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ICT, amenability and the BBC digital curriculum service in England

Supplement 3



Becta

British Educational Communications
and Technology Agency

This is Supplement 3 to Becta's report to the DCMS: *ICT, amenability and the BBC digital curriculum service in England*. This supplement contains findings on the amenability in those subjects to be resourced and launched by the BBC as part of its digital curriculum service in 2008. Findings on amenability of subjects to be launched by the BBC in 2006/7 can be found in the annex to Becta's report to the DCMS, and in Supplements 1 and 2 to the report.

Becta would like to thank the Qualifications and Curriculum Authority (QCA) for its assistance in the assessment of amenability in these subjects.

Findings on the following subjects are contained within this supplement:

Key Stage 1

Geography
Religious Education

Key Stage 2

Design and technology

Key Stage 3

Art and design
Physical education
PSHE (also covers Key Stage 4)
Thinking skills (also covers Key Stage 4)

Key Stage 4

Citizenship

GCSE

Applied ICT
Art and design
Engineering
Health and social care
History
Hospitality and catering
Music

1a) Geography at Key Stage 1

Geography at Key Stage 1 is organised into four sections:

- Geographical enquiry and skills
- Knowledge and understanding of places
- Knowledge and understanding of patterns and processes
- Knowledge and understanding of environmental change and sustainable development.

The first of these describes a holistic or integrated group of skills. Good pedagogy demands that they should be taught and learned in an integrated fashion as set out in section 4.3.4, and for the reasons given in section 4.5, these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining three sections list aspects of geographical knowledge and understanding. The statements in these sections describe aspects of places, patterns and change which are interdependent and cannot be taught or learned in isolation from each other. For example, in the case of requirement 3d, 'to recognise how places compare with other places', it is unlikely that it could be taught without touching on 3c, 'to recognise how places become the way they are and how they are changing'.

The statements have been examined for amenability. We note that while requirement 2b 'to use fieldwork skills' might be considered non-amenable at first sight, ICT-mediated resources might reasonably be developed to support, consolidate and extend this learning.

Measuring 50 per cent

Since the requirements of the programme of study for geography at Key Stage 1 are either part of a holistic knowledge/skill set or are interdependent and cannot be taught entirely separately, the BBC may develop resources for the equivalent of up to half the QCA scheme of work units in the key stage. It should be noted that this measure refers to the 'size' and scope of units, and not to their content.

Amenability statement

There are no outcomes judged to be not amenable in the programme of study for geography at Key Stage 1.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

Becta maintains that any judgements reached on the ICT amenability of learning outcomes are made for the purposes of this exercise only and are restricted to use in this context. Any judgements made by Becta do not imply that 'amenable' learning outcomes *should* be taught by ICT, nor do they imply any view on *how much* ICT is appropriate for any key stage in any subject.

Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

1b) Religious Education (RE) at Key Stage 1

Becta refers throughout to the published QCA non-statutory framework for RE in England (October 2004).

The requirements of the non-statutory framework include pupils identifying and exploring aspects of religious belief and the impact of religions in personal life and the wider world. The requirements are closely inter-related. For example, teaching pupils to:

Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. (1c)

Is very likely to involve:

Reflect[ing] on and consider[ing] religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. (2a)

Together, the requirements of the framework describe a set of inter-related 'holistic' skills of the type described in section 4.3.4. Since pupils develop these skills in the context of each other, to require the BBC digital curriculum service to deal with some of them but not others would be to require it to produce pedagogically unsound resources.

Measuring 50 per cent

Although the non-statutory framework postdates the DfES/QCA scheme of work for RE, the scheme of work units provide a way of measuring, in terms of 'size' and scope rather than content, the time needed to cover such a framework in terms of its breadth, and to provide sufficient opportunities to develop the holistic skills and knowledge outlined in the framework.

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 1 religious education, Becta judges that there are no outcomes in the QCA non-statutory framework for RE (2004) for England at Key Stage 1 that are not amenable to ICT.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

2a) Design and Technology at Key Stage 2

The learning requirements for design and technology at Key Stage 2 can be considered in two broad groups, firstly:

- Developing, planning and communicating ideas (1a–d)
- Working with tools, equipment, materials and components to make quality products (2a–f)
- Evaluating processes and products (3a–c)

And secondly, knowledge and understanding of:

- Materials and components (4a–d).

