be a good friend. Knowing what is fair and unfair, right and wrong are important learning elements for children. An understanding of rules is important so that children appreciate an ordered community. Taking turns, sharing and beginning to exercise self control are all elements that are consistently promoted. Children begin to develop knowledge about a variety of groups to which they belong and understand the diversity of roles that people play in those groups. They experience the joy of sharing special occasions of their own and other cultures and traditions. They develop an understanding that all living things should be treated with care, respect and concern.

### Well-Being

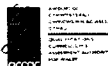
How children are feeling about themselves has a direct impact on their learning. The Foundation Phase encourages children to adopt an open and interested attitude towards their environment and learning. Children develop an understanding of their own bodies and how to keep them healthy and safe. Well-being has many characteristics. When children feel safe and secure in their environment (home / school / class) they display high levels of self-esteem. Children must feel that they are valued and that their contribution to a group, class, school is equally respected. Children who are happy in themselves and with their environment are more likely to succeed with their learning. They are more likely to 'experiment' with new activities and experiences.

## Progress in Learning

Foundation Phase experiences should enable children to make progress in their ability to:

### Personal

- enjoy and value the learning, success and achievements of themselves and other people
- show curiosity and develop a positive attitude to new experiences and learning
- to ask for guidance and support as necessary



- explore and experiment with new learning opportunities
- are willing to take risks in their learning
- concentrate for lengthening periods when involved in appropriate tasks
- become independent thinkers and learners
- ask questions
- develop an awareness of what they are good at
- understand how they can improve their learning and use feedback to improve their work
- grow aware of and be able to express feelings about a variety of significant events in their lives and those of others
- begin to know about own beliefs and gain awareness and growing respect for the beliefs of others
- know that each person is different and that people have different preferences, views and beliefs but understand that all are equal in value
- be curious and inquisitive and have a sense of wonder at natural beauty
- begin to be aware of and respect the needs of others, and to begin to take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- know the behavioural expectations of the setting / school and understand that rules are essential in an ordered community
- know what is fair and unfair and understand what they believe is right and wrong

#### **Social**

- value friends and families
- take account of the needs of others in a group and begin to show care and consideration
- form relationships and feel confident enough to play with others and initiate interactions
- develop the ability to play and work cooperatively in pairs or as part of a larger group
- know how to be a good friend and understand how they can take some responsibility in their friendship groups
- understand the differing roles within the family
- have respect for rules and begin to exercise self control and to take responsibility for their own actions
- willingness to compromise
- develop a positive self-image and sense of belonging as part of different communities
- develop an awareness and enjoyment of different cultures and religions and an understanding of their own Welshness
- develop an awareness of the differing needs and views of other people in their own and in other cultures and religions
- develop an understanding of the diversity of roles that people play in different groups/communities
- be aware of people who help them
- develop an awareness of differing jobs that people do in the workplace

#### **Well Being**

- value and contribute to their own well-being and to the well-being of others
- develop confidence and self-esteem
- begin to be aware of their own feelings and develop the ability to express feelings in appropriate ways
- begin to understand the relationship between feelings and actions
- begin to understand that other people have feelings
- demonstrate care, respect and affection for other children and adults
- be concerned about their environment
- develop a growing interest in the world around them

- begin to show care, respect and responsibility for their immediate environment
- be aware of their own needs and able to ask for assistance
- develop respect for their bodies and those of others
- know that exercise and hygiene and the right types of food are important for healthy bodies
- understand that medicines are taken to make them feel better and that some drugs are dangerous
- know about dangers in the home and outside environment
- know what to do and who to talk to when feeling unsafe.

## LANGUAGE, LITERACY AND COMMUNICATION SKILLS

### Focus Statement

Through the different types of play, practical experiences and stimuli, children are immersed in language experiences and activities. They are encouraged to communicate their needs clearly, re-tell experiences and discuss individual and group play, referring to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media. Some children will communicate by means other than speech. They are encouraged to listen and respond to others and to a range of stimuli including audio-visual material. They have opportunities to choose and use reading materials, understand the conventions of print and books and are given a wide range of opportunities to enjoy mark making and writing experiences. They are helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English.

### Context for Learning

The language children bring from home should be fostered and form the basis of oracy development. It should be valued and seen as one of the essential and critical tools in the development of children's skills. Children's language, literacy and communication skills in English and Welsh are developed through talking, signing / communicating and listening in a range of enjoyable, practical activities that build on children's previous experiences. They are encouraged to talk and to use English and Welsh words and patterns with their peers and adults as they play and undertake activities across all areas of learning. Children are encouraged to express their own needs, feelings and thoughts. Flexibility of approach is essential to allow adults to cater for the differing needs of children as they enter and move through the Foundation Phase.

An enjoyment of books in English and Welsh and other written material is promoted. An ethos where books and the written word are valued is essential so that children grow up with a love for stories, reading and writing. English and Welsh materials, including books, signs and labels are an integral part of the children's environment. Opportunities for writing for a number of audiences and different genres and purposes are planned, and skills learnt in one language are practised in the other, for example, through role play and graphic areas. Children develop the more advanced skills of writing as they move through the Foundation Phase.

### Language, Literacy and Communication Skills across the Curriculum

Children are given opportunities to develop, apply and extend their skills of speaking, listening, observing, viewing, reading, writing and expressing ideas through a variety of media in all areas of learning, for example:

*Personal and Social Development and Well Being:* using role-play to discuss and communicate different emotions with others in order to develop personal and social skills in a variety of situations

*Knowledge and Understanding of the World:* talking, listening, reading and writing about their environment and findings from their investigations.

*Creative Development:* talking, listening and writing about their work and that of others in art and music

## Skills

Planned experiences should enable children to develop their many language, literacy and communication skills, for example they should:

- talk with growing confidence, making themselves clearly understood according to their ability and for a range of purposes
- listen with growing attention and concentration and respond appropriately
- express their ideas through a variety of media
- participate in role play and drama activities
- develop the correct handling of books and differentiate between print and picture
- choose books and begin to respond and read with enjoyment and increasing accuracy according to their ability
- experiment with mark making
- write with increasing confidence and skill (within the different stages of emergent writing) and gradually become more fluent and accurate
- organise and present their writing in different ways and through a range of media including the use of ICT
- understand the need for punctuation and gradually begin to use it in their own work

## Knowledge and Understanding

Planned experiences should provide children with opportunities to develop their knowledge and understanding in the following:

### Oracy

The language skills that children bring with them from the home are valued and used as the starting point for the development of oracy skills. Children's talking and listening skills are fostered and promoted as they learn new vocabulary and patterns in English and Welsh. Through appropriate and careful questioning, structured language programmes and intervention in the children's play, adults can assist the children in their thinking and help develop their skills and confidence. Children's initial experiences involve opportunities to listen to and respond to a wide range of stories, poems and songs including material prepared for learners; they learn rhymes and repeat sound sequences and patterns. They respond appropriately to simple instructions in familiar circumstances. They express their own thoughts, emotions and feelings and experiment with words and phrases. Gradually they use increasingly complex phrases in their speech and listen with growing attention and concentration, and respond to familiar and unfamiliar voices. They begin to work with others and talk and present their work to different audiences, including friends, large groups, the teacher and other adults. They speak with clear diction and appropriate intonation in their own accents.

### Reading

Initially a love of books and reading is promoted through providing children with many opportunities to browse and listen to a range of stories, rhymes, and poems, including work written for learners. Books are shared with adults and other children in small and large groups in a supportive reading environment. Children are encouraged to listen to stories and follow print, to make their own books and to find out facts and information that interests them. They learn to search for the hidden meaning within some stories. They experience inter-active books through using ICT and audio tapes. Children begin to recognise and become familiar with names of letters and their shapes and sounds in both English and Welsh. Through appropriate planned experiences and teaching, children will gradually read on their own, with others and to adults from a range of genres. Fluency and accuracy become more apparent as children are developmentally ready. Children's knowledge of phonics, graphics, grammar and contextual understanding increases as the children become more independent in their reading. Through structured, skills based activities, children gradually develop strategies that enable them to use, read and enjoy more complex reading material.



### Writing

Children's initial experiences of writing are experimental across all areas of learning. They have opportunities to use a range of writing materials. They begin to understand the purposes of writing and are able to distinguish between picture and print. Through planned activities, children will develop their writing skills and begin to write from left to right and from top to bottom of the page. They start and finish letters correctly and have control over spacing, size and shape. They begin to identify the purpose for which they are writing and they organise and present their writing in different ways. Children will recognise the need for punctuation and will become consistent in using capital letters, full stops and question marks. Through more detailed planned writing experiences and when they are developmentally ready, children will be able to use their knowledge of sound-symbol relationships and phonological patterns, spell commonly occurring words correctly and experiment with the spelling of complex words within their written activities.

### Progress in Learning

Foundation Phase experiences should enable children to make progress in their ability to:

#### Oracy

- listen to familiar and unfamiliar voices
- experiment with new sound patterns
- use English and Welsh in the setting to meet everyday needs
- memorise and use new words effectively
- convey understanding
- discuss activities in progress and completed
- have something to say
- greet someone
- respond appropriately in familiar circumstances
- listen to and carry out instructions
- convey meaning simply
- substitute words in familiar patterns
- use previously learnt language in new contexts and situations
- convey personal and imaginative experiences using familiar patterns
- express feelings, likes and dislikes using familiar patterns
- present simple information
- listen with growing attention and concentration to a range of stimuli
- speak using correct pronunciation and appropriate intonation
- take part in simple activities, including dialogue and role-playing activities
- be able to re-tell stories in sequence, with some detail
- relate their contributions in a discussion to what has gone on before, taking similar/different views into account
- use the conventions of discussion and conversation
- adopt a role, making a conscious use of movement, gesture and speech
- speak with confidence, making themselves clear through organising what they say and choosing words with precision, building on their previous experience
- incorporate relevant detail in explanations, descriptions and narratives, and distinguish between the essential and less important, taking into account the needs of their listeners
- recognise the importance of language that is clear, fluent and interesting in order to communicate effectively.

### Reading

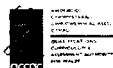
Foundation Phase experiences should enable children to enjoy books and to make progress in their ability to:

- follow stories read to them by a familiar and unfamiliar voice and respond as appropriate
- look at books with or without an adult and show an interest in and enjoy their content
- handle a book as a reader
- be able to follow stories from pictures
- identify events illustrated in pictures
- understand that written symbols have sound and meaning
- recognise some letters and/or common words
- develop an understanding of the relationship between print symbols and sound patterns
- develop a sight vocabulary of words recognised and understood automatically and quickly
- use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms
- focus on what can be learned about word meanings and parts of words from consistent letter patterns
- develop an understanding of the way language is ordered and organised into sentences
- be aware of different types of books
- explore meaning within a book as a whole
- read their own work aloud
- read with enjoyment and increasingly fluency, accuracy and understanding, building on what they already know
- use reference materials, including those ICT based for different purposes
- recognise the structural devices for organising information.

### Writing

The Foundation Phase should enable children to enjoy experimenting with written communication and to make progress in their ability to:

- understand that writing is a means of communication
- use emergent writing to display writing characteristics
- understand that written symbols have sound and meaning
- differentiate between print and pictures
- understand the different purposes and function of written language
- experiment with mark making
- recognise the alphabetic nature of writing and discriminate between letters
- begin to write in a conventional way
- express ideas for a scribe to write
- begin to write in a conventional way
- write independently on subjects that are of interest and importance to them
- spell common and familiar words in a recognisable way
- write legibly
- identify the purpose for which they write, and write for a range of readers
- organise and present writing in different ways, helpful to the purpose, task and reader, using ICT as appropriate
- recognise that punctuation is essential to help a reader understand what is written
- spell more complex words accurately
- write with increasing confidence, fluency and accuracy.



## MATHEMATICAL DEVELOPMENT

### Focus Statement

Children develop their knowledge and understanding of mathematics through oral, practical and play activities, exploration and discussion in a range of contexts across the curriculum, as well as through daily routines, imaginative role-play, and investigation. Number rhymes, songs, stories and counting activities help them to develop their understanding of counting on and back, to recognise numbers and to match symbol to sound. They develop a range of flexible methods for working mentally with number, using these to solve numerical problems in a variety of contexts. They sort, match, sequence and compare familiar objects, and are encouraged to talk about and explain their mathematics, using appropriate mathematical language. They recognise and create simple patterns and relationships. They learn to represent their work in a variety of ways using objects, pictures, diagrams, words and symbols. They check their answers in different ways and use written methods of recording, which reflect the mental strategies they use.

### Context for Learning

Encouraging children to talk about their work has a high priority in order to develop their use and understanding of mathematical language. Children need plenty of opportunities to develop their mental skills; they should be allowed to progress at their own pace and be introduced to the more formal methods of working and recording only when they are developmentally ready. They should experience a wide variety of activities, some of which will focus directly on mathematical development and some that will draw out the mathematics in other activities. The indoor and outdoor environment provides children with a context for activities that allow them to investigate, estimate and to solve real life problems.

### Mathematical Development across the Curriculum

Children are given opportunities to develop their use and application of mathematics and their knowledge and skills of number, measures, shape and space, and handling data in other areas of learning, for example:

*Personal and Social Development and Well-Being:* matching when sharing equipment and using ordinal numbers when taking turns

*Knowledge and Understanding of the World:* observing numbers and patterns in the environment

*Physical Development:* using locational and comparative mathematical language when moving around and when playing with small and large equipment.

### Skills

Mathematical provision should enable children to:

- use mathematical language and symbols in a range of contexts across the curriculum, become more sophisticated as their knowledge and understanding increases
- recognise and create patterns and relationships and make related predictions about them
- develop flexible methods of working orally and mentally with number, and recording in a variety of ways
- select and use appropriate mathematical equipment and materials for specific tasks
- develop a range of mathematical approaches and ideas
- select the appropriate mathematics to solve problems
- talk about their work, responding to and asking mathematical questions
- present their work in a variety of forms

## Knowledge and Understanding

Mathematical provision should provide children with opportunities to develop their knowledge and understanding in the following:

### Using and applying mathematics

Using mathematics, communicating mathematics and developing mathematical reasoning are vital aspects of problem solving. Children need opportunities to use and apply their mathematics in practical tasks, in real-life problems and within mathematics itself. They need to devise and refine their own methods of recording and communicating their methods to others, and to use their developing mathematical vocabulary in role play and in talking to adults about their work. They should feel free to ask questions and to explore alternative ideas in order to support the development of their mathematical reasoning. With increasing maturity, they begin to estimate and approximate, and to investigate and make simple predictions in mathematics.

### Number and handling data

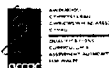
Young children develop their early understanding of number in a variety of contexts. They learn to count, read and write numbers, to compare and order numbers, make connections, and recognise patterns, sequences and relationships through practical activities and discussion. They enjoy using and experimenting with numbers, and observing numbers and patterns in the environment and their every day life. They begin to develop their mental calculation skills during counting and grouping activities, games, and through daily classroom activities. Children gradually develop an increasing understanding of mathematical vocabulary related to number. As their understanding of numbers and the number system develops, they begin to use informal, personal methods of recording their mental calculations, gradually moving on to using words and symbols in number sentences. They progress from counting on or back in steps, to mental mathematics involving all four operations with small numbers. Initially through role-play children will develop an awareness of the use of money and its value. As they come to understand place value and larger numbers, they use a calculator effectively, estimate, interpret and check their results in a variety of ways.

