

Editorial

A major part of this issue of *Studies in Design Education Craft & Technology* is devoted to bringing readers up-to-date with the rapid pace of developing the national curriculum and the associated moves in age related testing.

In little over a year the Education Bill has become law and the Working Groups on the National Curriculum are established and reporting and the machinery for age related testing is quickly being set up. Children already in schools at age 5 this Autumn will experience their first age related testing in two years time and at regular intervals thereafter. Technology will be tested at each age band commencing with the 7 year olds in 1990.

The Working Groups in Science and Mathematics were first off the ground followed by English. In August 1987 the Science Group was additionally asked to consider primary school technology and some additional members were appointed to the group to help in this task. The Group reported briskly in a well received interim document published at the end of 1987.

Meanwhile there was a long public silence on the Working Group in Technology, but much private lobbying behind closed doors. Eventually a membership was announced and much to the relief of many CDT specialists Lady Parkes was appointed to the Chair. Margaret Parkes was well known as the Chairman of the CDT Panel of the former Schools Examinations Council (SEC) and is as a doughty fighter which brings formidable skills. But another major development was the renaming of the Working Group — Technology became Design and Technology — a notable achievement for the CDT lobby.

Alongside, work proceeds apace on setting up agencies for generating age related testing. The Goldsmith's Assessment of Performance Unit Team led by Kimbell and Kelly is being invited to extend its work down through the secondary age range and additionally tenders are out for development and for test generation at the 7-11 stages. In the case of the primary sector it is envisaged that the testing will be on an integrated subject basis. The pressure to get it right in time for the 7+ testing to begin in two years time will be a formidable challenge for the agencies chosen to undertake the work.

In this issue we reprint, with acknowledgement, some of the crucial pieces of information currently available. First we publish the terms of reference and notes of supplementary guidance with which Margaret Parkes and her group have to work. The rigor and precision of the document will be illuminating to many readers.

We go on to reproduce excerpts from the substantive report of the Science Group, *Science for ages 5-15* published in August 1988. We include excerpts from section 5 'Technology 5-11' including the attainment targets identified for technological activities for this age range. We also print the 5-11 programme of study. However a particularly interesting document accompanied the report. This was the 'Science response form' which invited members of the profession to comment on the document. However a note printed in capitals on the front page of this document reads THIS CONSULTATION DOES NOT INCLUDE PRIMARY TECHNOLOGY WHICH WILL BE THE SUBJECT OF A LATER CONSULTATION ON DESIGN AND TECHNOLOGY. Does it seem that Lady Parkes' Working Group will be able to take its own initiatives on primary design and technology after all? Part of the answer is to be seen in the summary of the interim report of the Design and Technology Working Group, which appeared as we go to press and which we reprint with permission. We shall of course consider this document more fully in our next issue.

We also print a timetable of events in the implementation of the National Curriculum and age related testing. Readers will find that this indicates a relentless pace that allows few opportunities for reflection and even fewer for second thoughts.

Inevitably the pace of development is most concerned with primary education initially and we print two articles by Simpson and Smits that indicate the opportunities and excitement that surround the teaching of technology in the primary school. They lend support to the belief that technology may enable the primary school to 'reclaim' the progressive edges of the 60's and 70's. The spirit of primary technology is also captured in the high budget Thames Television series *Designing and Making* and is well illustrated here by the two

excerpts from the teacher's notes — 'Speed on Water' — 'Wheelability'.

Not all CDT specialists are aware of the intensity of the developing interest in technology by their Science colleagues and we reprint excerpts from a new Occasional paper by the Association for Science Education entitled *Technical Education and Science in Schools*. Many readers will find it a sophisticated and powerful argument developing many of their own thoughts on the way forward. It will be for individual schools and their staffs to ensure that it is a joint way forward rather than a separated one.

Studies in Design Education Craft & Technology would not be complete without a series of original articles taking a sharp and perceptive view of our own practices. This issue is no exception. Spooner asks a string of perceptive questions about our much favoured design approach and invites us to consider whether or not this strategy alienates the very pupils we seek to enthuse through using it. Goulden in a report of work with teachers in Bolton, Bury and Salford offers some perceptive guidelines for the in-service provision which is now such a major part of our attempts to move forward. As a final feature we print a very short report on Art and Handicrafts taken from the 1945 conference of the Institute of Sociology. Readers may like to draw their own comparative historical analysis of events over the years.

As always the issue concludes with a wide range of reviews of recent publications and a plethora of news and reports from public and commercial bodies who are offering activities and facilities that can facilitate the work of schools and colleges.

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Annual *Studies in Design Education Craft & Technology* Conference, Warwick University

The National Curriculum in Design & Technology with Lady Parkes and Professor John Tomlinson

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