

advice

ICT, amenability and the BBC digital  
curriculum service in Northern Ireland

Supplement 2



British Educational Communications  
and Technology Agency

This is supplement no.2 to Becta's report to the DCMS: *ICT, amenability and the BBC digital curriculum service in Northern Ireland*. This supplement contains findings on amenability in those subjects to be resourced and launched by the BBC as part of its digital curriculum service in 2007. Findings on amenability of subjects to be launched by the BBC in 2006 can be found in the annex to Becta's report to the DCMS, and in supplement no.1 of the report.

Becta would like to thank CCEA for its assistance in the assessment of amenability in these subjects.

Findings on the following subjects are contained within this supplement:

**Key Stage 2**

Art and design  
Mathematics and numeracy  
MFL  
Thinking skills (5–11)

**Key Stage 3**

Local and Global Citizenship  
English  
Environment and society area  
(*History strand*)  
Mathematics  
Music (*Arts Area*)  
Religious Education  
Science  
Learning for life and work  
(*Education for employability strand*)

**Key Stage 4**

Physical Education  
Religious Education

**GCSE**

Home economics (*child development*)  
Drama  
French  
Geography  
Leisure and tourism  
Mathematics  
Media studies  
Science  
Technology and design

## 1a) Art and design strand (Arts Area) at Key Stage 2

The statutory requirements of the programme of study concern investigating and responding, looking and talking, developing understanding, evaluating work and using a range of materials, tools and processes. While the range of tactile and sensory experience cannot be provided by ICT alone, there are many ways in which ICT can support learning, for example by modelling processes, and as a source for investigation.

It should be noted that the statutory requirements together 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 Northern Ireland*. Since pupils develop these skills in the context of each other – for example, developing understanding in relation to evaluating work – 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%

Since the requirements of the programme of study for art and design at Key Stage 2 form a holistic set of knowledge and skills, for the reasons given in section 4.5 it is not appropriate to measure coverage of the subjects in terms of its learning outcomes.

Becta will consult with CCEA on the BBC's commissioning plans in making judgements on the 50 per cent.

### 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 art and design, Becta finds that there are no outcomes judged to be not amenable in the art and design strand at Key Stage 2.

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 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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## **1b) Mathematics and numeracy at Key Stage 2**

The section *Processes in mathematics* lists a set of holistic or integrated mathematical skills. These lists are judged to be of the type described in section 4.3.4, for which good pedagogy requires that they should be taught and learnt in an integrated way. These then are considered to be amenable for the purposes of this exercise but, as detailed in section 4.5, will not be included when determining the question of 50 per cent coverage.

The remaining requirements from Number, Measures, Shape and Space, and Handling Data have been examined for amenability. In its comment on amenability at Key Stage 1, Becta noted that appropriate learning and teaching requires first-hand physical exploration and experience of the real world as described (see section 4.3.3), as abstract ideas of number and shape are developed by learners through activities such as counting with real objects and handling real shapes.

It would not be fitting or appropriate to introduce the teaching and learning of many mathematical concepts through an ICT medium. However, it is feasible that an ICT-based resource might be used to consolidate, refine and apply understanding of previously learnt concepts – whether of those introduced at Key Stage 1 or newly introduced at Key Stage 2.

### **Measuring 50%**

The BBC may select up to 50 per cent of those outcomes judged to be amenable by Becta. For the purposes of determining 50 per cent, the processes in mathematics are not included in the calculation, as this would constitute double counting.

### **Amenability statement**

There are no outcomes judged by Becta to be not amenable at Key Stage 2.

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 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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

### 1c) MFL at Key Stage 2

There are no formal guidelines for modern languages at Key Stage 2 in Northern Ireland; however, the guidelines and requirements from the area of language and literacy are generally relevant to language learning. This area has been reviewed for amenability and findings are reported on in supplement no.1 of Becta's report to the DCMS: *ICT, amenability and the BBC digital curriculum service in Northern Ireland*.