Children's initial experiences of handling data involve sorting and matching sets of objects and talking about the decisions they have made. They collect information in purposeful contexts, and represent the data in a variety of ways, initially using real objects, pictures or diagrams. They progress to using and interpreting an increasing range of charts, diagrams, tables and simple databases.

### Measures

Children have opportunities to handle a variety of objects in order to appreciate and talk about their similarities and differences, to fill and empty boxes and bottles, to order by magnitude and to talk about what they are doing so that they can develop a good understanding of vocabulary of measure. Gradually activities will involve ordering two objects of mass or length by observation to using uniform non-standard units for comparison and seeing the need for standard units of measure. They choose units and equipment appropriate to a relevant measuring task, estimate the size of the measure, and read the scale with some accuracy.

Children develop an understanding of the vocabulary of time and of the passage of time as they begin to appreciate that certain activities happen at specific times on the clock, and learn through class discussions, birthdays and other contexts about the days of the week, the months and seasons of the year. Gradually they are able to read the time on an analogue clock to the nearest hour, half hour or quarter hour, and relate this to equivalent digital time.



### Shape and space

Children's initial experiences of shape are through handling and using different 3-D and 2-D solids and talking about similarities and differences. Through the development of mathematical vocabulary for shape they begin to appreciate the properties of simple solids and flat shapes before moving on to more complex uniform shapes. Children will talk about their activities as they experiment with shapes, making increasingly complex or more accurate models and patterns. Gradually they learn to sort shapes according to one or more criteria.

Children begin to develop their understanding of space through their own physical movements and through handling, fitting together and moving shapes and objects in different ways. They learn everyday language of position by following instructions and talking about their activities. They begin to understand angle as a measure of turn and recognise whole, half and quarter turns. They come to recognise translations and rotations as movements, and can combine simple combinations of these.

### Progress in Learning

Provision for children's mathematical development should be planned as an integrated whole, and take account of relevant activities in other areas of learning. Children will progress through the various elements when they are developmentally ready:

### Using and applying mathematics

Taking part throughout the Foundation Phase in mathematical activities that require children to solve problems, communicate mathematics and reason mathematically, will enable them to make progress in their ability to:

- use mathematical language and skills in their role-play
- select and use appropriate mathematical ideas and methods, equipment and materials to solve practical problems
- develop a range of mathematical approaches, and look for ways to overcome difficulties
- organise, check and talk about their work, respond to and ask questions and work systematically explaining their methods orally and when appropriate in writing
- represent their work in a clear and organised way, using symbols and present their work through a variety of forms such as words, pictures, models, charts and number sentences
- sort and match, justify their decisions and make simple estimates and predictions
- begin to check answers in different ways and interpret their answers to a particular calculation within the context of a given problem.

### Number

A wide variety of activities throughout the Foundation Phase that involve counting, reading and writing numbers, comparing and ordering numbers, using number relationships and a variety of calculation, solving numerical problems and handling data, will enable children to develop a sound basis for work in number and to make progress in their ability to:

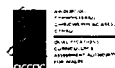
- say number names accurately in play and using in familiar contexts
- know the number names, and recite them in order from and back to zero
- count reliably, initially small sets of objects
- count on and back in steps of different sizes, and from different numbers
- record numbers, initially making marks, progress to simple tallying and write numerals
- read and write numbers, initially to 10 then to 100 and beyond
- know what each digit in a two digit number represents, including the use of zero as a placeholder
- recognise and use in context simple fractions
- use negative numbers in context and decimal notation in recording money
- understand and use the vocabulary of comparing numbers, including ordinal numbers

- order whole numbers to at least 100, and position them on a number line and a 100 square
- approximate numbers to the nearest 10 or 100
- explore patterns in number tables and sequences
- match objects in real contexts, and compare sets by matching objects
- understand the commutative property of addition, and the relationship between addition and subtraction
- recognise odd and even numbers to at least 30
- mentally add 10 to any single digit number, then add or subtract multiples of 10 to or from a two-digit number
- use the vocabulary of addition and subtraction in practical and oral activities
- relate addition to combining two groups of objects, and to counting on
- relate subtraction to taking away, counting how many are left, and to counting back
- use the + and – sign and = to record mental calculations in a number sentence
- understand that subtraction is the inverse of addition
- understand the operation of multiplication as repeated addition
- understand facts for the 2, 5 and 10 multiplication tables
- know and use halving as the inverse of doubling
- find totals and give change
- use mental strategies to solve problems. recognise situations to which the operations of addition and subtraction apply, and using them to solve problems with whole numbers, including contexts, which involve money or measures.
- recognise situations to which multiplication and division apply, and use them to solve problems with whole numbers, money or measures, understanding and dealing appropriately with remainders.
- choose a suitable method of computation, use apparatus where appropriate, or a calculator where the numbers include several digits.
- understand the use of a symbol to stand for an unknown number, and use simple function machines
- sort and classify collections of objects using one or more criteria relating to their properties,
- collect and organize information in simple ways,
- collect, record and interpret data using an increasing range of charts, diagrams, tables and graphs to communicate findings
- extract information from an increasing range of charts, diagrams or tables
- enter and access information in a simple database.

### Measures

Talking about and taking part in a wide variety of practical activities involving measures (mass, length, capacity and time), will enable children to progress in their ability to:

- compare and order two or more objects by direct observation, in terms of length, height, weight or, by filling and emptying containers, using the language of comparison to talk about the ordering
- measure using uniform non-standard units, and see the need for standard units
- use standard metric units of length, mass and capacity and choose units appropriate to a situation
- choose and use appropriate measuring equipment, read and interpret numbers and scales with some accuracy
- talk about the time of day in relation to regular activities, know and order days of the week, months and seasons, and sequence two or three familiar events
- understand the passage of time in relation to everyday life, and know the relationship between units of time
- read the time to the quarter hour on an analogue clock and relate this to digital time.



### Shape and space

Talking about and taking part in a range of practical activities involving patterns and properties of shape, and position and movement in space, will enable children to progress in their ability to:

- use a variety of 3-D and 2-D shapes to make models, pictures, patterns and sequences, working with increasing care and accuracy
- talk about the properties of regular and irregular shapes, identifying similarities and differences and using everyday language to describe features of familiar 3-D and 2-D shapes
- know the names of solids such as a cube, cone, sphere, and flat shapes such as circle, triangle, square, rectangle, moving on to pyramid, cylinder, pentagon, hexagon, octagon
- recognise and use the geometrical features of shapes, including vertices, sides, edges, surfaces of 3-D shapes and reflective symmetry in 2-D shapes
- understand and use a range of vocabulary to describe position, direction and movement
- develop an awareness of movement through space during physical activities, exploring movement using programmable devices, and following and giving directions for simple movements
- talk about things that turn, and recognise whole, half and quarter turns, to the left or right, clockwise and anti-clockwise
- know that a right-angle is a measure of a quarter-turn, and recognise right angles in squares and rectangles
- recognise movements in a straight line. i.e. translations and rotations, and combine them in simple ways.





## BILINGUALISM AND MULTICULTURAL UNDERSTANDING

### Focus Statement – Bilingualism

Bilingualism is the ability to speak, read and write in two languages. The aim in the Foundation Phase is to enable children to use English and Welsh to the best of their ability. Through the different types of play, practical experiences and a range of stimuli children are immersed in both English and Welsh experiences and activities. Language skills are integrated across different areas and learning in one language supports the development of knowledge and skills in the other. Children are encouraged to respond to stimuli and to communicate to their peers and adults in the two languages.

(This is in line with the Welsh Assembly Government's target for a bilingual Wales. Some children will have an additional home language)

### Context for Learning

Bilingualism is developed through communicating in a range of play and fun activities that build on their previous knowledge and experiences. Children experience both English and Welsh in a range of contexts, both structured and informal with adults providing good role models through appropriate provision and facilitating activities. Children are encouraged to talk to their peers and adults in both languages when playing and undertaking activities across all areas of learning. Written material, including books, signs and labels in both languages are an integral part of the children's environment.

### Bilingualism across the Curriculum

Children are given opportunities to apply their bilingualism skills through a variety of media in other areas of learning, for example:

*Personal and Social Development and Well-Being:* talking about different emotions and feelings in both languages.

*Mathematical Development:* describing and naming different shapes

*Physical Development:* responding to instructions in both English and Welsh

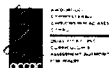
### Skills, Knowledge and Understanding and Progress in Learning

*These link directly with the content contained in the Language, Literacy and Communication Skills area of learning and therefore should be cross referenced. Following the consultation and pilot phase other skills, knowledge and understanding and progress in learning will be identified as appropriate.*

### Activities

Progress in learning, skills, knowledge and understanding in English and Welsh can be supported through the children having opportunities to be involved in the following across all areas of learning and the full range of experiences within the setting / school:

- Role play
- Pair work
- Group discussion
- Drama
- Listening to stories and poetry
- Reading for a purpose
- Independent research
- Focused listening and viewing
- Writing for different purposes
- Using ICT to support language learning and development



### **Focus Statement: Multicultural Understanding**

Multicultural understanding focuses on children exploring, developing knowledge and respecting different cultures, religions and languages in their environment and across Wales and the World. The aim in the Foundation Phase is to raise children's awareness, knowledge and understanding of different cultures, religions, languages and traditions and that we are living in a multicultural country. This is an entitlement for all children across Wales. Through the different types of play, practical experiences and a range of stimuli children are aware of different traditions and celebrations. They learn about special times, buildings and places and that people worship in different ways. Special stories are shared and holy books and artefacts handled with respect and care.

### **Context for Learning**

Multicultural understanding is promoted through a range of play and fun activities that build on their previous knowledge and experiences. Children learn and understand about different religions, cultures and traditions through practical and creative activities, role play, visits, cooking, and from using and handling a range of artefacts and books. They are encouraged to talk to, discuss and ask questions with their peers and adults.

### **Multicultural Development across the Curriculum**

Children are given opportunities to develop their multicultural understanding through a variety of media in other areas for learning for example:

*Creative Development; moving and dancing to music from different cultures.*

*Knowledge and Understanding of the World: cooking activities such as making different types of food from around the world.*

*Language, Literacy and Communication Skills: talking about different languages and listening and talking about stories from different cultures and religions.*

### **Skills, Knowledge and Understanding and Progress in Learning**

*These link directly with content contained in Personal and Social Development and Well Being, Knowledge and Understanding of the World and Creative Development and therefore should be cross referenced with these. Following the consultation and pilot phase other skills, knowledge and understanding and progress in learning will be identified as appropriate.*

### **Activities**

Progress in learning, skills, knowledge and understanding in Multicultural Understanding can be supported through the children having opportunities to be involved in the following across all areas of learning:

- Role play
- Drama
- Dance and creative movement
- Listening to stories and poetry from different cultures and religions
- Cooking
- Exploring the local environment
- Handling holy books and artefacts
- Visits to different places of worship

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

### Focus Statement

Children experience the familiar world, by exploring and investigating the environment. They are given opportunities to develop an awareness of themselves, their relationships with others and the wider world. Through unstructured and structured play they are encouraged to enjoy experimentation, asking and answering questions about other cultures and religions, about past events, living things and the work people do. They are given experiences which help them to begin to understand the use of a variety of information sources and to enjoy activities such as pulling, pushing, turning, digging, building and generally finding out how things work. They are taught to respect the beliefs of others, demonstrate care, respect, affection and concern for all living things and express their own opinions and feelings with sensitivity and imagination.

### Context for Learning

Children's skills, knowledge and understanding of the world around them are developed through participating in a range of play and enjoyable practical activities that build on their previous experiences. They are encouraged to talk about their work and ask questions. Through using their skills of observing, investigating, communicating and decision making children develop knowledge and understanding of the world about them. These skills are developed across all areas of learning. Children are encouraged to develop an understanding of themselves, the environment around them and events that happened in the past. They are encouraged to use all their senses to explore the world that they live in.

### Knowledge and Understanding of the World across the Curriculum

Children are given opportunities to develop apply and extend their skills of observation, investigation communication, and decision making through a variety of media in other areas of learning, for example:

*Language, Literacy and Communication Skills:* looking at and referring to books and ICT sources to find information about animals, famous people of the past, using role play to act out different roles in the community

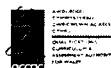
*Personal and Social Development and Well-Being:* discussing different types of food and identifying those that are healthy expressing personal views and feelings about events in the past

*Creative Development:* using a variety of media to express their ideas about the environment

### Skills

Planned experiences should enable children to develop their many Knowledge and Understanding of the World skills, for example:

- explore their environment within the setting and beyond
- investigate and handle objects to find out about them
- acquire appropriate vocabulary to express their ideas and ask questions
- express their ideas and record through a variety of media such as in pictures, songs, rhymes, role play, writing and ICT
- collect and record information
- make decisions built on previous knowledge
- investigate their own scientific ideas
- begin to recognise a fair and unfair test
- develop an understanding of sequencing in size, mass, time
- develop their ideas about the environment, how things work or happen and why
- use their senses to make discoveries
- explore a range of materials



- begin to recognise the similarities and differences in a range of materials in order to sort them or decide if they are fit for purpose
- know how things fit together/work/move
- begin to operate programmable toys, IT equipment and retrieve information
- gain awareness of the sense of time and past events
- recognise ways in which the past is different from the present
- explore the outdoor environment to discover the plants and animals that live there
- observe and examine living things closely to find out more about them
- identify some of the features of living things
- relate their everyday experiences to the scientific effects created by forces and movement, light, sound, electricity.

### **Knowledge and Understanding**

Planned experiences should provide children with opportunities to develop their knowledge and understanding through exploration and investigation in the following:

#### **The Living World**

Through planned activities, exploration and investigation children learn about living things, within this learning awe, wonder and reflection are integral. Humans, animals and plants in the children's immediate environment the starting point.

They will build their vocabulary and understanding of the main external parts of the human body and become confident in recognising similarities and differences between themselves and other children. They are introduced to the names of some of the external parts of animals and plants. They begin to understand that humans and other animals have and use senses which enable them to be aware of the world around them. Understanding that animals including humans, move, need food and water, grow and reproduce are discussed along with using practical experiences to demonstrate that plants need light and water to grow. Through discussing with adults and planned activities children begin to understand the effects the different seasons have on some animals and plants.

#### **Places**

The children's home and the setting / school is valued and used as the starting point for the development of knowledge and understanding of places. Through planned activities, exploration and investigation children learn about the local area, the wider world and the weather.

Children will use their immediate environment both indoors and outdoors to follow directions and routes. Through experiential learning children will begin to develop their knowledge and understanding of making and using plans and maps. They will build their geographical terms and understanding of their locality when comparing and contrasting places such as town/seaside/countryside. They become confident in recognising features of their own environment and of the wider world. Through focused discussion and observations children become more aware of how their locality changes. Children discuss different weather conditions and how weather in their locality compares with other areas.

#### **Time and Events**

The children themselves, their family and locality are valued and used as the starting point for the development of knowledge and understanding of time and events. Through planned activities, exploration and investigation children learn about the past, sequence events and changes in their lives and those of adults and localities familiar to them.

