

advice

evidence

standard

ICT, amenability and the BBC digital
curriculum service in Scotland

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 Scotland*. 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 Learning and Teaching Scotland (LTS) for its assistance in the assessment of amenability in these subjects.

Findings on the following subjects are contained within this supplement:

7–11

Environmental Studies (Technology)

11–14

Art and design
Physical education
Personal and Social Development (also covers 14–16)
Thinking skills (also covers 14–16)

14–16

Art and design
Care
Computing studies
History
Hospitality
Modern studies
Music

1a) Environmental Studies (Technology), 7–11 (Levels A–D)

Technology forms part of environmental studies and is described in *Environmental studies 5–14: society, science and technology*. It is divided into three aspects:

- Knowledge and understanding
- Skills in designing and making
- Developing informed attitudes.

The requirements have been examined for amenability. Together, the requirements set out under the second aspect describe a set of inter-related 'holistic' skills of the type referred to in section 4.3.4 in *ICT, amenability and the BBC digital curriculum service in Scotland*. Since pupils develop these skills in the context of each other – for example, identifying a problem may be a part of the 'Preparing for tasks' strand or of the 'Reviewing and reporting on tasks' strand – 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

The BBC may select up to 50 per cent of the outcomes set out under 'knowledge and understanding' and 'developing informed attitudes'.

Amenability statement

Based on both the inspection of individual outcomes and an assessment of the role of ICT in learning in technology 7–11, Becta judges that there are no outcomes that are not amenable to ICT in the requirements for technology.

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.

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 age range 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 the BBC, as it moves forward with its planning, takes account of the advice provided in the sections of the 5–14 national guidelines on teaching and learning using IT.

2a) Art and Design, 11–14 (Levels E–F)

Art and design forms part of the Expressive Arts guidelines as set out in the document *Expressive Arts 5–14*. It is divided into three aspects:

- Using materials, techniques, skills and media
- Expressing feelings, ideas, thoughts and solutions
- Evaluating and appreciating.

Since pupils' understanding of visual and tactile qualities is developed through physical experience and interaction, there are many elements of art and design which it would be inappropriate to teach or learn exclusively through the medium of ICT, for example:

Drawing should be encouraged which demands use of various lines, e.g. thick line, thin line and broken line which softens edges. (Level E)

Art and Design, Using materials, techniques, skills and media

However, it is the case that ICT-based resources might reasonably be used to demonstrate, develop, consolidate and extend knowledge of drawing techniques and instruments.

The requirements have been examined for amenability. Together, the requirements set out under the second aspect describe a set of inter-related holistic skills of the type described in section 4.3.4 of *ICT, amenability and the BBC digital curriculum service in Scotland*. Since pupils develop these skills in the context of each other – for example, *investigating visually and recording* will involve *using media* – 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 LTS in assessing the BBC's coverage proposals for levels E–F art and design since much of the information required to establish the 50 per cent measure 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 learning in Art and Design, 11–14, Becta judges that there are no outcomes that are not amenable to ICT in the requirements for art and design.

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 the BBC, as it moves forward with its planning, takes account of the advice provided in the sections of the 5–14 national guidelines on teaching and learning using IT.

2b) Physical Education (PE) 5–14 (Levels E–F)

ICT can, if used appropriately, support the achievement of outcomes in PE. It is important to note that ICT should help learners to make the most of their entitlement to actual activity, rather than require them to spend lots of time away from the various physical activities.

The 5–14 guidelines for physical education consist of three main outcomes: (i) Using materials, techniques, skills and media; (ii) Expressing feelings, ideas, thoughts and solutions; (iii) Evaluating and appreciating. A number of strands are linked to each of these outcomes including *Investigating and developing fitness, applying skills and creating and designing*.

The guidelines do not set out a specific set of physical activities through which the outcomes and strands are developed; however, they make very clear that a balanced and diverse programme of activities should be developed including gymnastics, dance, sports and games, and, local circumstances permitting, swimming.