### 1d) Thinking skills, Northern Ireland, 5–11

'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 skills can be transferred from context to context. Thinking skills programmes have a notable history in Northern Ireland (the ACTS programme, for example, was developed at Queen's University, Belfast). The new Northern Ireland curriculum has built on this experience, and its skills and capabilities framework sets out thinking skills as a significant dimension. The goal of the framework is to infuse these skills and capabilities across all areas of learning. This approach clarifies that 'thinking skills' is not a 'subject' from the viewpoint of the curriculum.

In Northern Ireland, the critical and creative thinking skills are set out under the following main headings:

- Managing information
- Thinking, problem solving and decision making
- Being Creative
- Working with Others
- Self Management.

The framework provides further detail under each of these headings.

It should be emphasised that in pedagogical terms, thinking skills are usually taught together, in an integrated fashion and emphasise also that the boundaries between each of the strands should be viewed as blurred.

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, for example, as a tool, stimulus, or source of information.

### **Measuring 50%**

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 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**

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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## 2a) Local and Global Citizenship, Key Stage 3

The curriculum for Local and Global Citizenship at Key Stage 3 is intended to provide learners with opportunities to learn how to participate effectively in society; to explore and express values and attitudes about 'cultural, political, economic, personal and social issues in contemporary society'; to develop skills of critical evaluation; and to explore fundamental questions such as 'What rights and responsibilities do people have?'. The curriculum for Local and Global Citizenship at Key Stage 3 is based around four key concepts:

- Diversity and inclusion
- Human rights and social responsibility
- Equality and social justice
- Democracy and active participation.

The key concepts are developed through a number of statutory requirements (in bold), for example:

Young people should have opportunities **to investigate global scenarios where human rights have been seriously infringed.**

This requirement also suggests one of the ways in which ICT can be valuable to learning and teaching: as a means to research global events and issues.

More broadly, it is clear that ICT has considerable scope and potential to support learning and teaching within the citizenship curriculum. We might mention three aspects which demonstrate this: as a tool for social communication; as a source of information and discovery; as a tool for exploration – for example, simulations which can help learners to explore aspects of conflicts and moral issues in the real world.

### **Measuring 50%**

Becta will consult with CCEA in assessing the BBC's commissioning plans and making the 50 per cent determination.

### **Amenability statement**

There are no outcomes within the Key Stage 3 curriculum judged by Becta to be not amenable to being taught by 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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].



## **2b) English Learning Area, Key Stage 3**

The statutory requirements for the English Learning area at Key Stage 3 are set out under Knowledge, Understanding and Skills. The requirements have been examined for amenability. While it would be difficult to argue that all the requirements could be taught via ICT, it is clear that ICT might be used to support and extend the learning.

The requirements also make clear that a range of media should be utilised to develop young people as effective and creative communicators, and it is certainly the case that ICT can have a significant role to play in this development.

### **Measuring 50%**

The BBC may select up to 50 per cent of those outcomes judged to be amenable by Becta.

### **Amenability statement**

There are no outcomes judged to be not amenable in the English learning area at Key Stage 3.

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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## 2c) Environment and Society Area (History Strand) at Key Stage 3

The statutory requirements are set out under 'Developing pupils' knowledge, understanding and skills' in column 1 of the history strand page and under the Curriculum Objectives and Key Elements in columns 2, 3 and 4.

These requirements form the minimum entitlement for learners. The requirements have been assessed for amenability to ICT. The requirements provide young people with opportunities to investigate the past and its impact. The requirements also set out the development of skills in areas including historical enquiry and investigation, critical thinking, creative thinking and chronological awareness. There are no prescribed historical periods, contexts or developments, but there is an entitlement to a broad and balanced range of these, including Irish, British, European and global contexts.

Together, the requirements under these headings describe a set of inter-related holistic knowledge and skills of the type described in section 4.3.4 of the report, *ICT, amenability and the BBC digital curriculum service in Northern Ireland*. Since pupils develop these in the context of each other – for example, develop the enquiry skills to undertake historical investigations – 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%

Since the requirements of the programme of study for Environment and Society Area (History Strand) at Key Stage 3 form a holistic knowledge/skill set, for reasons given in 4.5 it is not appropriate to measure coverage of the subject in terms of its learning outcomes.