Through discussing and planned learning experiences initially, with the events in the children's day / week an understanding of the past and sense of chronological awareness begin to develop.

Emphasis is on the children's own timeline. By focused activities comparing events in the present to the past, in Wales, Britain and other countries children begin to develop an awareness of different periods in time. Children handle artefacts from the past and talk about similarities and differences with adults.

### **The Physical World**

Through planned activities, exploration and investigation children learn about forces and movement, light, sound and electricity.

Through discussion and experiential learning children begin to develop their understanding that many everyday appliances use electricity and that they should be used with care. Through increasing knowledge from focused investigations children are able to construct and explore simple circuits and understand that they will not work if there is a break in the circuit, extending to the use of simple switches to turn on/off electrical devices. Through planned activities children begin to learn that a push force or a pull force can make something speed up, slow down, change direction. Children find out that light comes from a variety of sources, such as the sun and that darkness is the absence of light. Through focused investigations children develop knowledge that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

### **The Material World**

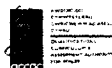
Through planned activities, exploration and investigation children learn about different materials.

Through discussing and planned learning experiences children will have opportunities to experiment with different materials and use their senses to sort them into groups according to simple properties. They develop an awareness of and are able to distinguish between man-made or natural materials. Through handling and investigating materials they develop their knowledge and understanding of the different properties of these materials begin to link the properties of common materials with their uses. Through experiential learning children observe and describe the way in which some everyday materials change in shape by stretching, squashing, bending and twisting and when heated or cooled.

## **PROGRESS IN LEARNING**

Foundation Phase experiences should enable children to make progress in their ability to:

- Make choices
- Respond appropriately to ideas, describing features of objects, living things and events they observe
- Communicate their findings in a variety of ways, such as talking, through drawings, diagrams, tables, plans or simple charts
- Use appropriate vocabulary to describe their observations, feelings and views, recording them where appropriate using a variety of media and techniques
- Find, sort or classify information using simple texts, investigations and ICT where appropriate
- Put forward their own ideas and opinions
- Interact with their environment
- Use safely simple equipment and make observations and measurements related to the activities
- Carry out a fair test safely, recognising and explaining why it is fair
- Compare materials, objects, living things, events and different environments
- Know the names of different external parts of the human body
- Know and name the different external parts of animals and plants
- Understand the different seasons / weather and their impact on humans, animals and plants



- Recognise and make observations about physical and human features of specific places
- Express opinions on features in the environment
- Show awareness of places beyond their locality and that different places may have both similar and different characteristics.
- Show awareness of the distinction between present and past in their own and other people's lives
- Begin to develop an understanding of chronology
- Know and recount episodes from stories about the past
- Understand that the past can be divided into different periods of time and recognise similarities and differences between these periods
- Begin to understand the impact of technology on their everyday lives
- Understand the different properties of materials



## PHYSICAL DEVELOPMENT

### Focus Statement

Through the different types of play, practical experiences and a range of stimuli children's enthusiasm and energy for movement are fostered using safe and stimulating learning indoor and outdoor environments. They will develop physical control, mobility and an awareness of space and a range of skills with large and small equipment. Children are encouraged to enjoy movement. They are introduced to the concepts of health, hygiene and safety and the importance of diet, rest, sleep and exercise.

### Context for Learning

Children's physical skills are developed through having the opportunities to take part in regular physical activities that enable them to develop their gross and fine motor skills. Activities are organised and planned in order to provide opportunities for children to work individually, in pairs and in small groups. It is important to encourage the physical development of children by helping them to use their bodies effectively by encouraging spatial awareness, balance, control and co-ordination and developing manipulative and motor skills. They need a range of experiences and should have access to safe and stimulating outdoor play as well as an appropriate indoor curriculum. As they develop physically children begin to become aware of themselves as individuals. This developing sense of identity is linked closely to their own self-image, self-esteem and confidence.

### Physical Development across the Curriculum

Children are given opportunities to develop and apply their gross motor and fine motor skills through a variety of media in other areas of learning, for example:

*Creative Development:* expressing ideas etc. through a variety of medium such as paint and crayons

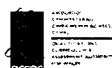
*Mathematical Development:* through threading beads to create patterns and using scissors to cut out shapes. Using climbing frames to support the language of position e.g. below and above

*Personal and Social Development and Well Being:* using movement to express themselves, happy skips or slow stomping movements to express anger.

### Skills

Planned experiences should enable children to develop their physical skills, for example:

- develop their large muscle movements through climbing, jumping, rolling, running, skipping, catching, throwing, balancing riding etc.
- develop their hand / eye coordination and fine motor skills through pouring, filling, threading, scissor work, tracing, colouring, working on puzzles etc.
- be able to listen to and follow simple rules and instructions
- be able to stop on a command and remain still
- develop body control
- develop body and spatial awareness
- explore and express themselves through a variety of movements through responding to different stimuli
- be able to play and work together in pairs, small and large groups
- understand and use safety measures and begin to develop an awareness of dangers in the environment.



## Knowledge and Understanding

Planned experiences should provide children with opportunities to develop their knowledge and understanding in the following:

### Physical Play

Through physical play children begin to develop an understanding of how their bodies move. Gradually they are able to move safely with increasing control and coordination. They understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing and hopping. They become knowledgeable about spatial awareness and relationships such as behind, underneath, below, over, under, and on top of. They understand rules and elements of games and are able to apply this knowledge for example, dodging to avoid others, and how to attack and defend a target. They create and develop simple co-operative and competitive games and are able to work out and practise a variety of ways of sending, receiving and travelling with small equipment such as balls and bean bags.

### Physical Skills

Through using a range of small and large equipment and stimuli children's skills and confidence increases. For example, they might use three and two wheeled cycles, climbing frames, balls, ribbons, ropes, music, words and pictures. They gradually become proficient at the basic actions of travelling, including stepping, jumping and landing, transferring weight from feet to hands, balancing, rolling, turning, climbing and swinging, both on the floor and when using a range of equipment and apparatus. They develop the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel when they are developmentally ready.

### Health and Safety

As they play and move, children are able to recognise the effects exercise has on their bodies. They can describe what happens to their breathing and how they look and feel. They begin to understand that regular exercise improves health and that it helps body parts to work well. Through using both large apparatus and small equipment children become aware of dangers and safety issues in their environment. They begin to understand how important it is to lift, carry, place and use equipment safely.

## Progress in Learning

Foundation Phase experiences should enable children to make progress in their ability to:

### Physical Play

- have fun and enjoyment when participating in physical outdoor and indoor activities.
- become more sophisticated and confident in their abilities
- move with increasing control and coordination
- be able to play cooperatively in pairs, small and large groups.

### Physical Skills

- be able to use a range of large and small apparatus and equipment both indoors and outdoors
- be able to respond to simple rules and instructions
- using climbing equipment appropriately for their stage of development
- demonstrate spatial awareness
- show different speeds, directions, ways and levels of travelling
- respond to different stimuli
- be able to sequence some movements together when they are developmentally ready

### Health and Safety

- develop an increasing awareness of health and safety precautions



## CREATIVE DEVELOPMENT

### Focus Statement

Children are given opportunities to explore, experiment and handle new materials, items and products. They learn to express their creative ideas freely in different media across all areas of learning. Their natural curiosity and disposition to learn are stimulated by everyday sensory experiences both indoors and outdoors. Children begin to learn about sounds and music-making through practical, planned play experiences with a range of resources. They focus their listening on musical elements and develop their performing, composing and appraising skills.

### Context for Learning

Children's creative skills are developed through a range of play and planned, practical enjoyable activities that build on their previous experiences. Children explore ways of making objects, images and artefacts in two and three dimensions, using a range of materials, tools, processes and techniques. Children work with artists, designers, musicians and dancers and are encouraged to respond practically and imaginatively to the work of others, experiencing work in a range of media and from a variety of periods, cultures, religions and contexts including local and Welsh. Children's musical skills of performing, composing and appraising are interwoven so that learning derived from one reinforces learning in the others. They have opportunities to experience musical activities as individuals and in small and large groups.

### Creative Development across the Curriculum

Children are given opportunities to develop and apply their creative skills through a variety of media in other areas of learning, for example:

*Mathematical Development:* using a variety of media to experiment with shape (3D and 2D), space and pattern

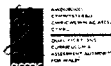
*Knowledge and Understanding of the World:* exploring and investigating creatively living and non-living things. Explore a range of materials. Investigate and handle objects to find out about them. Begin to recognise the similarities and differences in a range of materials. Make choices and select materials for a task from a range, exploring their potential. Know how things fit together work/move.

*Physical Development:* using their bodies to express themselves when responding to a variety of sounds and music.

### Skills

Planned experiences should enable children to develop their creative skills, for example:

- explore the potential in different materials
- observe and explore colour, texture, pattern, shape, space and form in two and three dimensions, both small and large scales
- investigate and evaluate simple items and products
- explore and manipulate materials and images
- make their own and copy drawings of models
- investigate and explore how things work
- respond in a variety of ways to their sensory experiences using a range of media to create representational images for example, models, paintings, drawings, collage
- make choices about colour and medium
- make choices and select materials for a task from a range, exploring their potential
- develop the ability to fit together simple construction equipment



- assemble and join materials and components
- develop the necessary skills to use and name a range of tools and materials
- talk about and discuss their work, in progress, their likes and dislikes
- explore a range of sound sources
- join in favourite songs
- begin to differentiate sounds without visual clues
- recognise and describe sounds in the environment
- respond to music through movement and/or other forms of expression
- use the body as a means of expression
- discuss the effectiveness of music, including their own compositions and performances
- recognise that feelings and emotions can be expressed in a variety of ways.

### **Knowledge and Understanding**

Planned experiences should provide children with opportunities to develop their knowledge and understanding in the following:

#### **Art, Craft and Design**

Through planned activities, exploration and investigation children learn about different forms of creativity and expression.

Knowledge of using a variety of techniques with a range of materials are developed and extended through the different types of play. They begin to understand colour and learn to mix, shape, arrange and combine. They begin to develop an understanding of aesthetic awareness and are able to develop ideas through art and craft. Through the different types of play and practical experiences children begin to develop their understanding of planning, designing, modelling, modifying and reflecting. Children use a range of materials and tools and have opportunities for experimentation and problem solving to build on their existing knowledge. They develop knowledge about line, tone, colour, pattern, texture, shape and form and use these to communicate and express their ideas. Drawing on previous knowledge, children are increasingly able to follow a pattern or design, use materials and components imaginatively to develop their ideas for making items or products. As children's observation skills develop they are able to use their knowledge to record their observations. Children develop knowledge that materials behave in different ways and have to be worked in different ways. They make simple products, mechanisms and learn that control is integral to everyday devices

#### **Creative Movement**

Through planned practical experiences children develop their knowledge, understanding and skills of how their bodies can respond to different stimuli.

Through responding to rhythm and enjoying rhythm in music children are developing an awareness of how they can use their bodies and spatial awareness to explore a variety of rhythmic responses and to a range of moods / feelings. They explore movements through using the basic actions of travelling, jumping, turning, gesture and stillness. Gradually they become more sophisticated in their imaginative responses to different stimuli such as music, words and pictures.

#### **Music (and Expression)**

Through different types of play and planned practical activities children develop their hand and eye coordination and manipulative skills.

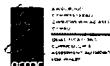
They begin to develop knowledge of and name some instruments. Investigative skills are developed through having opportunities to discover and explore different sounds. Children gradually develop their knowledge and understanding of pitch, duration, pace, timbre, texture, dynamics and structure through having access to a range of free and structured activities.

Children are encouraged to respond to different types of music by discussing, role play and using their bodies to express emotions and feelings. Children have opportunities to experiment with a variety of instruments (made and commercial) through the different types of unstructured and structured play. Their previous knowledge and understanding supports the development of their skills. Through exploring and improvising imaginary roles children's knowledge and understanding of self-expression and confidence are developed. They draw their knowledge of different sounds and music for dramatic and imaginative play.

### **Progress in Learning**

Foundation Phase experiences should enable children to make progress in their ability to:

- enjoy and become more confident in their skills of creating pictures, paintings and models
- begin to understand colour, different materials and their uses
- make choices about colour and medium
- record their ideas and feelings through drawing and other methods from observation, experience and imagination
- use a range of materials to create representational images
- design and make simple constructions
- discuss their likes and dislikes in relation to their pictures, paintings and models
- be able to use a range of materials, tools, resources, skills and techniques
- appreciate, value and discuss their own and other children's work as well as the work of artists
- recognise similarities and differences in their own work and that of others
- record images and ideas from observation, experience, memory and imagination using a range of resources.
- develop their technological understanding by investigating and evaluating simple products
- begin to understand the use of technology on their every day lives
- explore a variety of rhythmic responses to a range of moods and feelings
- respond imaginatively to different stimuli such as music, words and pictures
- perform movements or patterns such as traditional Welsh dances
- become more sophisticated and confident in their abilities
- discover and explore sounds
- enjoy singing songs and rhymes and listening to and responding to a range of music
- develop a sense of rhythm
- make music using parts of their bodies, made and commercial instruments
- use music and instruments to express their feelings and emotions
- clap or tap a steady beat in time
- recognise and respond to sounds and music in terms of different elements such as pace and duration
- develop an understanding of volume/pitch
- sing songs, keeping broadly in tune
- play simple patterns on a percussion instrument in time to a steady beat
- work with others to create compositions which have a simple musical shape, revising their ideas where necessary.
- make distinctions within musical elements and discuss how effectively these elements are used.







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12 March, 2004

Dear Mr Thomas,

At the meeting of the Association held at Aberaeron last week one delegate raised a question regarding the New Testament option within the AS and A2 Religious Studies Specifications.

She expressed the view that it was far heavier, in terms of content, than the other options and that there was an ambiguity in the way in which it was defined. For these two reasons she believed many students were turning their backs upon New Testament study in favour of less demanding options. In the brief discussion that followed a considerable degree of support for her view became apparent and I was asked to write to you to express this concern and to invite your comment.

I was also asked to copy this letter to individual SACREs since this could provide an opportunity for teacher members throughout Wales to express a view on the situation. If the complaint turns out to be justified I believe the Association would regard it as a matter of some seriousness.

It is I who am writing because I was acting as Clerk to the meeting but it would be more appropriate if you would be good enough to reply to the Association's Secretary, Mrs Susan Collingbourne, The Gables, Llanwern, NEWPORT NP18 2DS

Kind regards,

Assistant Secretary

Tudor Thomas, Esq  
Principal Manager Entry Level  
Welsh Joint Education Committee  
245 Western Avenue  
CARDIFF  
CF5 2YX



## 2

**SPECIFICATION CONTENT****ADVANCED SUBSIDIARY**

Candidates will study **three** modules, **which must be selected from three different groups**. Each will be assessed by a corresponding assessment unit (Assessment Units 1-3). All assessment units will be equally weighted. The assessment units may be taken in any order.