The requirements have been examined for amenability. Together, the requirements in the first group describe a set of inter-related 'holistic' skills of the type described in section 4.3.4 of the main report. Since pupils develop these skills in the context of each other – for example, redesigning to take account of problems with making – to require the BBC digital curriculum service to deal with some of them, but not with others, would be to require it to produce pedagogically unsound resources.

Measuring 50 per cent

The BBC may select up to 50 per cent of the outcomes in the knowledge and understanding section (section 4).

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 2 design and technology, Becta judges that there are no outcomes that are not amenable to ICT in the programme of study in design and technology at Key Stage 2.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of the exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3a) Art and Design at Key Stage 3

The learning requirements for art and design at Key Stage 3 are set out in the following sections of the National Curriculum programme of study:

- Exploring and developing ideas
- Investigating and making art, craft and design
- Evaluating and developing work
- Knowledge and understanding.

In addition, the 'breadth of study' section outlines the contexts, activities, and range of experiences through which the knowledge, skills and understanding should be taught.

It would not be appropriate to introduce the teaching and learning of every aspect of art and design through the medium of ICT, since it is recognised that pupils' experience of, for example, visual and tactile qualities should not be developed solely through ICT means. However, it is the case that ICT-based resources might reasonably be used to consolidate, extend and apply learning and further develop ideas, for example:

Pupils should be taught about the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences.

Art and design, Key Stage 3, 4a

This requirement could well be supported by ICT resources, for example by a resource demonstrating the use of particular materials by artists.

The requirements have been examined for amenability. Together, the requirements describe a set of inter-related holistic skills of the type described in section 4.3.4. Since pupils develop these skills in the context of each other – for example, ‘analyse and evaluate their own and others’ work’ (3a) is related to ‘adapt[ing] and refin[ing] their work and plan and develop this further, in the light of their own and others’ evaluations’ (3b) – to require the BBC digital curriculum service to deal with some of them, but not others, would be to require it to produce pedagogically unsound resources.

Measuring 50 per cent

Becta will consult with QCA in assessing the BBC’s coverage proposals for Key Stage 3 art and design since much of the information required to establish the 50 per cent measures is contained in custom and practice and national expectation.

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 3 art and design, Becta judges that there are no outcomes that are not amenable to ICT in the programme of study at Key Stage 3.

In this case, as elsewhere, Becta’s judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3b) Physical Education (PE) at Key Stage 3

ICT can help to maximise the effective use of the weekly entitlement to physical education (PE), and of the range of activities undertaken during the time available. In other words, effective ICT use in the subject will support the actual doing of activities rather than detract from them. This is an important principle in the context of determining the amenability of learning outcomes within the PE curriculum to being taught by ICT.

The learning requirements for PE are set out under four broad headings:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health.

Together, the requirements under these headings describe a set of integrated or 'holistic' knowledge and skills of the type described in section 4.3.4. Since pupils develop these skills in the context of each other, for example, being taught to 'take the initiative to analyse their own and others' work, using this information to improve its quality' (3a) relates to learning how to 'use principles to plan and implement strategies ...' (2a) – to require the BBC digital curriculum service to deal with up to 50 per cent of these, but not to deal with the others, would be to require it to produce pedagogically unsound resources.

Alongside these outcomes, the 'breadth of study' section outlines six areas of activity, each with an accompanying set of outcomes: dance activities, games activities, gymnastic activities, swimming activities, athletic activities, outdoor and adventurous activities. The set of outcomes for each of these areas of activity also forms a holistic whole. For example,

- create and perform dances using a range of complex movement patterns and techniques

will involve learning to

- use a range of dance styles and forms.

Some of the statements within the breadth of study do not lend themselves individually to being taught via ICT (e.g. 'perform dances' above). However, there is a variety of ways in which ICT can support the overarching aim of developing pupils' ability to dance, for example, by demonstrating techniques, supplementing verbal feedback and developing children's observational and evaluative assessment.