Becta will consult with CCEA on the BBC commissioning plans in making judgements on the 50 per cent.

### **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 history, Becta judges that there are no outcomes judged to be not amenable in the Environment and Society Area (History Strand) 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.

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>].

## 2d) Mathematics at Key Stage 3

The learning area of mathematics within the revised Northern Ireland curriculum includes a number of statutory requirements under the knowledge, understanding and skills section. These requirements relate to skills of creative thinking, presentation and applying mathematical skills to real life and work situations among others.

These requirements are judged to be of the type described in section 4.3.4, for which good pedagogy requires that they should be taught and learnt in an integrated way. These then are considered to be amenable for the purposes of this exercise but, as detailed in section 4.5, will not be included when determining the question of 50 per cent coverage.

The areas that might be referred to as the 'content' of mathematics are not specifically set out in the curriculum, but it should be noted that this important dimension will be supported by relevant guidance to be provided.

### Measuring 50%

Becta will consult with CCEA in assessing the BBC's commissioning plans and in making the 50 per cent assessment.

### Amenability statement

There are no outcomes judged by Becta to be not amenable to being taught by ICT in mathematics 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.

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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## **2e) Music strand (Arts Area) at Key Stage 3**

The main statutory requirements are set out in the knowledge, understanding and skills section of the music strand. These requirements clarify the opportunities and contexts to be afforded to learners, for example, to improvise, compose and perform music which takes account of their preferences and abilities; equally, the strand outlines opportunities for learners to listen, discuss and explore music and composition, and also to develop awareness of the employment possibilities in music and music-related industries.

Some requirements, taken in isolation, would appear not to be amenable. For example:

Sing and play music in a variety of styles.

However, online ICT-based resources might reasonably be developed that will support the teaching and learning of singing, for instance by stimulating interest, modelling possibilities and offering opportunities for reflection and analysis.

Together, the requirements under these headings describe a set of holistic skills of the type described in section 4.3.4. Since pupils develop these skills in the context of each other, for example listening skills in the context of composing and performing, 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%**

Since the requirements of the programme of study for music at Key Stage 3 form a holistic set of knowledge and skills, for reasons given in section 4.5 it is not appropriate to measure coverage of the subjects in terms of its learning outcomes.

Becta will consult with CCEA on the BBC commissioning plans in making judgements on the 50 per cent.

### **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 music, Becta judges that there are no outcomes judged to be not amenable in the programme of study for Northern Ireland in music at Key Stage 3 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.

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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk>].

## 2f) Religious education at Key Stage 3

Becta refers throughout this note to the document *Proposals for a revised core syllabus in RE in grant-aided schools in Northern Ireland* (September 2003). It is recognised that this proposed syllabus is subject to consultation and therefore to change. As a consequence, these notes may also be subject to revision. It should also be noted that the proposed syllabus relates to grant-aided schools only. The proposed syllabus has developed via a steering group and working group established by the four main Christian Church leaders in Northern Ireland.

The syllabus sets out the content pupils should be given the opportunity to study and explore, and what pupils should be able to do in relation to this. The 'pupils should be able to' statements are the learning outcomes. Becta notes that the learning outcomes are themselves non statutory and are 'illustratory material for the guidance of teachers'; however, as they exemplify 'specimen' outcomes in relation to the subject content studied by pupils, for the purposes of this exercise Becta will regard these outcomes as representative.

At Key Stage 3 the syllabus is divided into four sections: The Revelation of God, The Christian Church, Morality and World Religions. The learning outcomes for these sections have been assessed for amenability to ICT.

### Measuring 50%

The learning outcomes are regarded as being sufficiently numerous to be viable as the means of measuring the 50 per cent. The BBC is required not to exceed 50 per cent coverage in any subject and key stage. For the purpose of this exercise, the learning outcomes are judged to be of broadly similar size: therefore the BBC may select up to half the learning outcomes for its resources at Key Stage 3.