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
An introduction to: RS 1a Christianity	An introduction to: RS 2a Western Religions: <b>either</b> Islam <b>or</b> Judaism	An introduction to: RS 3a Religion & Ethics	An introduction to:
An introduction to: RS 1b Eastern Religions: <b>either</b> Buddhism <b>or</b> Hinduism <b>or</b> Sikhism	An introduction to: RS 2b Philosophy of Religion	An introduction to: RS 3b The Old Testament	RS 4 The New Testament

***Use of a Bible in Advanced Subsidiary***

The use of a Bible, which may include the Apocrypha, is permitted in the examinations of the following assessment modules:

**RS 3b An Introduction to the Old Testament (AS)**

**RS 4 An Introduction to the New Testament (AS)**

Any version of the Bible may be used for study. However, in the event of questions containing biblical quotations, such quotations will be from the Revised Standard Version or Y Beibl Cymraeg Newydd. The use of a Bible, which may include the Apocrypha, is permitted in the examination, provided that it does not contain marks or notes apart from plain cross-references or translators' footnotes. Centres are required to ensure that Bibles taken into examination rooms are suitable. Questions will be set on the assumption that all candidates have the use of a Bible during the examination but credit will not be given for writing out lengthy quotations from the Bible.



## CYFLWYNIAD

Bydd ymgeiswyr yn astudio **tri** modwl, y bydd yn rhaid eu dewis o dri gwahanol grŵp. Asesir pob un yn unol ag uned asesu gyfatebol (Unedau Asesu 1-3). Bydd pwysiad cyfartal i bob uned. Gellir sefyll yr unedau hyn mewn unrhyw drefn.

Grŵp 1	Grŵp 2	Grŵp 3	Grŵp 4
<b>Cyflwyniad i:</b>			
RS 1a Cristnogaeth	RS 2a Crefyddau'r Gorllewin: <b>naill ai</b> Islam <b>neu</b> Iddewiaeth	RS 3a Crefydd a Moeseg	RS 4 Y Testament Newydd
RS 1b Crefyddau'r Dwyrain: <b>naill ai</b> Bwdhaeth <b>neu</b> Hindŵaeth <b>neu</b> Sikhaeth	RS 2b Athroniaeth Crefydd	RS 3b Yr Hen Destament	

### **Defnyddio Beibl yn yr Uwch Gyfrannol**

Caniateir defnyddio Beibl, a all gynnwys yr Apocryffa, yn yr arholiadau yn y modylau asesu a ganlyn:

**RS 3b Cyflwyniad i'r Hen Destament (UG)**

**RS 4 Cyflwyniad i'r Testament Newydd (UG)**

Gellir defnyddio unrhyw fersiwn o'r Beibl ar gyfer astudio. Fodd bynnag, pan fo cwestiynau yn cynnwys dyfyniadau o'r Beibl bydd y dyfyniadau hynny yn dod o'r *Revised Standard Version* neu *Y Beibl Cymraeg Newydd*. Caniateir defnyddio Beibl, a all gynnwys yr Apocryffa, yn yr arholiad ar yr amod na fydd yn cynnwys marciau na nodiadau ar wahân i groesgyfeiriadau neu droednodiadau cyfieithwyr. Bydd disgwyl i ganolfannau wneud yn siwr fod Beiblau sydd yn yr ystafell arholiad yn rhai priodol. Gosodir cwestiynau ar y dybiaeth y bydd pob ymgeisydd yn defnyddio Beibl yn ystod yr arholiad ond ni roir credyd am gopiō dyfyniadau maith o'r Beibl.



## **RS 1a An Introduction to Christianity (AS)**

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to introduce the essential ideas of how denominational beliefs affect practice and encourage awareness of some key events, beliefs and practices and their relationship to significant human experiences.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Candidates will be expected to take into account the Orthodox, Catholic and Protestant traditions as appropriate. Knowledge of particular Protestant denominations will not be expected.

Three questions will be set. Candidates will be required to answer a compulsory stimulus-based question and one structured essay question. All questions will carry equal marks.

### **Subject Content**

#### **1. Roots of Christian Diversity**

- (i) The general causes and consequences of the Great Schism
- (ii) An outline of the causes and effects of the Protestant Reformation regarding questions of authority and understandings of baptism and the eucharist. Reference should be made to the contribution of the Anabaptists, Luther and Calvin. (Knowledge of the lives of the reformers will not be expected.)

#### **2. Some Key Beliefs and Practices in Contemporary Christianity**

- (i) Worship & Sacraments
  - The significance of the different emphases placed upon liturgical and more extempore forms of worship, including non-eucharistic and charismatic worship.
  - The forms and meanings of the Eucharist in the Orthodox, Catholic and Protestant traditions
  - Denominational differences in the practice and meaning of baptism
- (ii) Celebration
  - The significance of the Incarnation as reflected in celebrations of Christmas;
  - The significance of Atonement and Resurrection as reflected in celebrations of Good Friday to Easter Sunday;
  - The value of celebration in providing religious identity; the relationship between secular and religious forms of celebration in contemporary society

NB In preparation for the A2 Synoptic Module candidates should reflect upon:

- sources of authority in Christianity, including scripture, tradition and conscience;
- worship and sacraments as vehicles for and expressions of religious experience;
- beliefs about life, death and life after death in Christianity.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Y bwriad yw cyflwyno syniadau hanfodol o sut y mae credoau enwadol yn effeithio ar ymarferiad ac annog ymwybyddiaeth o rai digwyddiadau, credoau ac arferion allweddol a'u perthynas â phrofiadau dynol arwyddocaol.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Bydd disgwyl i ymgeiswyr ystyried y traddodiadau Uniongred, Pabyddol a Phrotestannaidd fel y bo'n briodol. Ni ddisgwylir gwybodaeth am enwadau Protestannaidd penodol.

Gosodir tri chwestiwn. Rhaid i ymgeiswyr ateb cwestiwn gorfodol seiliedig ar ysgogiad ac un cwestiwn traethawd strwythuredig. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Gwreiddiau'r Amrywiaeth mewn Cristnogaeth

- (i) Achosion a chanlyniadau cyffredinol y Sgism Fawr.
- (ii) Amlinelliad o achosion ac effaith y Diwygiad Protestannaidd ynglŷn â chwestiwn awdurdod a dealltwriaeth o'r bedydd a'r ewcharist. Dylid cyfeirio at gyfraniad yr Ailfeddyddwyr, Luther a Calfin. (Ni ddisgwylir gwybodaeth am hanes bywyd y diwygwyr.)

### 2. Rhai Credoau ac Arferion Allweddol mewn Cristnogaeth Gyfoes

- (i) Addoli a'r Sacramentau
  - Arwyddocâd y gwahanol bwyslais a roddir ar addoli litwrgaidd ac addoli mwy byrfyfyr, yn cynnwys addoli di-ewcharistig a charismatig.
  - Ffurf ac ystyr yr Ewcharist yn y traddodiadau Uniongred, Pabyddol a Phrotestannaidd
  - Gwahaniaethau enwadol yn y dull o ymarfer bedydd ac yn ystyr bedydd
- (ii) Dathlu
  - Arwyddocâd yr Ymgawdoliad fel y caiff ei adlewyrchu yn nathliadau'r Nadolig
  - Arwyddocâd yr Iawn a'r Atgyfodiad fel y caiff ei adlewyrchu yn nathliadau Gwener y Groglith a Sul y Pasg
  - Gwerth dathlu fel cyfrwng i roi hunaniaeth crefyddol; y berthynas rhwng ffurfiau seciwlar a chrefyddol ar ddathlu yn y gymdeithas gyfoes.

DS Wrth baratoi ar gyfer Modwl Synoptig U2 dylai ymgeiswyr ystyried:

- ffynonellau awdurdod mewn Cristnogaeth, yn cynnwys yr ysgrythur, traddodiad a chydwybod;
- addoli a'r sacramentau fel cyfryngau i brofiad crefyddol a mynegiant ohono;
- credoau am fywyd, marwolaeth a bywyd ar ôl marwolaeth mewn Cristnogaeth.

# RS 1b Eastern Religions (AS)

Candidates must choose EITHER Section A OR Section B OR Section C

## SECTION B: An Introduction to Hinduism

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to give candidates a broad introduction to Hinduism and encourage awareness of some key beliefs and practices and their relationship to significant human experiences.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Scriptural quotations are not required, but references should be made to scriptures when considered relevant to the question.

Three questions will be set. Candidates will be required to answer a compulsory stimulus based question and one structured essay question. All questions will carry equal marks.

### Subject Content

#### 1. Beliefs about Deity and Humanity

- (i) The diversity of beliefs about the divine to be found within Hinduism (polytheism, monotheism, henotheism, monism); the relationship between *atman* and Brahman
- (ii) The two major devotional traditions of Vaishnavism and Shaivism: the notion of *avatar* and the tradition of bhakti
- (iii) The doctrine of *karma* and reincarnation

#### 2. Some Key Beliefs and Practices

- (i) The traditional notion of four *varnas* (*Brahmin, Kshatriya, Vaishya and Shudra*); the status of Dalits (*ie* equal in law, less so in practice)
- (ii) The role played by *varnashramadharm*a in the daily lives of many Hindus; the key rites of passage and the obligations in each stage in life
- (iii) The significance of practices associated with Parvati, Rama, Sita, Ganesh, Lakshmi, Durga and Kali. Reference should be made to stories about these deities, puja and festivals

NB In preparation for the A2 Synoptic Module candidates should reflect upon:

- sources of authority in Hinduism, including scripture, *dharma* and family;
- religious experience in worship and in adherence to *dharma* in daily life;
- beliefs about life, death and life after death in Hinduism.

Rhaid i ymgeiswyr ddewis NAILL AI Adran A NEU Adran B NEU Adran C.

## ADRAN B: Cyflwyniad i Hindŵaeth

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Y bwriad yw rhoi cyflwyniad cyffredinol i Hindŵaeth i ymgeiswyr ac annog ymwybyddiaeth o rai digwyddiadau, credoau ac arferion allweddol a'u perthynas â phrofiadau dynol arwyddocaol.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Ni ddisgwylir dyfyniadau ysgrythurol, ond dylid cyfeirio at ysgrythurau pan ystyrir bod hynny'n berthnasol i'r cwestiwn.

Gosodir tri chwestiwn. Rhaid i ymgeiswyr ateb cwestiwn gorfodol seiliedig ar ysgogiad ac un cwestiwn traethawd strwythuredig. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Credoau am Dduwdod a Dynoliaeth

- (i) Yr amrywiaeth credoau am y dwyfol sydd i'w cael mewn Hindŵaeth (amldduwiaeth, undduwiaeth, henotheistiaeth, monyddiaeth); y berthynas rhwng *atman* a Brahman
- (ii) Y ddau brif draddodiad defosiynol o Vaishnaviaeth a Shaiviaeth; y syniad o *avatar* a thraddodiad y bhakti
- (iii) Athrawiaeth *karma* ac ailymgnawdoliad

### 2. Rhai Credoau ac Arferion Allweddol

- (i) Y syniad traddodiadol am bedwar *varna* (*Brahmin*, *Kshatriya*, *Vaishya* a *Shudra*); statws y Dalitiaid (*hy*, cydradd yn ôl y gyfraith, ond yn llai felly yn ymarferol)
- (ii) Y rhan a chwaraeir gan *varnashramadhharma* ym mywyd beunyddiol llawer o Hindŵiaid; y defodau newid byd allweddol a'r ymrwymïadau ynglŷn â hwy ymhob cyfnod mewn bywyd
- (iii) Arwyddocâd arferion yn gysylltiedig â Parvati, Rama, Sita, Ganesh, Lakshmi, Durga a Kali. Dylid cyfeirio at storïau am y duwiau hyn, puja a gwyliau.

DS Wrth baratoi ar gyfer Modwl Synoptig U2 dylai ymgeiswyr ystyried:

- ffynonellau awdurdod mewn Hindŵaeth, yn cynnwys ysgrythur, *dharma* a'r teulu;
- profiad crefyddol wrth addoli ac wrth gadw at *dharma* mewn bywyd beunyddiol;
- credoau am fywyd, marwolaeth a bywyd ar ôl marwolaeth mewn Hindŵaeth.

## **RS 2b An Introduction to Philosophy of Religion (AS)**

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It provides the opportunity for study of fundamental philosophical themes, including issues raised by human experiences of evil and suffering. Candidates may answer questions exclusively from the Judaeo-Christian tradition, but credit will be given for relevant perspectives on appropriate material from other religious traditions.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Three questions will be set. Candidates will be required to answer a compulsory stimulus-based question and one structured essay question. All questions will carry equal marks.

### **Subject Content**

#### **1. The Existence of God**

- (i) Problems associated with trying to prove the existence of God
- (ii) The teleological (design) argument based on evidence of order and purpose, with particular reference to Paley
- (iii) The cosmological argument based on change, 'first cause' and contingency, with particular reference to Aquinas
- (iv) Strengths and weaknesses of the teleological and cosmological arguments, with particular reference to the counter arguments of Hume and Mill

#### **2. Evil and Suffering**

- (i) The nature of evil (natural/physical; moral)
- (ii) The challenge of evil and suffering to belief in the existence and nature of God
- (iii) The Augustinian and Irenaean theodicies
- (iv) Strengths and weaknesses of classical and modern presentations of the above theodicies, including consideration of the Free Will Defence and Process Theology

NB In preparation for the A2 Synoptic Module candidates should reflect upon:

- the place of rational argument as authority for belief for contemporary religious believers;
- the challenge to religious experience posed by evil and suffering and religious experiences gained through such evil and suffering;
- the concept of life after death as a benefit of suffering.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Mae'n darparu cyfle i astudio themâu athronyddol sylfaenol, yn cynnwys materion yn codi o brofiad dynol o ddrygioni a dioddefaint. Gall ymgeiswyr ateb cwestiynau yn gyfangwbl ar y traddodiad Iddewig-Gristnogol, ond rhoir credyd am safbwynt perthnasol ar ddeunydd priodol o draddodiadau crefyddol eraill.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Gosodir tri chwestiwn. Rhaid i ymgeiswyr ateb cwestiwn gorfodol seiliedig ar ysgogiad ac un cwestiwn traethawd strwythuredig. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Bodolaeth Duw

- (i) Problemau yn gysylltiedig â cheisio profi bodolaeth Duw
- (ii) Y ddadl deleolegol (cynlluniedig) yn seiliedig ar dystiolaeth o drefn a phwrpas, gan gyfeirio'n benodol at Paley
- (iii) Y ddadl gosmolegol yn seiliedig ar 'achos cyntaf' ac amodaeth, gan gyfeirio'n benodol at Aquinas
- (iv) Cryfderau a gwendidau'r dadleuon teleolegol ac amodaeth, gan gyfeirio'n benodol at wrth-ddadleuon Hume a Mill.

### 2. Drygioni a Dioddefaint

- (i) Natur drygioni (naturiol/corfforol; moesol)
- (ii) Her drygioni a dioddefaint i'r gred ym modolaeth Duw a natur Duw
- (iii) Theodiciaeth Awstin ac Irenaeus
- (iv) Cryfderau a gwendidau cyflwyniadau modern a chlasurol o'r theodiciaethau uchod, yn cynnwys ystyriaeth o'r Amddiffyniad Ewyllys Rydd a Diwinyddiaeth Proses.

DS Wrth baratoi ar gyfer Modwl Synoptig U2 dylai ymgeiswyr ystyried:

- lle dadl resymegol fel awdurdod dros gredu i gredinwyr cyfoes;
- yr her sy'n wynebu profiad crefyddol o du drygioni a dioddefaint a'r profiadau crefyddol a enillir trwy ddrygioni a dioddefaint;
- y cysyniad o fywyd ar ôl marwolaeth fel lles yn deillio o ddiodeffaint.

