
The Kyung-Hee Elementary School, Korea used a new, computerised testing system to promote learning at home and save classroom instruction time. Problem questions were presented without options. The students had to generate answers themselves and when they were ready click to see the options. They then had a brief time period to choose the correct option. One group of nearly seventy 12-year olds took the test and a control group used a traditional multi-choice test. A few days later a pencil and paper test was given and the students who had taken the new test had the greater score. This article discusses the implications.


This article explores the current context for personal, social and health education (PSHE) in English schools, and examines what the implications of the ‘Every Child Matters’ (ECM) agenda are for schools in the future and how these changes may affect the profile and provision of PSHE in the curriculum. After considering various reports, studies and acts, the author argues that there are now significant opportunities for PSHE to realise its potential. He concludes that PSHE must be given statutory status within The National Curriculum and prepare itself for the increased scrutiny and accountability that this revised status will demand. It has statutory status.