The attainment targets (learning outcomes) are broadly holistic in nature. Good pedagogy requires that they be taught and learnt in an integrated fashion; for example, 'applying skills' involves 'using the body'. For the reasons given in section 4.3.4, such skills are considered amenable in context, and for the reasons given in section 4.5 are not included in the assessment of the 50 per cent.

Measuring 50 per cent

The requirements for physical education form a set of holistic or integrated skills as described in section 4.3.4. As stated in section 4, much of the information required to establish the 50 per cent measures is contained in custom and practice and national expectation. Becta will look to Learning and Teaching Scotland (LTS) for detailed advice when reviewing the BBC's commissioning plans for resources in physical education.

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 physical education, Becta judges that there are no outcomes in the guidelines for physical education in Scotland (levels E–F) that are not amenable to being taught by ICT.

Note: Becta's findings on amenability for levels A–D in PE can be found in Supplement 1 of Becta's report: *ICT amenability and the BBC digital curriculum service in Scotland*.

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 the BBC, as it moves forward with its planning, takes account of the advice provided in the sections of the 5-14 national guidelines on teaching and learning using IT.

2c) Personal and social development, 11–14

The national 5–14 guidelines are set out in the document *Personal and Social Development*.

There are two main outcomes set out in the guidelines:

- Personal development
- Social development.

A range of learning contexts and exemplars of potential development are provided in the guidelines and are set out under the headings of 'self-awareness' and 'self-esteem' (Personal development) and under 'inter-personal relationships' and 'independence and inter-dependence' (Social development).

The outcomes of personal and social development are holistic in nature. For the reasons 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.

While there are naturally limitations to what ICT can offer in terms of personal and social development, it is the case that ICT can be a significant support to learning, for example, as a tool for modelling and exploring scenarios, and as a source of information. In addition, the important role that ICT already plays in many young people's lives (especially for social communication) highlights its relevance as a theme in personal and social development.

Measuring 50 per cent

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

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.

2d) 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.

Thinking skills programmes have been developed for use in Scotland (the ACTS programme is one example). While thinking skills are not generally seen as a 'subject', different programmes may use alternative terminology, and may describe or emphasise different thinking skills. It should be emphasised that thinking skills are generally seen as being 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 can have a role in thinking skills, whether as a tool, as a stimulus or 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 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 statement

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 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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3a) Art and design, 14-16

The learning requirements for art and design at standard grade are set out in the arrangements developed by SQA. These requirements have been examined for amenability to ICT.

Candidates undertake three main activities:

- Expressive activity
- Design activity
- Critical activity.

As the arrangements acknowledge, these activities are inter-related, although presented separately to facilitate course construction. In each activity candidates develop both skills and knowledge, for example, in the design activity of materials and processes. These developments are undertaken in a range of contexts. The range of skills associated with the learning and teaching of art and design such as expressing feelings and evaluating 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.

While some practical skills are of a sort in which ICT is likely to have a limited or supporting role, overall ICT is likely to be a valuable tool and resource for study and investigation, for example, of particular designs and design processes; as a support for problem solving; in the development of units (e.g. access to art online) or in modelling technical skills that might be developed and used practically in the course of study.

Measuring 50 per cent

In this subject the SQA standard grade syllabus 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.

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.

3b) Care, 14–16

The specifications for Care at Intermediate 1 set out by SQA require that candidates take the two following options:

- Human development and behaviour
- Recognising the needs of people

And one from the following two options:

- Accident and Emergency procedure
- Understanding health.

Given the range of knowledge, skills and understanding required in the units, it can be strongly argued that ICT offers significant opportunities and support for learners, for example, as a source of information, as a research tool, and to model situations, contexts and so on.

Measuring 50 per cent

In this subject the Intermediate 1 specification (SQA) 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.

3c) Computing studies, 14–16

The requirements for standard grade computing studies are set out in the specifications produced by SQA. These requirements have been examined for amenability. The course aims to develop the following:

- Knowledge and understanding of the uses of computers, how they operate, and their effect on the individual and society
- The ability to apply knowledge and understanding of computing facts in order to find solutions to problems
- Practical abilities in the use of computers and computer software in order to solve practical problems.