## RS 4 An Introduction to the New Testament (AS)

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to give candidates a broad introduction to New Testament literature and encourage awareness of some key events, beliefs and significant human experiences that are reflected in the literature.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding of these topics is expected.

No questions will be set which demand critical comment on specific Biblical passages (context questions).

Use of a Bible in the examination: see note on page 12.

Three questions will be set. Candidates will be required to answer a compulsory stimulus-based question and one structured essay question. All questions will carry equal marks.

### Subject Content

#### 1. The Literature of the New Testament

Characteristics, purposes and contexts of the following types of literature found within the New Testament: parable, miracle, teaching and apocalyptic

Candidates will be expected to be familiar with:

- examples of each type of literature
- different interpretations of these examples
- different understandings of the historicity of the New Testament

#### 2. Some Key Themes of the New Testament

- (i) Incarnation (event and interpretation: Matthew 1<sup>18</sup>-2<sup>23</sup>; Luke 1<sup>5</sup>-2<sup>52</sup>; John 1<sup>1-18</sup>; Galatians 3<sup>1</sup>-4<sup>7</sup>; Philippians 2<sup>5-11</sup>)
- (ii) Resurrection (event and interpretation: Matthew 28<sup>1-15</sup>; Mark 16<sup>1-8</sup>; Luke 24<sup>1-49</sup>; John 20<sup>1-21,25</sup>; 1 Corinthians 15<sup>1-58</sup>)
- (iii) Eschatology (Jewish background and Christian development: Matthew 24<sup>1-51</sup>; Mark 13<sup>1-37</sup>; 1 Thessalonians: Revelation 21<sup>1</sup> - 22<sup>5</sup>)

Candidates will be expected to be familiar with the historical background to the listed key events, beliefs and ideas, as well as to show an understanding of their theological importance for the writers of the New Testament.

NB In preparation for the A2 Synoptic Module candidates should reflect upon:

- the authority of the New Testament for Christians today;
- religious experiences gained through historical events, personal encounter, and communal fellowship;
- ideas of life, death and life after death expressed in the various types of New Testament literature.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Y bwriad yw rhoi cyflwyniad cyffredinol i lenyddiaeth y Testament Newydd ac annog ymwybyddiaeth o rai digwyddiadau allweddol, cysyniadau, a phrofiadau dynol arwyddocaol a adlewyrchir yn y lenyddiaeth.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Ni osodir cwestiwn a fydd yn gofyn am sylwadau beirniadol ar ddyfyniadau penodol o'r Beibl (cwestiynau cyd-destun).

Defnyddio Beibl yn yr arholiad: gweler y sylw ar dudalen 10.

Gosodir tri chwestiwn. Rhaid i ymgeiswyr ateb cwestiwn gorfodol seiliedig ar ysgogiad ac un cwestiwn traethawd strwythuredig. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Llenyddiaeth y Testament Newydd

Nodweddion, pwrpas a chyd-destun y mathau a ganlyn o lenyddiaeth a welir yn y Testament Newydd: dameg; gwyrth; dysgeidiaeth ac apocalyptig.

Disgwylir i ymgeiswyr fod yn gyfarwydd ag:

- enghreifftiau o bob un o'r mathau o lenyddiaeth;
- dehongliadau gwahanol o'r enghreifftiau hyn;
- gwahanol ffyrdd o ddeall hanesoldeb y Testament Newydd.

### 2. Rhai Themâu Allweddol yn y Testament Newydd

- (i) Yr Ymgawdoliad (digwyddiad a dehongliad: Mathew 1:18 - 2:23; Luc 1:5 - 2:52; Ioan 1:1-18; Galatiaid 3:1 - 4:7; Filipiaid 2:5-11)
- (ii) Yr Atgyfodiad (digwyddiad a dehongliad: Mathew 28:1-15; Marc 16:1-8; Luc 24:1-49; Ioan 20:1-21, 25; 1 Corintiaid 15:1-58)
- (iii) Eschatoleg (y cefndir Iddewig a'r datblygiad Cristnogol: Mathew 24:1-51; Marc 13:1-37; 1 Thesalonïaïd; Datguddiad 21:1 - 22:5)

Bydd disgwyl i ymgeiswyr fod yn gyfarwydd â'r cefndir hanesyddol i'r digwyddiadau allweddol, y credoau a'r syniadau a nodir, yn ogystal ag arddangos dealltwriaeth o'u pwysigrwydd diwinyddol i ysgrifenydd y Testament Newydd.

DS Wrth baratoi ar gyfer Modwl Synoptig U2 dylai ymgeiswyr ystyried:

- awdurdod y Testament Newydd i Gristnogion heddiw;
- profiadau crefyddol a gafwyd trwy ddigwyddiadau hanesyddol, profiad personol, a chymdeithas â chyd-Gristnogion;
- syniadau am fywyd, marwolaeth a bywyd ar ôl marwolaeth a fynegir yn y gwahanol fathau o lenyddiaeth yn y Testament Newydd.



## ADVANCED

Candidates will study **two** modules, **which must be selected from different groups**. Each will be assessed by a corresponding assessment unit (Assessment Units 4-5). All assessment units will be equally weighted. The units may be taken in any order.

Subject content in these modules assumes knowledge of the corresponding Advanced Subsidiary (AS) modules. Candidates must therefore choose modules that follow on from two they have studied at AS level.

Group 1	Group 2	Group 3	Group 4
Studies in: RS 5a Christianity	Studies in: RS 6a Western Religions: <b>either</b> Islam <b>or</b> Judaism	Studies in: RS 7a Religion & Ethics	Studies in:  RS 8 The New Testament
Studies in: RS 5b Eastern Religions: <b>either</b> Buddhism <b>or</b> Hinduism <b>or</b> Sikhism	Studies in: RS 6b Philosophy of Religion	Studies in: RS 7b The Old Testament	

**In addition, all candidates must at the end of their course take Assessment Unit 6 - Compulsory Synoptic Module RS 9 Religion & Human Experience.**

### *Use of a Bible in Advanced Examinations*

The use of a Bible, which may include the Apocrypha, is permitted in the examinations of the following modules:

- RS 7b Studies in the Old Testament (A2)**
- RS 8 Studies in the New Testament (A2)**

Any version of the Bible may be used for study. However, in the event of questions containing biblical quotations, such quotations will be from the Revised Standard Version or Y Beibl Cymraeg Newydd. The use of a Bible, which may include the Apocrypha, is permitted in the examination, provided that it does not contain marks or notes apart from plain cross-references or translators' footnotes. Centres are required to ensure that Bibles taken into examination rooms are suitable. Questions will be set on the assumption that all candidates have the use of a Bible during the examination but credit will not be given for writing out lengthy quotations from the Bible.



Bydd ymgeiswyr yn astudio **da**u fodwl, y bydd yn rhaid eu dewis o wahanol grwpiau. Asesir pob un yn ôl uned asesu gyfatebol (Unedau Asesu 4-5). Bydd pwysiad cyfartal i bob uned. Gellir sefyll yr unedau hyn mewn unrhyw drefn.

Bydd cynnwys pwnc y modylau hyn yn cymryd yn ganiataol y bydd gan ymgeiswyr wybodaeth o'r modylau cyfatebol Uwch Gyfrannol (UG). Rhaid i ymgeiswyr felly ddewis modylau a fydd yn barhad o'r ddau y byddant wedi eu hastudio yn yr UG.

Grŵp 1	Grŵp 2	Grŵp 3	Grŵp 4
<b>Astudiaethau mewn:</b>			
RS 5a Cristnogaeth	RS 6a Crefyddau'r Gorllewin: <b>naill ai Islam neu</b> Iddewiaeth	RS 7a Crefydd a Moeseg	RS 8 Y Testament Newydd
RS 5b Crefyddau'r Dwyrain: <b>naill ai</b> Bwdhaeth neu Hindŵaeth neu Sikhaeth	RS 6b Athroniaeth Crefydd	RS 7b Yr Hen Destament	

**Yn ychwanegol, rhaid i bob ymgeisydd sefyll Uned Asesu 6 - Modwl Synoptig Gorfodol AC 9 Crefydd a'r Profiad Dynol - ar ddiwedd y cwrs.**

***Defnyddio Beibl yn Arholiadau'r TAG Uwch***

Caniateir defnyddio Beibl, a all gynnwys yr Apocryffa, yn yr arholiadau yn y modylau asesu a ganlyn:

- RS 7b Astudiaethau yn yr Hen Destament (U2)**
- RS 8 Astudiaethau yn y Testament Newydd (U2)**
- RS 9 Crefydd a'r Profiad Dynol (U2)**

Gellir defnyddio unrhyw fersiwn o'r Beibl ar gyfer astudio. Fodd bynnag, pan fo cwestiynau yn cynnwys dyfyniadau o'r Beibl bydd y dyfyniadau hynny yn dod o'r *Revised Standard Version* neu *Y Beibl Cymraeg Newydd*. Caniateir defnyddio Beibl, a all gynnwys yr Apocryffa, yn yr arholiad ar yr amod na fydd yn cynnwys marciau na nodiadau ar wahân i groesgyfeiriadau neu droednodiadau cyfieithwyr. Bydd disgwyl i ganolfannau wneud yn siwr fod Beiblau sydd yn yr ystafell arholiad yn rhai priodol. Gosodir cwestiynau ar y dybiaeth y bydd pob ymgeisydd yn defnyddio Beibl yn ystod yr arholiad ond ni roir credyd am gopïo dyfyniadau maith o'r Beibl.

## RS 5a Studies in Christianity (A2)

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to enable candidates to further their study of the organisation of the Church, encourage awareness of how Christian identity and mission are expressed in the modern world and provide opportunities for deeper study of selected aspects.

The following topics should be studied. Candidates will be expected to take into account the Orthodox, Catholic, and Protestant traditions as appropriate. Knowledge of particular Protestant denominations will not be expected. An awareness of the contribution of modern scholarship to understanding of these topics is expected.

Three structured essay questions will be set, of which candidates will be required to answer two. All questions will carry equal marks.

### Subject Content

#### 1. The Church and Its Ministry

- (i) The role of the Church and the significance of its nature (One, Holy, Catholic, Apostolic, Body of Christ, Communion of Saints; as the sign and instrument of God's saving action in the world today)
- (ii) Differing concepts of ministry in the Orthodox, Catholic and Protestant traditions today, including issues relating to ordained and lay ministries, priesthood and the ordination of women
- (iii) The role of ministry in a secular society

#### 2. Contemporary Christological Debates

Theological concepts and critical issues arising from debates about:

- (i) Jesus Christ myth/truth of God Incarnate
- (ii) the person of Jesus Christ in Feminist Theology

#### 3. Christianity in the Modern World

The formative influences of:

- (i) the Ecumenical Movement
- (ii) Liberation Theology with reference to Latin America
- (iii) secularisation and the response of faith (fundamentalism, charismatic renewal, the revival of Celtic spirituality)

NB In preparation for the Synoptic Module candidates should reflect upon:

- questions of authority in relation to ordination and ministry; the justification for and results of challenges to authority arising from new theological developments;
- religious experience as a response to secularisation;
- ideas of life, death and life after death in relation to christology and liberation theology.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Y bwriad yw galluogi ymgeiswyr i wneud astudiaeth bellach o drefn Eglwysig, annog ymwybyddiaeth o sut y mynegir hunaniaeth a chenhadaeth Gristnogol yn y byd modern a darparu cyfleoedd i astudio rhai agweddau dehol yn ddyfnach.

Dylid astudio'r testunau a ganlyn. Bydd disgwyl i ymgeiswyr ystyried traddodiadau Uniongred, Pabyddol a Phrotestannaidd fel y bo'n briodol. Ni ddisgwylir gwybodaeth o enwadau Protestannaidd penodol. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Gosodir tri chwestiwn traethawd strwythuredig, a bydd disgwyl i ymgeiswyr ateb dau. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Yr Eglwys a'i Gweinidogaeth

- (i) Swyddogaeth yr Eglwys ac arwyddocâd ei natur (Un, Sanctaidd, Catholig, Apostolaidd, Corff Crist, Cymuned y Saint; fel arwydd ac offeryn gweithred achubol Duw yn y byd heddiw);
- (ii) Y gwahanol gysyniadau o weinidogaeth yn y traddodiadau Uniongred, Pabyddol a Phrotestannaidd, yn cynnwys materion yn ymwneud â gweinidogaeth ordeiniedig a lleyg, offeiriadaeth ac ordeinio merched;
- (iii) Swyddogaeth gweinidogaeth mewn cymdeithas seciwlar.

### 2. Dadleuon Cristolegol Cyfoes

Cysyniadau diwinyddol a materion allweddol yn codi o ddadleuon am:

- (i) Iesu Grist - myth/gwirionedd Duw mewn Cnawd;
- (ii) person Iesu Grist mewn Diwinyddiaeth Ffeministaidd.

### 3. Cristnogaeth yn y Byd Modern

Dylanwadau ffurfiannol:

- (i) Y Mudiad Eciwmenaidd;
- (ii) Diwinyddiaeth Rhyddhad gan gyfeirio at America Ladin;
- (iii) seciwlareiddio ac ymateb ffydd (ffundamentalïaeth, adnewyddiad carismatig, adfywiad ysbrydolrwydd Celtaidd).

DS Wrth baratoi ar gyfer y Modwl Synoptig dylai ymgeiswyr ystyried:

- cwestiwn awdurdod mewn perthynas ag ordeinio a gweinidogaeth; y cyfiawnhad dros herio awdurdod sy'n codi o ddatblygiadau diwinyddol newydd a chanlyniadau hynny;
- profiad crefyddol fel ymateb i seciwlareiddio;
- syniadau am fywyd, marwolaeth a bywyd ar ôl marwolaeth mewn perthynas â christoleg a diwinyddiaeth rhyddhad.

# RS 5b Eastern Religions (A2)

Candidates must choose EITHER Section A OR Section B OR Section C

## SECTION B: Studies in Hinduism

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to enable candidates to further their study of Hinduism, encourage awareness of the diversity which exists within Hinduism and provide opportunities for deeper study of selected aspects.

A more substantial awareness of scriptures is required at A2 than at AS and specific references should be made where relevant.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Three structured essay questions will be set, of which candidates will be required to answer two. All questions will carry equal marks.

### Subject Content

#### 1. Vedic Hinduism

- (i) The Origins of Hinduism: Indus Valley and Aryan culture
- (ii) The *Vedas*. Candidates will be expected to show awareness of the content and significance of these Scriptures, including reference to the *Upanishads*.
- (iii) Vedic practices; the Vedic sacrifice, the structure of Vedic society

#### 2. The *Bhagavad Gita*

This section provides candidates with the opportunity to explore the *Bhagavad Gita* in some depth. Candidates should be able to:

- make reference to the following sections: 1, 26-47; 2, 11-38; 3, 1-9, 35; 4, 6-14; 7, 4-14; 9, 16-34; 11, 1-55; 12, 14-20; 18, 67-78
- demonstrate understanding of the following themes:
  - *bhakti* (devotion)
  - *karma yoga*
  - the nature of Krishna

#### 3. Contemporary Hinduism

- (i) The relationship between belief and practice in the following movements:
  - International Society for Krishna Consciousness (ISKCON), with special reference to A.C. Bhaktivedanta Swami Prabhupada and to the lifestyle of devotees
  - The Swaminarayan Movement, with special reference to the life and work of Swaminarayan and to the lifestyle of devotees
- (ii) The changing roles of women in Hinduism.