### Amenability statement

There are no outcomes judged to be not amenable in the Key Stage 3 *Proposals for a revised Core Syllabus in RE in Grant-Aided Schools in Northern Ireland*.

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 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.

### 2g) Science at Key Stage 3

The learning requirements for science are presented within the science strand of the Science and Technology learning area. The statutory requirements of the knowledge, understanding and skills (column 1) have been assessed for amenability but not the curriculum objectives in columns 2, 3 and 4.

Of these, the first four requirements:

- Develop scientific methods of enquiry
- Develop creative and critical thinking in their approach to solving scientific problems
- Research information from a range of sources
- Develop a range of practical skills, including the safe use of science equipment

are judged to be of the type described in section **4.3.4** above, for which good pedagogy requires that they should be taught and learnt in an integrated way. These then are considered to be amenable for the purposes of this exercise but, as detailed in section **4.5**, will not be included when determining the question of 50 per cent coverage.



The remaining statutory requirements under Knowledge, Understanding and Skills within the science strand in column 1 have been assessed for amenability:

Learn about:

Organisms and Health:	Forces and energy:
Interdependence of plants and animals	Forces, and energy transfer
Cells, genes and reproduction	Using electricity
Healthy body and mind	Sound and light
Chemical and material behaviour:	Earth and Universe:
Atoms and chemical changes	The environment and human influences
Structures, properties, uses of materials	The solar system and universe.
Elements, compounds and mixtures	

### **Measuring 50%**

In determining the 50 per cent measures, Becta will look to CCEA for detailed advice when reviewing the BBC's coverage proposals.

### **Amenability statement**

There are no outcomes in Key Stage 3 science 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 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 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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk/>].

## 2h) Learning for life and work (Education for employability strand), 11–14

The new Northern Ireland curriculum makes clear the importance of learning about work: 'effective preparation for the work of work is an essential part of [learners'] education.' The development of ICT capability is clearly a significant part of this development.

The Education for Employability strand of the new curriculum is built around three key concepts: career management; work in the local and global economy; and enterprise and entrepreneurship. Under each of these key concepts are set out in bold a number of statutory requirements; for example:

Young people should have opportunities **to develop presentational and self-marketing skills** (Career management)

and:

Young people should have opportunities **to develop awareness that businesses have financial constraints** (Work in the local and global economy).

In these examples, it is clear that, for example, presentational, research and financial uses of ICT could support learning in one or both of the outcomes. Overall, ICT has considerable potential to support the statutory requirements of the strand through a range of uses.

### Measuring 50%

Becta will look to CCEA for detailed advice in determining the 50 per cent measure.

### Amenability statement

Becta finds that there are no outcomes judged to be not amenable in the Education for Employability strand.

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 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 the BBC take account of the advice provided in the revised Northern Ireland Curriculum 4–14, available on the CCEA website [<http://www.ccea.org.uk>].

### **3a) Physical Education at Key Stage 4**

In the revised Northern Ireland curriculum at Key Stage 4, physical education remains an area of minimum entitlement for learners, with statutory requirements provided. CCEA provide guidance on meeting the statutory requirements for Key Stage 4 PE. These statutory requirements have been assessed for amenability.

#### **Measuring 50%**

Becta will look to CCEA for detailed advice in determining the 50 per cent measure.

#### **Amenability statement**

Becta finds that there are no outcomes judged to be not amenable in physical education.

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.

### **3b) Religious Education at Key Stage 4**

We refer throughout this note to the document *Proposals for a revised core syllabus in RE in grant-aided schools in Northern Ireland* (September 2003). We recognise that this proposed syllabus is subject to consultation and therefore subject to change. As a consequence, these notes may also be subject to revision. It should also be noted that the proposed syllabus relates to grant-aided schools only. The proposed syllabus has developed via a steering group and working group established by the four main Christian Church leaders in Northern Ireland.

