

Gcse Maths 11 June 2013 Paper 2

The 2012 GCSE English results prompted significant controversy, which ultimately resulted in an application for judicial review. This report sets out the background to these events and identifies lessons to be learned. The problems with GCSE English can be traced back to the 2007-09 development phase of the qualification- in particular the turbulence which resulted from the shift away from a mostly linear to a modular system, combined with a high proportion of controlled assessment and generous marking tolerances. Exam board experts raised concerns at the time, but these were not acted upon by the regulator (the then-interim Ofqual). Further difficulties arose because of pressures from the school accountability system. The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening, with consequences for grade awarding. The current status of Ofqual, as an independent regulator accountable to Parliament, is the right one. However, the Coalition Government is bringing in wholesale changes to GCSEs and A levels, to a tight timetable and at the same time. Ofqual must have systems in place. The Committee is also concerned that there is a rush towards separate exam systems for England, Wales and Northern Ireland, without careful reflection on what might be lost, or consensus that this is the right thing to do.

The story of Oxford University Press spans five centuries of printing and publishing. Beginning with the first presses set up in Oxford in the fifteenth century and the later establishment of a university printing house, it leads through the publication of bibles, scholarly works, and the Oxford English Dictionary, to a twentieth-century expansion that created the largest university

press in the world, playing a part in research, education, and language learning in more than 50 countries. With access to extensive archives, the four-volume History of OUP traces the impact of long-term changes in printing technology and the business of publishing. It also considers the effects of wider trends in education, reading, and scholarship, in international trade and the spreading influence of the English language, and in cultural and social history - both in Oxford and through its presence around the world. In the decades after 1970 Oxford University Press met new challenges but also a period of unprecedented growth. In this concluding volume, Keith Robbins and 21 expert contributors assess OUP's changing structure, its academic mission, and its business operations through years of economic turbulence and continuous technological change. The Press repositioned itself after 1970: it brought its London Business to Oxford, closed its Printing House, and rapidly developed new publishing for English language teaching in regions far beyond its traditional markets. Yet in an increasingly competitive worldwide industry, OUP remained the department of a major British university, sharing its commitment to excellence in scholarship and education. The resulting opportunities and sometimes tensions are traced here through detailed consideration of OUP's business decisions, the vast range of its publications, and the dynamic role of its overseas offices. Concluding in 2004 with new forms of digital publishing, The History of OUP sheds new light on the cultural, educational, and business life of the English-speaking world in the late twentieth century.

In this controversial new book, Daisy Christodoulou offers a thought-provoking critique of educational orthodoxy. Drawing on her recent experience of teaching in challenging schools, she shows through a wide range of examples and case studies just how much classroom

practice contradicts basic scientific principles. She examines seven widely-held beliefs which are holding back pupils and teachers: - Facts prevent understanding - Teacher-led instruction is passive - The 21st century fundamentally changes everything - You can always just look it up - We should teach transferable skills - Projects and activities are the best way to learn - Teaching knowledge is indoctrination. In each accessible and engaging chapter, Christodoulou sets out the theory of each myth, considers its practical implications and shows the worrying prevalence of such practice. Then, she explains exactly why it is a myth, with reference to the principles of modern cognitive science. She builds a powerful case explaining how governments and educational organisations around the world have let down teachers and pupils by promoting and even mandating evidence-less theory and bad practice. This blisteringly incisive and urgent text is essential reading for all teachers, teacher training students, policy makers, head teachers, researchers and academics around the world. 'Should be read as a strident call to arms for a partially disenfranchised generation that is burdened with debt.' The Times 'No parent can dismiss this argument about our collective failure to invest in the future' The Guardian Why are so many adult children living still living with mum and dad? Why do young people seem so disinterested in politics? And what are the hidden threats to Britain's long-term prosperity lurking in the next few decades? First published in 2010, Ed Howker and Shiv Maill's *Jilted Generation* answers fundamental questions about the society you thought you knew. It identified, for the first time, the perilous position of Britain's young adults and, with a title brandished by everyone from Ed Miliband to student protesters, the book's thesis has formed a controversial but essential part of Britain's political debate. With significant additional material, this edition updates the argument and

explains the real effects of austerity policies and the recession. And, crucially, it explains what must be done to protect a vital and underestimated national asset – Britain's newest adults. The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