NB In preparation for the Synoptic Module candidates should reflect upon:

- sources of authority for Hindus, for example the scriptures and religious leaders such as AC Bhaktivedanta Swami Prabhupada;
- religious experience such as that of religious leaders and that reflected in the *Bhagavad Gita*;
- ideas about life, death and life after death reflected in the Hindu scriptures.

Rhaid i ymgeiswyr ddewis NAILL AI Adran A NEU Adran B NEU Adran C.

## ADRAN B: Astudiaethau mewn Hindŵaeth

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Y bwriad yw galluogi ymgeiswyr i wneud astudiaeth bellach o Hindŵaeth, annog ymwybyddiaeth o'r amrywiaeth sy'n bodoli o fewn Hindŵaeth a darparu cyfleoedd i astudio rhai agweddau dethol yn ddyfnach.

Disgwylir ymwybyddiaeth fwy sylweddol o'r ysgrythurau ar safon U2 nag ar UG a dylid gwneud cyfeiriadau penodol at yr ysgrythurau Hindŵaidd lle y bo hynny'n berthnasol.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Gosodir tri chwestiwn traethawd strwythuredig, a bydd disgwyl i ymgeiswyr ateb dau. Bydd pob cwestiwn yn gyfartal o ran marciau.

### Cynnwys Pwnc

#### 1. Hindŵaeth Vedaidd

- (i) Tarddiad Hindŵaeth: Dyffryn Indus a diwylliant Ariaidd
- (ii) Y Vedau. Bydd disgwyl i ymgeiswyr arddangos ymwybyddiaeth o gynnwys ac arwyddocâd yr Ysgrythurau hyn, gan gynnwys cyfeiriad at yr Upanishadau
- (iii) Arferion Vedaidd: yr aberth Vedaidd, strwythur y gymdeithas Vedaidd

#### 2. Y Bhagavad Gita

Mae'r adran hon yn darparu cyfle i ymgeiswyr ymchwilio i'r *Bhagavad Gita* mewn peth dyfnder. Dylai ymgeiswyr allu:

- cyfeirio at yr adrannau a ganlyn: 1, 26-47; 2, 11-38; 3, 1-9, 35; 4, 6-14; 7, 4-14; 9, 16-34; 11, 1-55; 12, 14-20; 18, 67-78
- arddangos dealltwriaeth o'r themâu a ganlyn:
  - *bhakti* (ymroddiad)
  - *karma yoga*
  - natur Krishna

#### 3. Hindŵaeth Gyfoes

- (i) Y berthynas rhwng cred ac ymarfer yn y mudiadau a ganlyn:
  - Y Gymdeithas Ryngwladol er Ymwybyddiaeth o Krishna (ISKCON), gan gyfeirio'n arbennig at A.C. Bhaktivedanta Swami Prabhupada a dull o fyw y ffyddloniaid
  - Mudiad Swaminaryan, gan gyfeirio'n arbennig at waith a bywyd Swaminaryan a dull o fyw y ffyddloniaid.
- (ii) Y newid yn swyddogaeth merched mewn Hindŵaeth.

DS Wrth baratoi ar gyfer y Modwl Synoptig dylai ymgeiswyr ystyried:

- ffynonellau awdurdod i Hindŵaiaid, er enghraifft, yr ysgrythurau ac arweinwyr crefyddol megis A.C. Bhaktivedanta Swami Prabhupada;
- profiad crefyddol megis profiad yr arweinwyr crefyddol a'r profiad sy'n cael ei adleisio yn y *Bhagavad Gita*;
- syniadau am fywyd, marwolaeth a bywyd ar ôl marwolaeth fel y'u gwelir yn ysgrythurau'r Hindŵaiaid

## **RS 6b Studies in Philosophy of Religion (A2)**

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It provides the opportunity for candidates to further their study of philosophy of religion by examining some complex philosophical themes.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Three structured essay questions will be set, of which candidates will be required to answer two. All questions will carry equal marks.

### **Subject Content**

#### **1. Religious Faith and Reason**

- (i) The ontological argument for the existence of God; its strengths and weaknesses
- (ii) Theories about the nature of faith and its relation with reason
- (iii) Propositional and non-propositional concepts of revelation

Candidates will be expected to be familiar with the relevant arguments of major philosophers from the past (Anselm, Descartes, Hume, Kant and Kierkegaard).

#### **2. Religious Language**

- (i) Inherent problems of religious language and challenges to its meaningfulness
- (ii) Concepts of falsification and verification
- (iii) The concept of religious language as:
  - analogical
  - symbolic
  - noncognitive
  - a language-game

#### **3. Religious Faith and Scientific Challenges**

- (i) Philosophical definitions and perceptions of miracle, including inherent difficulties with the concepts of 'laws of nature' and 'an interventionist God'
- (ii) Challenges to belief in miracles, with particular reference to Hume
- (iii) The relationship between religious and scientific world views of the origin of the universe and the concept of creation

NB In preparation for the Synoptic Module candidates should reflect upon:

- the place of reason and revelation as authorities for beliefs of contemporary religious believers;
- the nature and diversity of miraculous religious experiences expressed in the lives of some religious believers;
- ideas of life, death and life after death expressed in religious beliefs about God, miracles and the origin of the universe.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc ar gyfer Astudiaethau Crefyddol. Mae'n rhoi cyfle i ymgeiswyr wneud astudiaeth bellach o athroniaeth crefydd trwy ystyried yn fanwl rai themâu athronyddol cymhleth.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i ddealltwriaeth o'r testunau hyn.

Gosodir tri chwestiwn traethawd strwythuredig, a bydd disgwyl i ymgeiswyr ateb dau. Bydd pob cwestiwn yn gyfartal o ran marciau.

## Cynnwys Pwnc

### 1. Ffydd Grefyddol a Rheswm

- (i) Y ddadl ontolegol dros fodolaeth Duw; ei chryfderau a'i gwendidau
- (ii) Damcaniaethau am natur ffydd a'i pherthynas â rheswm
- (iii) Cysyniadau gosodiadol ac anosodiadol.

Bydd disgwyl i ymgeiswyr fod yn gyfarwydd â dadleuon perthnasol prif athronwyr y gorffennol (Anselm, Descartes, Hume, Kant a Kierkegaard)

### 2. Iaith Grefyddol

- (i) Problemau cynhenid iaith grefyddol a'r her i'w hystyrlonrwydd;
- (ii) Cysyniadau gwirio ac anwirio
- (iii) Y cysyniad o iaith grefyddol fel iaith:
  - analogaid
  - symbolaidd
  - anwybyddol
  - gêm-iaith

### 3. Ffydd Grefyddol a Her Gwyddoniaeth

- (i) Diffiniadau athronyddol a chysyniadau o wyrth, yn cynnwys anawsterau cynhenid y cysyniadau o 'ddeddfau natur' a 'Duw sy'n ymyrryd'.
- (ii) Her i gred mewn gwyrthiau, gan gyfeirio'n benodol at Hume
- (iii) Y berthynas rhwng byd-olygon crefyddol a byd-olygon gwyddonol ar darddiad y bydysawd a'r cysyniad o'r creu

DS Wrth baratoi ar gyfer y Modwl Synoptig dylai ymgeiswyr ystyried:

- lle rheswm a datguddiad fel awdurdod i gred credinwyr cyfoes;
- natur ac amrywiaeth profiadau crefyddol gwyrthiol a fynegir ym mywydau rhai credinwyr;
- syniadau am fywyd, marwolaeth a bywyd ar ôl marwolaeth a fynegir mewn credoau am Dduw, gwyrthiau a tharddiad y bydysawd.



## **RS 8 Studies in the New Testament (A2)**

This option should be studied in the light of the overall aims and objectives for Religious Studies and the Subject Criteria for Religious Studies. It aims to enable candidates to further their study of New Testament literature, encourage awareness of critical methodology and provide opportunities for deeper study of selected aspects.

The following topics should be studied. An awareness of the contribution of modern scholarship to understanding these topics is expected.

Use of the Bible in the examination: see note on page 24.

Three structured essay questions will be set, of which candidates will be required to answer two. All questions will carry equal marks.

### **Subject Content**

#### **1. Critical Methods of Studying the New Testament**

The following methods should be studied with reference to the four gospels: source (literary) criticism; form criticism; redaction criticism; narrative criticism (authorial intention / reader response)

#### **2. The Church in the New Testament**

- (i) Structure and organisation of early Christian communities
- (ii) Patterns of leadership
- (iii) Establishing of the Church in the Gentile world

Candidates are expected to show critical awareness of the main historical, and organisational developments in the Christian Church as recorded in the New Testament.

#### **3. The Ethical Teaching of the New Testament**

- (i) The Ethics of the Gospels. Candidates will be expected to be familiar with the background, content, immediate and contemporary interpretation of the ethical teaching found in **either** the Gospel of Matthew **or** the Gospel of Luke.
- (ii) Pauline Ethics. Candidates will be expected to be familiar with the background, content, immediate and contemporary interpretation of Paul's ethical teaching as found in **either** the Letter to the Romans **or** the Letters to the Corinthians.

NB In preparation for the Synoptic Module candidates should reflect upon:

- the effect of the various methodological criticisms on the authority of the New Testament for Christians today;
- religious experiences described in the gospels and other New Testament literature;
- ideas of life, death and life after death expressed in the New Testament literature studied.

Dylid astudio'r opsiwn hwn gan ystyried yr amcanion a'r nodau cyffredinol ar gyfer Astudiaethau Crefyddol a'r Meini Prawf Pwnc. Y bwriad yw galluogi ymgeiswyr i wneud astudiaeth bellach o Lenyddiaeth y Testament Newydd, annog ymwybyddiaeth o fethodoleg beirniadaeth a chynnig cyfleoedd i astudio rhai agweddau dethol yn ddyfnach.

Dylid astudio'r testunau a ganlyn. Disgwylir ymwybyddiaeth o gyfraniad ysgolheictod fodern i'r testunau hyn.

Defnyddio Beibl yn yr arholiad: gweler y nodyn ar dudalen 22.

Gosodir tri chwestiwn traethawd strwythuredig, a bydd disgwyl i ymgeiswyr ateb dau. Bydd pob cwestiwn yn gyfartal o ran marciau.

### Cynnwys Pwnc

#### 1. Dulliau Beirniadol o Astudio'r Testament Newydd

Dylid astudio'r dulliau a ganlyn mewn cyswllt â'r pedair efengyl: beirniadaeth ffynonellau (neu lenyddol); ffurf-feirniadaeth; beirniadaeth golygiad; naratif-feirniadaeth (bwriad awdur/ymateb darlennydd)

#### 2. Yr Eglwys yn y Testament Newydd

- (i) Strwythur a threfn y cymunedau Cristnogol cynnar
- (ii) Patrymau arweinyddiaeth
- (iii) Sefydlu'r Eglwys yn y byd Cenhedlig

Bydd disgwyl i ymgeiswyr arddangos ymwybyddiaeth feirniadol o'r prif ddatblygiadau hanesyddol a threfniadol yn yr Eglwys Gristnogol fel y'u cofnodir yn y Testament Newydd.

#### 3. Dysgeidiaeth Foesegol y Testament Newydd

- (i) Moeseg yr Efengylau. Bydd disgwyl i ymgeiswyr fod yn gyfarwydd â chefnidir a chynnwys y ddysgeidiaeth foesegol a welir yn **naill ai** Efengyl Mathew **neu** Efengyl Luc ynghyd â'r dehongliad ar y pryd a'r dehongliad cyfoes ohoni..
- (ii) Moeseg Paul. Bydd disgwyl i ymgeiswyr fod yn gyfarwydd â dysgeidiaeth foesegol Paul fel y'i mynegir **naill ai** yn y Llythyr at y Rhufeiniaid **neu'r** Llythyrau at y Corinthiaid.

DS Wrth baratoi ar gyfer y Modwl Synoptig dylai ymgeiswyr ystyried:

- effaith yr amrywiol ddulliau ar feirniadaeth ar awdurdod y Testament Newydd yng ngolwg Cristnogion heddiw;
- profiadau crefyddol a ddisgrifir yn yr efengylau a llenyddiaeth arall y Testament Newydd;
- syniadau am fywyd, marwolaeth a bywyd ar ôl marwolaeth a fynegir yn llenyddiaeth y Testament Newydd a astudiwyd.



**Agenda Item No. 7(a)**

Minutes of meeting at Aberaeron  
Cofnodion cyfarfod Aberaeron

Mawrth 5 March, 2004

Present/Preseennol

Anglesey/Ynys Môn

Bethan James  
Eleri Moss  
Rheinallt A Thomas  
G A Williams

Blaenau Gwent

Gill Vaisey

Bridgend/Penybont ar Ogwr

Vicky Thomas

Caerphilly/Caerffili

Cllr D M Gray  
Vicky Thomas

Cardiff/Caerdydd

Y Tad Ieuan

Carmarthenshire/Caerfyrddin

Helen Gibbon  
Mary Parry  
Meinir Wynne Loader

Ceredigion

Bethan Evans  
Hywel Evans  
Joyce Howells  
Mary Parry  
Vaughan Salisbury

Conwy

Gavin Craigen

Denbighshire/Sir Ddinbych

Gavin P Craigen  
Morfudd M Jones  
Mairwenna B Lloyd

Flintshire/Sir y Fflint

Gavin Craigen  
T W Jones

Gwynedd

Eirian Bradley-Roberts  
Bethan James  
Arwel Jones  
Eleri Moss

Merthyr Tydfil/Merthyr

Tudful  
E C Galsworthy  
Vicky Thomas

Monmouth/Sir Fynwy

Gill Vaisey

Neath and Port Talbot/  
Castell-Nedd ac Aberafan

Claire Davies

Newport/Casnewydd

Vicky Thomas

Pembrokeshire/Sir Penfro

Christopher Gillham  
Gwyn Rogers

Powys

John Mitson

Rhondda Cynon Taff/Rhondda  
Cynon Taf

Paula Hughes  
Vicky Thomas

Swansea/Abertawe

Taris Lyon  
Vicky Thomas

Torfaen

Vicky Thomas

Vale of Glamorgan/Bro  
Morgannwg

Wrexham/Wrecsam

Vicky Barlow

Observers/Arsyllwyr

Paul Morgan (Estyn)  
Hywel I Evans  
(CEMW/MAGC)  
Denize Morris (ACCAC)  
Aled Edwards (Cytun)  
Beryl Bowen  
Heather Hansen

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### 1. Introduction and welcome

The meeting began, as is now customary, with a period of quiet reflection.

Mrs Mairwenna Lloyd, in welcoming all to the meeting pointed out that it was the Women's World Day of Prayer.

Councillor Stan Thomas, Chair of the Ceredigion County Council, extended the formal welcome of the Authority to the Association. He expressed confidence in the importance of the role of Religious Education in pupils' development and in the role of the Association in providing a voice for all twenty two Authorities.

Mrs Lloyd thanked Councillor Thomas for the geniality and kindness of his welcome. She drew attention to the recent deaths of the Reverend Aled ap Gwynedd and of the wife of Mr Hywel Evans and expressed the sympathy of the Association to both families in their grief.