The syllabus sets out the content pupils should be given the opportunity to study and explore, and what pupils should be able to do in relation to this. The 'pupils should be able to' statements are the learning outcomes. We note that the learning outcomes are themselves non statutory and 'illustratory material for the guidance of teachers'; however, as they exemplify 'specimen' outcomes in relation to the subject content studied by pupils, for the purposes of this exercise Becta will regard these outcomes as representative.

At Key Stage 4 the syllabus is divided into three sections: The Revelation of God, The Christian Church and Morality. The learning outcomes for these sections have been assessed for amenability to ICT.

#### **Measuring 50%**

The learning outcomes are regarded as being sufficiently numerous to be viable as the means of measuring the 50 per cent. The BBC is required not to exceed 50 per cent coverage in any subject and key stage. For the purpose of this exercise, the learning outcomes are judged to be of broadly similar size: therefore the BBC may select up to half the learning outcomes for its resources at Key Stage 4.

#### **Amenability statement**

Becta finds that there are no outcomes judged to be not amenable in the Key Stage 4 *Proposals for a revised Core Syllabus in RE in Grant-Aided Schools in Northern Ireland*.

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 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.

#### **4a) Home Economics (Child Development) at GCSE**

The learning requirements for Home Economics (Child Development) are given in the specification set out by CCEA and approved for teaching by the regulatory authorities in Northern Ireland, England and Wales. These requirements have been examined for amenability.

The syllabus covers three main content areas:

- Family life
- Diet and health
- Choice and Management of Resources.

These headings cover a range of content areas such as parenthood and health. Clearly ICT can support the development of knowledge and understanding in the subject content, for example, by supporting investigation and the development of information for the content areas.

### **Measuring 50%**

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

### **Amenability statement**

Based on both the inspection of learning requirements set out in the specifications and an assessment of the role of ICT in the holistic development of skills in GCSE Child Development, Becta finds that there are no outcomes judged to be not amenable in the specifications.

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.

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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.

#### **4b) Drama at GCSE**

The learning requirements for Drama at GCSE are given in the specification developed by CCEA, and approved for teaching by the regulatory authorities in England, Wales and Northern Ireland. The requirements have been examined for amenability.

In terms of content, candidates may choose two options from a list for coursework, one in relation to scripted work and the other in relation to unscripted work. There are a variety of ways in which ICT can support learning in the GCSE, including the planning and development of performance, as a means for research and stimuli, and to support learning within a range of technical areas available for study such as sets, costume, lighting and so on.

#### **Measuring 50%**

In this subject, the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of 50 per cent

#### **Amenability statement**

There are no outcomes judged to be not amenable by Becta in Drama at GCSE.

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.

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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.

#### 4c) French at GCSE

The learning requirements for French at GCSE are given in the specifications set out by CCEA and approved for teaching by the regulatory authorities in Northern Ireland, England and Wales. The requirements have been examined for amenability.

Some of the requirements describe a holistic or integrated group of skills. Good pedagogy demands that these should be taught and learned in an integrated fashion, and for the reasons already given (see section 4.3.4), these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining requirements could, in principle, be taught via ICT (but see the note on context below).

#### Measuring 50%

In this subject the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of 50 per cent.

#### Amenability statement

Based on both the inspection of the learning requirements set out in the specifications and an assessment of the role of ICT in the holistic development of skills in GCSE French, Becta finds that there are no outcomes judged to be not amenable in the specifications.

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 recommendations 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.



#### 4d) Geography at GCSE

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

Some of the requirements describe a holistic or integrated group of skills. Good pedagogy demands that these should be taught and learned in an integrated fashion and, for the reasons already given (see section 4.3.4), these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining requirements could, in principle, be taught via ICT (but see the section on context below).

##### Measuring 50%

In this subject, the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of 50 per cent.

##### Amenability statement

There are no outcomes judged to be not amenable in the GCSE specifications.

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.

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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.