Measuring 50 per cent

Becta will consult with QCA in assessing the BBC's coverage proposals for Key Stage 3 PE since much of the information required to establish the 50 per cent measures is contained in custom and practice and national expectation.

Amenability statement

Based on both the inspection of the individual outcomes and an assessment of the role of ICT in the holistic development of skills in Key Stage 3 PE, Becta judges that there are no outcomes that are not amenable in the programme of study.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3c) PSHE at Key Stage 3

Guidelines for PSHE at Key Stage 3 are provided in the National Curriculum for England. The curriculum is set out in three sections under knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

Some of the requirements in the three sections describe holistic skills and knowledge: for example, 'pupils should be taught to recognise how others see them, and be able to give and receive constructive feedback and praise' (1c); others are somewhat more discrete in focus, particularly those covering health and lifestyle, for example, 'pupils should be taught basic emergency aid procedures and where to get help and support' (2h). It is reasonable to believe that ICT can have a valuable part to play in the development of the requirements, for example as a tool for information, and as a tool to model and explore scenarios that are articulated in the PSHE guidelines.

Further, as set out in section **4.3.4** holistic knowledge and skills are considered, for the purpose of the exercise, amenable to being taught via ICT, but as stated in section **4.5** are not included in the assessment of 50 per cent.

Measuring 50 per cent

Becta will look to QCA for advice in making the determination of the 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

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Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

3d) Thinking skills, 11–16

'Thinking skills' are often taught through subject content (for example, the Cognitive Acceleration in Science Education programme). There is of course, much debate about theories and approaches, for example whether 'thinking skills' actually do exist and whether thinking skills can be transferred from context to context. The National Curriculum supports the view that thinking skills do exist:

'By using thinking skills pupils can focus on 'knowing how' as well as 'knowing what' – learning how to learn.'

The curriculum sets out the following skills:

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills.

As the presentation of thinking skills in the National Curriculum makes clear, 'thinking skills' are not seen as a subject. While different programmes may use alternative terminology (and may describe other thinking skills), what can be said about the skills is that they are closely inter-related.

The use of computers has long been associated with thinking skills, although there are differing views on how computers can be used most effectively in their development. However, what does seem to be clear is that ICT has a role in thinking skills, whether as a tool, as a stimulus or as a source of information.

Measuring 50 per cent

Given that thinking skills is not a subject in its own right, it is not appropriate to measure coverage against a particular order, or against a particular version or set of skills (for which good pedagogy demands that the skills be seen as inter-related).

However, in its approach to thinking skills it is important that any additional subject content that the BBC might provide to support the development of thinking skills does not, in sum with any subject content already planned or provided in that subject and key stage, breach the limit of 50 per cent in total.

Amenability

Given the nature of thinking skills, it is appropriate to consider them as amenable to ICT for the reasons given in section 4.3.4 of Becta's report to the DCMS.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may or may not be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

4a) **Citizenship at Key Stage 4**

The programme of study for Citizenship at Key Stage 4 is set out in the following three sections:

- Knowledge and understanding about becoming informed citizens
- Developing skills of enquiry and communication
- Developing skills of participation and responsible action.

The programme states that the knowledge and understanding is acquired and applied in the development of the skills outlined in sections 2 and 3. Good pedagogy requires that these skills should be taught in an integrated way, and for reasons already given in section **4.3.4** these are considered to be amenable for the purposes of the exercise but, as detailed in section **4.5**, will not be included in the question of 50 per cent coverage.

The requirements of knowledge and understanding could be supported through ICT, for example through online research and simulation activities; it is also worth noting the potential of ICT to facilitate social communications in the context of Citizenship education.

Measuring 50 per cent

The BBC may select up to half the requirements (outcomes) from the knowledge and understanding section of the programme of study at Key Stage 4.

Amenability statement

There are no outcomes judged by Becta to be not amenable in the Citizenship Key Stage 4 programme of study.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate. Becta strongly recommends that, as it goes forward with its planning, the BBC take account of the advice provided on the National Curriculum in Action website [<http://www.ncaction.org.uk/>].