Finally, she explained that item 11 on the Agenda - the presentation by ACCAC regarding RE and the Foundation Stage - had been postponed to a future meeting since the period of consultation is not yet complete. In its place Mr Vaughan Salisbury of Trinity College, Carmarthen, had agreed to present an update on the numbers of students pursuing Religious Education courses at the College through the medium of Welsh.

### 2. Apologies

Chris Abbas; Susan Collingbourne; Graham Davies; Rev John Davies; Canon Keith Denison; Heledd Hearn; Cllr C Henrywood; Cllr Jim Kirkwood; Andrew Lenny; the Venerable A J Lewis; Jennifer Malcolm; Margaret Pead; Carys Thomas; Tudor Thomas; Richard Waller; Rev Tom Wright; Dylan Wyn; and Cllr E M Wynne.

### 3. Minutes

The minutes of the meeting in Cardiff on November 11, 2003, having been circulated, were confirmed.

### 1. Agor a chroesawu

Dechreuodd y cyfarfod, fel sydd yn arferol bellach, gyda chyfnod o adfyfrio tawel.

Wrth groesawu pawb i'r cyfarfod, tynnodd Mrs Mairwenna Lloyd sylw at y ffaith ei fod yn Ddiwrnod Gweddi Bydeang y Merched.

Estynnodd y Cynghorydd Stan Thomas, Cadeirydd Cyngor Sir Ceredigion, groeso ffurfiol yr Awdurdod i'r Gymdeithas. Mynegodd hyder ym mhwsigrydd rôl Addysg Grefyddol yn natblygiad disgyblion, ac yn rôl y Gymdeithas fel llais i'r cyfan o'r ddau Awdurdod ar hugain.

Diolchodd Mrs Lloyd i'r Cynghorydd Thomas am hynawsedd a charedigrwydd ei groeso. Tynnodd sylw at farwolaethau diweddar y Parch Aled ap Gwynedd a gwraig Mr Hywel Evans, a mynegodd gydymdeimlad y Gymdeithas â'r ddau deulu yn eu trallod.

Yn olaf, eglurodd fod yr eitem olaf ar yr Agenda — y cyflwyniad gan ACCAC ynglŷn ag AG a'r Cyfnod Sylfaen — wedi ei gohirio i gyfarfod yn y dyfodol, gan nad oedd y cyfnod ymgynghori wedi dod i ben eto. Yn ei lle, yr oedd Mr Vaughan Salisbury o Goleg y Drindod, Caerfyrddin, wedi cytuno i gyflwyno'r wybodaeth ddiweddaraf ynglŷn â niferoedd y myfyrwyr a oedd yn dilyn cyrsiau Addysg Grefyddol yn y Coleg trwy gyfrwng y Gymraeg.

### 2. Ymddiheuriadau

Chris Abbas; Susan Collingbourne; Graham Davies; y Parch John Davies; y Canon Keith Denison; Heledd Hearn; y Cynghorydd C Henrywood; y Cynghorydd Jim Kirkwood; Andrew Lenny; yr Hybarch A J Lewis; Jennifer Malcolm; Margaret Pead; Carys Thomas; Tudor Thomas; Richard Waller; y Parch Tom Wright; Dylan Wyn; a'r Cynghorydd E M Wynne.

### 3. Cofnodion

Yr oedd cofnodion y cyfarfod yng Nghaerdydd, ar Dachwedd 11, 2003, wedi eu hanfon at bob aelod. Cadarnhawyd eu bod yn gywir.

#### 4. Matters arising

4.1 — from minute 5. The Chair reported that a meeting had been held on March 3 to discuss the inclusion of RE in the Millennium Centre's Education pack and that Mrs Susan Collingbourne had represented the Association at that meeting.

4.2 — from minute 8.5. Mr Gavin Craigen reported that the decision to limit teaching practice placements to schools within the country in which the College was situated was a decision made in England, and thus had not been the subject of consultation in Wales. In discussion, it became clear that aspects of that decision were not unwelcome to some Colleges in Wales.

#### 5. Report of Executive Committee

5.1 The Chair extended a warm welcome to Councillor T W Jones, who had replaced Mr Huw E Jones as the Flintshire representative on the Executive in accord with paragraph 4(v) of the Constitution.

5.2 The Welsh Baccalaureate. It was reported that a significant number of letters had been sent in support of the Association's standpoint (Minute 4 of the Cardiff meeting refers) and that Church representatives would be meeting Mr Keith Davies shortly.

5.3 The Executive recommended that faith group presentations would be more appropriate for individual SACRES, rather than the Association.

5.4 NGfL (Minute 8.4 of the Cardiff meeting refers) The Chair reported that the steering group had met that morning and that an amended application for two network groups, each of twelve teachers, was to be submitted.

5.5 The delegation from the Executive will meet Miss Jane Davidson on May 17, 2004.

5.6 AS and A2 level Religious Studies. Miss Helen Gibbon reported that the revised New Testament option within the AS and A2 RS specifications appeared to require far more from candidates than the other syllabus

#### 4. Materion yn codi

4.1 — o gofnod 5. Dywedodd y Cadeirydd fod cyfarfod wedi ei gynnal ar Fawrth 3ydd i drafod cynhwysiad AG ym mhecyn Addysg Canolfan y Mileniwm, a bod Mrs Susan Collingbourne wedi cynrychioli'r Gymdeithas yn y cyfarfod hwnnw.

4.2 — o gofnod 8.5. Dyweodd Mr Gavin Craigen fod y penderfyniad i gyfyngu lleoliadau ymarfer dysgu i ysgolion yn y wlad yr oedd y Coleg wedi ei leoli ynnddi yn benderfyniad a wnaed yn Lloegr, ac felly nad oedd wedi bod yn destun ymgynghori yng Nghymru. Yn ystod y drafodaeth, daeth yn amlwg fod yna agweddau ar y penderfyniad hwnnw nad oeddynt yn annerbyniol gan rai Colegau yng Nghymru.

#### 5. Adroddiad y Pwyllgor Gwaith

5.1 Estynnodd y Cadeirydd groeso cynnes i'r Cynghorydd T W Jones, a oedd wedi cymryd lle Mr Huw E Jones fel cynrychiolydd Sir y Fflint ar y Pwyllgor Gwaith yn unol â pharagraff 4(v) y Cyfansoddiad.

5.2 Y Ffagloriaeth Gymreig. Adroddwyd bod nifer sylweddol o lythyrau wedi eu hanfon yn cefnogi safbwynt y Gymdeithas (gweler Cofnod 4 cyfarfod Caerdydd), ac y byddai cynrychiolwyr o'r eglwysi'n cyfarfod Mr Keith Davies yn fuan.

5.3 Argymhellodd y Pwyllgor Gwaith y byddai cyflwyniadau gan grwpiau ffydd yn fwy addas ar gyfer CYSAG'au unigol nag i'r Gymdeithas.

5.4 Y Grid Cenedlaethol ar gyfer Dysgu (gweler Cofnod 8.4 cyfarfod Caerdydd). Dywedodd y Cadeirydd fod y grŵp llywio wedi cyfarfod y bore hwnnw, a bod cais diwygiedig ar gyfer dau grŵp rhwydwaith, gyda deuddeg athro/athrawes ym mhob un, i gael ei gyflwyno.

5.5 Byddai'r ddirprwyaeth o'r Pwyllgor Gwaith yn cyfarfod Miss Jane Davidson ar Fai 17eg, 2004.

5.6 Astudiaethau Crefyddol Iefel AS ac A2. Dywedodd Miss Helen Gibbon ei bod yn ymddangos bod y dewis diwygiedig ynglŷn â'r Testament Newydd, ym manylebau AG AS ac A2, yn gofyn llawer mwy gan ymgeiswyr na'r

options and this was resulting in candidates abandoning New Testament study in favour of less demanding options. Her standpoint found support from other members present and the Assistant Secretary was asked to write to Mr Tudor Thomas to express the Association's concern. It was agreed that a copy of the letter be sent to all SACREs so as to provide opportunity for further teacher comment.

#### 6. Farmington Scholarships

Mr Vaughan Salisbury, on behalf of Trinity College, Carmarthen, drew attention to the availability of such scholarships for serving teachers at the College.

6.1 Mrs Beryl Bowen, teacher at Whitland Primary School, explained that she had decided to study teaching about Hinduism to Key Stage 1 children. She paid tribute to the resources and support provided by the College and to the work of Dr Geraint Davies, her tutor. She showed an impressive wealth of resources that she had devised for active learning and quoted the saying, "I hear and I forget; I see and I remember; I do and I understand" She referred to the community of the names of God, based at Skanda Vale, Llanpumsaint, and to their willingness to welcome small groups of pupils and to a CD which had been produced with the help of Mrs Mary Parry. The extent to which Mrs Bowen had edited and adapted resources to the needs of the classroom was particularly striking and her presentation was received with great enthusiasm and appreciation.

6.2 Mrs Heather Hansen, of Bishop Vaughan RC secondary school Swansea, made the second presentation later in the afternoon. Pupil choice and timetable constraints had directed her interest to the AS course in "Ethics and Religion" and that was the topic which she had chosen to study. She outlined a number of resources which she had found of great value, including "The Mind Map Book" by Tony Buzan. The comprehensive schools at Pembroke, Coedylan and Gowerton had allowed her to work directly with their students so that she had been able to trial material and

dewisiadau eraill yn y maes llafur, a bod hyn yn peri i ymgeiswyr gefnu ar astudio'r Testament Newydd er mwyn dilyn dewisiadau llai ymestynnol. Mynegodd aelodau eraill a oedd yn bresennol eu cefnogaeth i safbwynt Miss Gibbon, a gofynnwyd i'r Is-Ysgrifennydd ysgrifennu at Mr Tudor Thomas i fynegi pryder y Gymdeithas. Cytunwyd y byddai copi o'r llythyr yn cael ei anfon at yr holl CYSAG'au er mwyn rhoi cyfle am sylwadau pellach gan athrawon.

#### 6. Ysgoloriaethau Farmington

Tynnodd Mr Vaughan Salisbury, ar ran Coleg y Drindod, Caerfyrddin, sylw at argaeledd yr ysgoloriaethau hyn yn y Coleg ar gyfer athrawon mewn gwasanaeth.

6.1 Eglurodd Mrs Beryl Bowen, athrawes yn Ysgol Gynradd Hendy-gwyn ar Daf, ei bod wedi penderfynu astudio sut i addysgu plant Cyfnod Allweddol 1 ynglŷn â Hindŵaeth. Talodd deyrnged i'r adnoddau a'r gefnogaeth a ddarparwyd gan y Coleg, ac i waith y Dr Geraint Davies, ei thiwtor. Dangosodd gyfoeth trawiadol o adnoddau yr oedd wedi eu dyfeisio ar gyfer dysgu gweithredol, a dyfynnodd y dywediad, "Rwy'n clywed ac yn anghofio; rwy'n gweld ac yn cofio; rwy'n gwneud ac rwy'n deall". Cyfeiriodd at Gymuned Enwau Duw, a oedd wedi ei leoli yn Skanda Vale, Llanpumsaint, ac at eu parodrwydd i groesawu grwpiau bychain o ddisgyblion, ac at Grynoddig a oedd wedi ei gynhyrchu gyda chymorth Mrs Mary Parry. Yr oedd maint y gwaith golygu ac addasu adnoddau i anghenion yr ystafell ddosbarth, gan Mrs Parry, yn arbennig o drawiadol, a derbyniwyd ei chyflwyniad gyda brwdfrydedd a gwerthfawrogiad mawr.

6.2 Gwnaed yr ail gyflwyniad gan Mrs Heather Hansen, o ysgol uwchradd yr Esgob Vaughan, Abertawe, yn ddiweddarach yn y prynhawn. Yr oedd dewisiadau disgyblion a chyfyngiadau ar amserlen wedi cyfeirio ei diddordeb hi at y cwrs AS mewn "Moeseg a Chrefydd", a dyna'r pwnc yr oedd wedi dewis ei astudio. Amlinellodd nifer o adnoddau yr oedd wedi eu cael yn werthfawr iawn, gan gynnwys "The Mind Map Book" gan Tony Buzan. Yr oedd yr ysgolion cyfun ym Mhenfro, Coedylan a Thre-gŵyr wedi caniatáu iddi weithio'n uniongyrchol gyda'u myfyrwyr, gyda'r canlyniad iddi

new approaches in those schools as well as in her own. She had aimed to meet the individual needs of pupils by helping them to become aware of their own learning styles and amending the teaching material appropriately. Like Mrs Bowen, she paid tribute to the great support she had received from the College, and also from the Examinations Department of the WJEC.

In the lively discussions that followed the value of the Farmington scholarships was repeatedly stressed. Full information about these, and more detail about the work completed by Mrs Bowen and Mrs Hansen, is available from Mr Vaughan Salisbury at Trinity College, Carmarthen.

#### 7. Amendments to the Constitution

The Assistant Secretary pointed out that the amendments had been circulated as part of the papers for the meeting and had been received by members on about February 16, thus satisfying the requirement in para 3(vii) of the Constitution. It was agreed therefore that they should go forward to the AGM for formal approval.

At the same time, it was agreed, the Code of Practice for the conduct of the election of Officers could be formally adopted. It was noted that the Code of Practice was to be interpreted with sensible flexibility — for example nominations submitted by SACREs which had met during the first week of March were currently being received and would obviously be accepted.

#### 8. Symposium Report

8.1 The report on the responses to the Symposium on Agreed Syllabuses, held at Llanidloes on 27 April 2002, was approved and it was agreed that it should be sent to ACCAC, inviting them to proceed along the lines suggested in the final paragraph. Copies should also be sent to the Welsh Assembly Government and to the Welsh Joint Education Committee.

8.2 On a related matter, that of “RE and the Foundation Stage,” Mrs Denize Morris stated that the period for consultation would be from March 15 to the 29th.

allu treialu deunydd a dulliau newydd yn yr ysgolion hynny yn ogystal ag yn ei hysgol ei hun. Yr oedd wedi anelu at ddiwallu anghenion unigol disgyblion trwy eu cynorthwyo i ddod yn ymwybodol o'u dulliau dysgu eu hunain, a thrwy ddiwygio'r deunydd dysgu'n briodol. Fel Mrs Bowen, talodd deyrnged i'r gefnogaeth fawr yr oedd wedi ei derbyn gan y Coleg a chan Adran Arholiadau CBAC.

Yn y trafodaethau a ddilynodd, cafodd gwerth ysgoloriaethau Farmington ei bwysleisio droeon. Y mae gwymbodaeth lawn am y rhain, a rhagor o fanylion ynglŷn â'r gwaith a gwblhawyd gan Mrs Bowen a Mrs Hansen, ar gael gan Mr Vaughan Salisbury yng Ngholeg y Drindod, Caerfyrddin.

#### 7. Newidiadau i'r Cyfansoddiad

Tynnodd yr Ysgrifennydd Cynorthwyol sylw at y ffaith fod y newidiadau wedi eu cylchredeg ymysg y papurau ar gyfer y cyfarfod, a bod aelodau wedi eu derbyn oddeutu Chwefror 16eg, a bod hyn yn ateb gofynion paragraff 3(vii) y Cyfansoddiad. Cytunwyd felly y dylai'r newidiadau fynd ymlaen i'r Cyfarfod Blyneddol i'w cymeradwyo'n ffurfiol.