#### **4e) Leisure and tourism at GCSE**

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

The requirements for leisure and tourism include the development of knowledge, understanding and skills relating to a considerable number of contexts including, leisure activities, tourist destinations, marketing methods and market research. ICT would clearly be a very valuable support to developing knowledge and understanding in all these areas of learning. The importance of the online medium to the leisure and tourism industries further underlines the amenability to ICT of the learning requirements.

#### **Measuring 50%**

In this subject, the GCSE specifications produced by the awarding bodies must be used as the basis for the determination of 50%.

#### **Amenability statement**

Becta judges 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.

#### **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.

#### 4f) **Mathematics at GCSE**

The learning requirements for Mathematics at GCSE are given in the specifications set out by CCEA and approved for teaching by the regulatory authorities in Northern Ireland, England and Wales. The requirements have been examined for amenability.

Some of the requirements describe a holistic or integrated group of skills. Good pedagogy demands that these should be taught and learned in an integrated fashion, and for the reasons already given (see section 4.3.4), these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining requirements could, in principle, be taught via ICT (but see the note on context below).

##### **Measuring 50%**

In this subject the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of 50 per cent.

##### **Amenability statement**

Based on both the inspection of the learning requirements set out in the specifications and an assessment of the role of ICT in the holistic development of skills in GCSE mathematics, Becta finds that there are no outcomes judged to be not amenable in the specifications.

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 recommendations 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.

#### 4g) **Media Studies at GCSE**

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

Television, radio, film, popular music, and print media (the broad definition of 'mass media' in Media Studies GCSE) can all be studied with the support of ICT. In many cases these media are present in one form or another online, for example, the online editions of newspapers. Equally, forms of digital media that are specific to the online environments may also be significant objects of study. In addition, the role of ICT for presentation is also a significant opportunity.

It is very much expected that ICT be integrated into media studies, whether for use in investigating, presenting, recording or creating. Therefore, it is sensible to judge the specifications of GCSE media studies as amenable to ICT.

#### **Measuring 50%**

In this subject, the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determinations of 50 per cent.

#### **Amenability statement**

Based on both inspection of the learning requirements set out in the specifications and an assessment of the role of ICT in the holistic development of skills and knowledge in GCSE Media Studies, Becta finds that there are no outcomes judged to be not amenable in the specifications.

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 key stage in any subject.

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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.

#### **4h) Science at GCSE**

The learning requirements for science at GCSE are given in the specifications (for the single science GCSE and the individual chemistry, biology and physics GCSEs) set out by CCEA and approved for teaching by the regulatory authorities in Northern Ireland, England and Wales. The requirements have been examined for amenability.

Some of the requirements describe a holistic or integrated group of skills. Good pedagogy demands that these should be taught and learned in an integrated fashion, and for the reasons already given (see section **4.3.4**), these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining requirements could, in principle, be taught via ICT (but see the note on context below).

##### **Measuring 50%**

In this subject the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of 50 per cent.

##### **Amenability statement**

Based on both the inspection of the learning requirements set out in the specifications and an assessment of the role of ICT in the holistic development of skills in GCSE science, Becta finds that there are no outcomes judged to be not amenable in the specifications.

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 recommendations 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.

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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.

### **4i) Technology and Design at GCSE**

The learning requirements for Technology and Design at GCSE are given in the specifications set out by CCEA. The requirements have been examined for amenability.

Some of the requirements describe a holistic or integrated group of skills. Good pedagogy demands that these should be taught and learned in an integrated fashion, and for the reasons already given (see section 4.3.4), these skills are not included in the list of learning outcomes against which the 50 per cent would be measured.

The remaining requirements could, in principle be taught via ICT (but see the note on context below).

#### **Measuring 50%**

In this subject, the GCSE specifications (syllabuses) produced by the awarding bodies must be used as the basis for the determination of the 50 per cent.

#### **Amenability statement**

Based on both the inspection of the learning requirements and an assessment of the role of ICT in the holistic development of skills, Becta judges that there are no outcomes that are not amenable to ICT in the specifications for GCSE Technology 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**

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.

advice

experience

standard



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