The specification sets out the following broad areas of content:

- Computer applications
- Computer systems
- Computer programming.

As the course aims and content requirements make clear, and is apparent from the specification as a whole, ICT-based resources are essential to the development of the skills and knowledge of the course. As such it is appropriate to judge the specification as amenable to ICT.

Measuring 50 per cent

In this subject, the SQA standard grade specification 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.

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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.

3d) History, 14–16

The standard grade specification for history developed by SQA sets out the requirements for learning. The specification has been examined for amenability to ICT.

The subject content is set out in three units, each covering a range of historical contexts. The three units are as follows:

- Changing life in Scotland and Britain
- International Co-operation and Conflict
- People and Power.

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 the skills of interpretation and investigation 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 assessment.

Measuring 50 per cent

In this subject, the standard grade syllabus must be 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

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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.

3e) Hospitality (General operations), 14–16

The learning requirements for Hospitality are set out in the specifications produced by SQA. The Intermediate 2, General Operations arrangements are those under review for amenability .

The specification covers the following four units:

- Service of Food and Drink
- Meal Production and Design
- Food hygiene for the Hospitality Industry
- Local Hospitality Provision.

The course aims to equip learners with the practical skills required for work in the hospitality industry in areas such as food preparation and service. There is certainly a valid role for ICT in the support and development of knowledge and skills relevant to the course. For example, ICT can provide access to knowledge of the industry (e.g. relevant legislation); model scenarios for learners to develop relevant skills (e.g. team-working, problem solving), as well as provide support in planning, preparation (e.g. menus) and presentation of work.

While ICT should not detract from the opportunities to develop and demonstrate practical skills, it is certainly reasonable to conclude that ICT can play a valuable role in the development of the required knowledge and skills across the four units.

Measuring 50 per cent

In this subject the specification published by SQA must be used in the determination of 50 per cent.

Amenability statement

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

3f) Modern Studies, 14–16

The SQA syllabus states that:

The central purpose of Modern Studies is to promote an objective understanding of social phenomena which affect individuals and groups at local, national and international levels. (p.4, Modern Studies, Standard Grade Arrangement, SQA)

The social and political focus of the syllabus is not dissimilar to Citizenship syllabuses in the UK, for example in relation to the study of democracy.

The SQA syllabus sets out the following areas of study:

- Living in a democracy – the UK
- Changing society – the UK
- Ideologies – the USA or Russia or China
- International relations.

In terms of knowledge and understanding, Modern Studies aims to develop knowledge of social and political processes, institutions etc. In terms of skills, the syllabus aims to develop, in particular, analytical, enquiry and communication skills.

Clearly ICT has a role to play in the development of knowledge and understanding in the course content. It is also likely to be valuable to the development of the skills – whether in terms of communication, or in support of analysis and enquiry. There are a variety of ways in which ICT could support learning in Modern Studies, whether as a tool for research and enquiry, to model scenarios, or as a tool for presentation.

Measuring 50 per cent

In this subject the standard grade syllabus produced by SQA 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 in the SQA syllabus for Modern Studies at standard grade.

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.

3g) Music, 14–16

The learning requirements for music at Standard Grade are set out in the specification developed by SQA. The requirements have been examined for amenability to ICT.

The skills of performing, listening and inventing are central to the arrangements for music at Standard Grade. These skills are of the type described as being of a 'holistic' or 'integrated' nature in section 4.3.4 of Becta's report to DCMS, and for the reasons given in section 4.5, these skills are not included in the assessment of 50 per cent.

The content of the arrangements is set out through a range of musical contexts that develop knowledge and understanding of musical styles and cultures. The skills of performing, listening and inventing are intended to be developed throughout the range of contexts studied.

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 SQA standard grade specification 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

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.

evidence advice standard



Becta

British Educational Communications
and Technology Agency

Millburn Hill Road, Science Park
Coventry CV4 7JJ

Telephone: 024 7641 6994

Facsimile: 024 7641 1418

Email: becta@becta.org.uk

Website: <http://www.ictadvice.org.uk>