Cytunwyd y byddai modd i'r Côd Ymarfer ar gyfer cynnal etholiadau Swyddogion gael ei fabwysiadu'n ffurfiol ar yr un pryd. Nodwyd bod y Côd Ymarfer am gael ei ddehongli gyda hyblygrwydd synhwyrol — er enghraifft, yr oedd enwebiadau a gyflwynwyd gan CYSAG'au a oedd wedi cyfarfod yn ystod wythnos gyntaf mis Mawrth yn dod i law ar hyn o bryd, ac yn naturiol byddent yn cael eu derbyn.

#### 8. Yr Adroddiad ar y Symposiwm

8.1 Cafodd yr adroddiad ar yr ymatebion i'r Symposiwm ar Feysydd Llafur Cytunedig, a gynhaliwyd yn Llanidloes ar 27 Ebrill 2002, ei gymeradwyo, a chytunwyd y dylid ei anfon at ACCAC, gan eu gwahodd i symud ymlaen ar y llinellau a oedd yn cael eu hawgrymu yn y baragraff olaf. Dylid anfon copiâu, yn ogystal, at Lywodraeth Cynulliad Cymru a Chyd-Bwyllgor Addysg Cymru.

8.2 Mewn perthynas â mater cysylltiedig, sef “AG a'r Cyfnod Sylfaen”, dywedodd Mrs Denize Morris y byddai'r cyfnod ymgynghori yn rhedeg o Fawrth 15fed tan y 29ain.

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8.3 She also drew attention to the fact that the meeting for representatives of SACRE's to consider the 'Guidelines for writing SACRE Annual Reports' would be held on 23rd March.

9. Correspondence

10. Recruitment of RE students

Mr Vaughan Salisbury presented an update on the numbers of students pursuing courses through the medium of Welsh to teach RE (See Appendix I). It appeared that there were insufficient for courses to be viable but a degree of bilingual teaching was undertaken.

It was agreed to invite the University of Wales, Bangor, to provide a similar report for the Llangefni meeting next term and the Executive Committee was asked to continue to monitor the situation. In bringing the meeting to a close the Chair reiterated the thanks of the Association to the Cerdigion County Council, and to Councillor Stan James for the warmth of the welcome. She thanked also Mrs Mary Parry who had overseen the local arrangements and Heledd, Gorwel and Delyth the translators. She looked forward to the Annual General Meeting at Llangefni on June 23 and wished everybody a safe journey home.

With respect to the next meeting the Chair commented that the local elections took place before that meeting so that there was a likelihood that the Association might lose some faithful County Council members who had decided not to seek re-election. Councillor Jim Kirkwood, for example, of Newport, had written to apologise that he would be no longer a member of the Association. It was resolved to minute the Association's appreciation of the valuable contribution that had been made by Cllr Kirkwood and other such members.

8.3 Tynnodd Mrs Morris sylw hefyd at y ffaith y byddai'r cyfarfod ar gyfer cynrychiolwyr CYSAG'au er mwyn ystyried y 'Canllawiau ar gyfer ysgrifennu Adroddiadau Blynyddol CYSAG' yn cael ei gynnal ar Fawrth 23ain.

9. Gohebiaeth

10. Recriwtio myfyrwyr AG

Cyflwynodd Mr Vaughan Salisbury'r newyddion diweddaraf ynglŷn â niferoedd y myfyrwyr a oedd yn dilyn cyrsiau cyfrwng Cymraeg ar gyfer darpar-athrawon AG (gweler Atodiad 1). Yr oedd yn ymddangos nad oedd digon o fyfyrwyr i'r cyrsiau fod yn hyfyw, ond yr oedd rhyw gymaint o addysgu dwyieithog yn digwydd.

Cytunwyd i wahodd Prifysgol Cymru, Bangor, i ddarparu adroddiad cyffelyb ar gyfer y cyfarfod yn Llangefni y tymor nesaf, a gofynnwyd i'r Pwyllgor Gwaith barhau i gadw golwg ar y sefyllfa. Wrth gloi pen y mwdwl, ailadroddodd y Cadeirydd ddiolchiadau'r Gymdeithas i Gyngor Sir Ceredigion, ac i'r Cynghorydd Stan James am gynhesrwydd y croeso. Diolchodd hefyd i Mrs Mary Parry, a oedd wedi goruchwyllo'r trefniadau lleol, ac i Heledd, Gorwel a Delyth, y cyfieithwyr. Edrychodd ymlaen at y Cyfarfod Blynyddol yn Llangefni ar Fehefin 23ain, a dymunodd siwrnai ddiogel adref i bawb.

Mewn perthynas â'r cyfarfod nesaf, gwnaeth y Cadeirydd y sylw y byddai'r etholiadau lleol yn cael eu cynnal cyn y cyfarfod hwnnw, a'i bod yn debygol felly y byddai'r Gymdeithas yn colli rhai aelodau Cyngor Sir ffyddlon a oedd wedi penderfynu peidio ag ymofyn cael eu haillethol. Er enghraifft, yr oedd y Cynghorydd Jom Kirkwood o Gasnewydd wedi ysgrifennu i ymddiheuro am y ffaith na fyddai'n aelod o'r Gymdeithas mwyach. Penderfynwyd cofnodi gwerthfawrogiad y Gymdeithas o'r cyfraniad gwerthfawr a oedd wedi ei wneud gan y Cynghorydd Kirkwood ac aelodau tebyg.



## Nominations for Vice-Chair

### Gavin Craigen- for Vice Chair

- I am Inspector/Adviser RE for the LEAs/SACREs of Conwy, Denbighshire and Flintshire, and am Chief Examiner for WJEC Religious Studies GCSE (Specification B).
- I am Chair of the National Advisory Panel for RE in Wales until 2006, and served until recently as Wales' Representative on the Professional Council for RE.
- Recently I accepted appointment as a Trustee/Board Member of Christian Education, which includes RE Today services.
- I was the first Secretary of WASACRE, and served under the Chairmanship of Ven John Lewis and Cllr Handel Morgan.
- I firmly believe that the association is vital in maintaining the profile of RE in Wales, and assisting SACRE's in their roles, and giving them a united voice.

### Cllr. Michael Gray for Vice Chair

- I am a member of the Caerphilly County Borough SACRE, having been a founder member of the SACRE, following local government reorganisation from 1<sup>st</sup> April 1996 to the present.
- At its inception I was elected chairman of Caerphilly SACRE, and represented the SACRE at meetings of WASACRE.
- I am a member and officer of the Methodist Church in the Newport (Gwent) Circuit and also a Lay Preacher at that Church.
- I am Chairman of the Governing Body of a primary and a secondary school and fully support and encourage the work of SACRE and WASACRE throughout the Caerphilly County Borough area and Wales as a whole.

### Mr Arwel Jones. B.Sc., M.Ed.

- A native of Harlech, Arwel Jones is a former Headmaster of Ysgol y Moelwyn in Blaenau Ffestiniog. He was ordained a minister with the Scotch Baptists in 1986.
- He was elected a member of Gwynedd Council in 1995 and he is the member of the Council Board responsible for Finance.
- He is a member and former chair of Gwynedd SACRE and he has attended meetings of WSACRE for many years.

Gavin Craigen. ar gyfer yr Is-Gadeiryddiaeth

- Yr wyf yn Arolygwr/Ymgynghorydd AG i AALI'au/CYSAG'au Conwy, Sir Ddinbych a Sir y Fflint, ac yn Brif Arholwr arholiad TGAU Astudiaethau Crefyddol CBAC (Manyleb B).
- Yr wyf yn Gadeirydd y Panel Ymgynghorol Cenedlaethol dros AG yng Nghymru tan 2006, a than yn diweddar fe wasanaethais fel Cynrychiolydd Cymru ar y Cyngor Proffesiynol dros AG.
- Yn ddiweddar fe dderbyniais fy mhenodi yn Ymddiriedolwr/Aelod o Fwrdd *Christian Education*, sydd yn cynnwys gwasanaethau *RE Today*.
- Myfi oedd Ysgrifennydd cyntaf CCYSAGC, gan wasanaethu dan Gadeiryddiaeth yr Hybarch John Lewis a'r Cynghorydd Handel Morgan.
- Yr wyf yn credu'n bendant fod gan y Gymdeithas rôl hanfodol i'w chwarae o ran cynnal proffil AG yng Nghymru, cynorthwyo CYSAG'au yn eu swyddogaethau, a rhoi llais unedig iddynt.

Y Cynghorydd D. Michael Gray — ar gyfer yr Is-Gadeiryddiaeth

- Bûm yn aelod o CYSAG Bwrdeistref Sirol Caerffili ers dechreuad Cyngor Bwrdeistref Sirol Caerffili yn Ebrill 1996, ac yr wyf wedi gwasanaethu ar y Cyngor hwnnw hyd heddiw.
- Yr wyf hefyd yn cynrychioli'r CYSAG yng nghyfarfodydd CCYSAGC, a chefais wahoddiad i wasanaethu ar y Pwyllgor Gwaith am y 5 mis diwethaf.
- Yr wyf yn aelod ac yn swyddog o'r eglwys Fethodistaidd, a hefyd yn Bregethwr Lleyg yng Nghylchdaith Fethodistaidd Casnewydd (Gwent).
- Yr wyf yn Llywodraethwr ysgol gynradd ac ysgol uwchradd, ac yr wyf yn llwyr gefnogi ac yn hybu gwaith y CYSAG a CCYSAGC ledled ardal Bwrdeistref Sirol Caerffili a Chymru benbaladr.

Mr.Arwel Jones. B.Sc., M.Ed.

- Cyflwyniad ar gyfer Cysagau Cymru.
- Yn enedigol o Harlech, mae Arwel Jones yn gyn-brifathro Ysgol y Moelwyn, Blaenau Ffestiniog. Mae'n weinidog efo enwad y Bedyddwyr Albanaidd ers 1986.
- Etholwyd ef yn aelod o Gyngor Gwynedd yn 1995 ac ef yw'r aelod o fwrdd y Cyngor sy'n gyfrifol am faterion Cyllid.
- Mae'n aelod o CYSAG Gwynedd ac yn gyn-gadeirydd o'r corff hwnnw a bu'n mynychu cyfarfodydd CYSAGAU Cymru am lawer blwyddyn.

## Nominations for Executive Committee

### Cllr.Morfudd Jones for Executive

- ❖ I was an Infant teacher and Headteacher for 25 years.
- ❖ Ruthin Town Councillor and former Mayor, Councillor for Denbighshire County Council
- ❖ Vice Chair – Lifelong Learning Scrutiny Committee
- ❖ Chair of Denbighshire SACRE
- ❖ National Secretary of Mudiad Merched Y Wawr
- ❖ Deacon at Bontuchel Chapel near Ruthin
- ❖ Involved in many local charities
- ❖ Brought up in Bontuchel and have lived in Ruthin for 27 years.

### Mary Parry for Executive

- I have been the Religious Education Associate Advisor for two counties, Ceredigion and Carmarthenshire for 10 years.
- I am the professional officer to Ceredigion and Carmarthenshire SACREs.
- I have been an active member of the WASACRE executive committee for 8 years.
- I have taken an active role in WASACRE activities since its establishment. For example, I have made several presentations to WASACRE meetings on topics like, 'Assessment in RE', 'Thinking Skills in RE', 'RE and children under five'.
- I advice teachers on teaching RE effectively and I have provided many courses for them.
- I inspect schools under Estyn contract.
- Before my present position, I was the head of RE and the head of lower school in a secondary school.

### Cllr.Michael Gray for Executive

- I have been member of the Caerphilly County Borough SACRE since the inception of the Caerphilly County Borough Council in April 1996, serving on that Council up to the present date.
- I also represent SACRE at WASACRE meetings and I was invited to serve on the Executive for the last 5 months.
- I am a member and officer of the Methodist church and also a Lay Preacher in the Newport (Gwent) Methodist Circuit.
- I am a Governor of a primary and a secondary school, taking a keen interest in the teaching and development of Religious Education at the schools.

## Enwebiadau ar gyfer y Pwyllgor Gwaith

Cllr Morfudd Jones ar gyfer y Pwyllgor Gwaith

- ❖ Bûm yn athrawes Babanod ac yn Brifathrawes am 25 mlynedd.
- ❖ Cynghorydd a chyn-Faer Cyngor Tref Rhuthun, a Chyngorydd ar Gyngor Sir Ddinbych
- ❖ Is-Gadeirydd y Pwyllgor Archwilio Dysgu Gydol Oes
- ❖ Cadeirydd CYSAG Sir Ddinbych
- ❖ Ysgrifennydd Cenedlaethol Mudiad Merched Y Wawr
- ❖ Diacones yng Nghapel Bontuchel ger Rhuthun
- ❖ Yn weithgar gyda llawer o elusennau lleol

Wedi fy magu ym Montuchel, ac wedi byw yn Rhuthun ers 27 mlynedd

Mary Parry ar gyfer y Pwyllgor Gwaith

- Rwyf yn Ymgynghorydd Cysylltiol Addysg Grefyddol gyda Cheredigion a Sir Gaerfyrddin ers 10 mlynedd.
- Rwyf yn swyddog proffesiynol i GYSAG Ceredigion a ChYSAG Sir Gaerfyrddin.
- Rwyf wedi bod yn aelod gweithgar o Bwyllgor Gwaith CYSAGau Cymru ers 8 mlynedd.
- Rwyf wedi cymryd rhan weithredol yng ngweithgareddau Cymdeithas CYSAGau Cymru ers iddi gael ei sefydlu. Er enghraifft rwyf wedi traethu sawl cyflwyniad i gyfarfodydd y Gymdeithas ar destunau fel, asesu yn AG, Sgiliau Meddwl yn AG ac AG a phlant dan 5 oed.
- Rwyf yn cynghori athrawon ar ddysgu AG yn effeithiol ac rwyf wedi darparu llawer o gyrsiau ar eu cyfer.
- Rwyf yn arolygu ysgolion o dan gytundeb Estyn.

Cyn fy swydd bresennol buom yn bennaeth adran Addysg Grefyddol ac yn bennaeth yr ysgol iau mewn ysgol uwchradd.

Y Cyngorydd D. Michael Gray — ar gyfer y Pwyllgor Gwaith

- Bûm yn aelod o CYSAG Bwrdeistref Sirol Caerffili ers dechreuad Cyngor Bwrdeistref Sirol Caerffili yn Ebrill 1996, ac yr wyf wedi gwasanaethu ar y Cyngor hwnnw hyd heddiw.
- Yr wyf hefyd yn cynrychioli'r CYSAG yng nghyfarfodydd CCYSAGC, a chefais wahoddiad i wasanaethu ar y Pwyllgor Gwaith am y 5 mis diwethaf.
- Yr wyf yn aelod ac yn swyddog o'r eglwys Fethodistaidd, a hefyd yn Bregethwr Lleyg yng Nghylchdaith Fethodistaidd Casnewydd (Gwent).
- Yr wyf yn Llywodraethwr ysgol gynradd ac ysgol uwchradd, gan gymryd diddordeb brwê yn y gwaith o ddysgu a datblygu Addysg Grefyddol yn yr ysgolion.