5a) Applied ICT at GCSE

The learning requirements for Applied ICT at GCSE are set out in the subject criteria developed by QCA and approved for teaching by the regulatory authorities in England, Wales and Northern Ireland. These requirements have been examined for amenability.

The subject content of the GCSE in applied ICT is set out in the following three units:

- ICT tools and applications
- ICT in organisations
- ICT and society.

It is fundamental to the purpose of the course that learners utilise ICT throughout their study. The specification is intended to develop a broad range of ICT skills and knowledge in vocational contexts. Candidates should experience ICT in the environment – for example in workplaces, organisations and society.

There is a significant quantity of subject content also, including work on a wide range of ICT tools and applications. ICT learning resources are likely to be valuable to candidates. Candidates are also required to learn about why and how companies use ICT, and again it is likely that ICT-based learning resources will be valuable to learners.

Measuring 50 per cent

In this subject, the GCSE syllabuses must be used as the basis for the determination of 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not, amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5b) Art and design at GCSE

The learning requirements for art and design at GCSE are set out in the subject criteria developed by QCA and approved for teaching by the regulatory authorities in England, Northern Ireland, and Wales. These criteria have been examined for amenability to ICT.

The ranges of skills associated with the learning and teaching of art and design such as evaluating, appreciating, responding and so on, are of the sort described in section 4.3.4 for which good pedagogy demands that they be taught and learnt in an integrated fashion. For the reasons given in section 4.5 such skills are not included in the 50 per cent measures.

In terms of knowledge and understanding, candidates are required to study: how ideas, meanings and feelings are conveyed in images and art works; processes of craft and design in their chosen areas of study; the social, cultural and historical contexts of art and artifacts; a variety of approaches, methods and intentions relating to continuity and change in their areas of study. In all these areas, ICT is likely to be a valuable tool and resource for study, or in some instances, an object of study in its own right – for example in relation to craft and design processes.

Measuring 50 per cent

In this subject, the GCSE subject criteria (syllabuses) must be used as the basis for the determination of the 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

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Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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Indeed, Becta recognises that a curriculum should not be learned or taught solely via ICT, as ICT resources alone do not provide the range of learning experiences that amount to a broad and balanced curriculum. Even where it may find a subject to be wholly amenable in relation to the learning outcomes considered, Becta does not wish to suggest or imply in any way that a subject could or should be resourced entirely by ICT. For all subjects, an appropriate balance should be struck between the time pupils spend at the screen and the time spent elsewhere.

In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5c) Engineering at GCSE

Engineering is one of a number of vocational GCSEs. The subject criteria have been developed by QCA and approved for teaching by the regulatory authorities in England, Northern Ireland and Wales. The specification is designed to introduce and to develop the required broad technical knowledge, skills and understanding in the subject. The requirements for knowledge, skills and understanding have been examined for amenability.

The specification consists of three assessed units:

- Design and graphical communication
- Engineered products
- Application of technology.

There is a substantial range of content including learning about materials and technologies which is required in the units. This fact underlines one of the potential uses of ICT – as a tool for research and as a source of information.

It should also be clearly noted that in coming to judgements about the amenability of the requirements of the specification, the vocational GCSE requires learners to be involved in the design and making of real products. ICT has a notable role to play in this as the specifications require that learners must be able to use computer-aided design (CAD) and link it to computer-aided manufacture (CAM).

Overall, it is reasonable to conclude that ICT in various forms will frequently be useful and often essential to learners.

Measuring 50 per cent

In this subject the GCSE specification (syllabuses) must be used in the determination of 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable in the specification.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of the exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5d) Health and Social Care at GCSE

The learning requirements for Applied Health and Social Care at GCSE are set out in the subject criteria developed by QCA and approved for teaching by the regulatory authorities in England, Northern Ireland and Wales. These requirements have been examined for their amenability to ICT.

GCSE syllabuses in this subject must include the following three units:

- Health, Social Care, and Early Years Provision
- Promoting Health and Well-being
- Understanding Personal Development and Relationships.

Each of these units contains knowledge, skills and understanding requirements. Given the range of knowledge, skills and understanding required in the units, it is certainly the case that ICT offers significant opportunities for learners: for example, as a source of information, as a research tool, as a tool to model scenarios, contexts and so on.

Overall, the specification requires that learners investigate many areas of health and care including policy, and therefore it is very likely that ICT will be a key resource for learners.

Measuring 50 per cent

In this subject the GCSE specification (syllabuses) must be used in the determination of 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable in the specification.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5e) History at GCSE

The learning requirements for history at GCSE are set out in the subject criteria developed by QCA and approved for teaching by the regulatory authorities in England, Northern Ireland and Wales. These criteria have been examined for amenability to ICT.

There is more than one syllabus available for GCSE history, reflecting the scope of the subject. The exam boards generally offer three GCSE specifications as options: A (Schools history project), B (Modern World history), and C (British social and economic history). Clearly there is a significant range of content that can be supported by ICT, for example using ICT as a tool for research and presentation.

The ranges of skills associated with the learning and teaching of history such as investigation, historical interpretation and so on, are of the sort described in section 4.3.4 for which good pedagogy demands that they be taught and learnt in an integrated fashion. For the reasons given in section 4.5 such skills are not included in the 50 per cent measures.

Measuring 50 per cent

In this subject, the GCSE subject criteria should be used as the basis for the determination of the 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of the exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

For the purpose of fulfilling the DCMS remit, Becta has considered the question of ICT amenability of learning outcomes on a case by case basis, in order to judge which learning outcomes are and are not amenable in this context. Those judged to be not amenable lie outside the scope of the proposed BBC digital curriculum service.

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5f) Hospitality and catering at GCSE

The learning requirements for Hospitality and Catering GCSE are set out in the WJEC syllabus and approved for teaching by the regulatory authorities in Wales, England and Northern Ireland. The requirements have been examined for amenability.

As with all vocational subjects, the ability to apply skills, knowledge and understanding to real working contexts is central. The requirement in the specification for a wide range of knowledge, skills and understanding to be developed in work-related contexts strongly suggests a valuable role for ICT-based resources. In addition, ICT systems and uses are a significant feature in many real world hospitality and catering contexts - a fact which further underlines the importance of ICT to learners taking the course. While ICT is not a substitute for practical experience (such as in food preparation), ICT can support the development of associated knowledge and understanding such as relevant terminology, processes, standards and the common health, safety and hygiene hazards.

Measuring 50 per cent

This qualification is available as a single (1 GCSE) or double (2 GCSE) award. In this subject the specification produced by WJEC for each award must be used as the basis for the determination of 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

In this case, as elsewhere, Becta's judgement on the amenability of learning outcomes is restricted to the purposes of this exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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In addition, while a learning outcome may be judged amenable, it is still the case that any particular learning or teaching resource developed may, or may not, be effective and appropriate.

5g) Music at GCSE

The learning requirements for music at GCSE are set out in the subject criteria developed by QCA and approved for teaching by the regulatory authorities in England, Northern Ireland and Wales. The requirements have been examined for amenability.

Building on the programmes of study at Key Stages 1–3, the skills of performing, composing and appraising are fundamental to GCSE. These skills are holistic or integrated skills of the type described in section 4.3.4, and for the reasons given in section 4.5 are not included in the 50 per cent assessment.

Content for study in music at GCSE specifications is set out in ‘areas of study’, at least two of which must be based on the Western classical tradition; one area of study must draw together at least two different cultures (e.g. Indian raga, African music); and at least one area of study must be used to develop an understanding of the impact of ICT in music. It is certainly the case that ICT has considerable potential to support learning in all areas of content. In addition ICT is already widely used in performance, appraisal and composition through a variety of online resources, tools for composition, editing and so on.

Measuring 50 per cent

In this subject the GCSE specification (syllabuses) must be used as the basis for the determination of 50 per cent.

Amenability statement

Becta finds that there are no outcomes judged to be not amenable to ICT.

In this case, as elsewhere, Becta’s judgement on the amenability of learning outcomes is restricted to the purposes of the exercise and should not be interpreted as a requirement or recommendation that they should be taught or supported by ICT-based resources.

Context

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evidence advice standard



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