Additional written evidence is contained in Volume 3, available on the Committee website at www.parliament.uk/educom

Please note this title is suitable for any student studying: Exam Board: AQA Level: GCSE Subject: Mathematics First teaching: September 2015 First exams: June 2017 AQA GCSE Maths, Foundation Student Book has been approved by AQA and specially written by a team of maths experts for the Foundation tier of AQA's 2015 GCSE specification. Designed to fully support the new style of assessment, the book adopts a clear style to focus on delivering exam success via the careful development of fluency and problem solving practice. Powered by MyMaths the book links directly to the ever popular web site offering students a further source of appropriate support.

The landscape of schooling in England has been transformed over the last five years. Academy sponsorship has encouraged and facilitated the contribution of individuals not previously involved in education provision and laid down a challenge to maintained schools to improve or face replacement by the insurgent academy model. The development of outstanding Multi Academy Trusts like Ark and Harris offers an alternative system to the one overseen by local authorities while the unified Ofsted inspection regime and published performance data generally allows fair judgment of comparative performance. There is a

complex relationship between attainment, autonomy, collaboration and accountability. Current evidence does not allow the Committee to draw conclusions on whether academies in themselves are a positive force for change. This is partly a matter of timing but more information is needed on the performance of individual academy chains. Most academy freedoms are in fact available to all schools and Committee recommends that curriculum freedoms are also extended to maintained schools.

In *This Much I Know about Mind Over Matter* John Tomsett addresses, with refreshing honesty, the growing problem of the mental health issues experienced by children and young people, offering up a plan for averting a mental health crisis in our schools. Tomsett interweaves his formative and professional experience with strategies for addressing students' mental health issues and insights from his interviews with high profile thinkers on the subject including Professor Tanya Byron, Natasha Devon, Norman Lamb, Tom Bennett, Claire Fox and Dr Ken McLaughlin. The book is replete with truths about the state of children's mental wellbeing, about creating a school culture where everyone can thrive and about living in the shadow of his mother's manic depression. With his typical mixture of experience, wisdom and research-based evidence, Tomsett explains how he manages the pressure of modern day state school headship in a climate where you are only as good as your last set of examination results, a pressure which acutely affects staff and students too. He outlines his strategies for mitigating this pressure and turning the tide of students' mental health problems. The autobiographical narrative modulates between self-effacing humour and heart-wrenching stories of his mother's life, blighted by mental illness. His professional reflections are a wisdom-filled blend of evidence-based policy and decades of experience in teaching and school

leadership. Tomsett writes with genuine humility. His prose is beautiful in its seeming simplicity. When you pick up one of his books you will find you have read the first fifty pages before you have even noticed: surely the hallmark of truly great writing. Topics covered include: the real state of the nation's mental health, the perfect storm that is precipitating a mental health crisis in schools, the problems of loose terminology – what do we really mean when we talk about a mental health epidemic? – and poor understanding of mental health problems and mental illness, the disparity between mental and physical health in public discourse, treatment and funding, beginning the conversation about mental health, the philosophical and psychological principles underpinning the debate, strategies to support students in managing their own mental health better, resilience, growth mindset, mindfulness, grit, failure and mistakes, coping with pressure, York's school wellbeing workers project, evidence-based strategies that have worked in Huntington School, metacognitive strategies for improving exam performance, interviews with professionals in the field, the reality of living with a parent with a serious mental illness, self-concept and achievement, perfectionism, the relationship between academic rigour and therapeutic education and, significantly, what the research says, what the experts say and what Tomsett's experience says about averting a mental health crisis in schools. Suitable for teachers, leaders and anyone with an interest in mental health in schools.

The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much, too fast. Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system. GCSEs need "significant improvements" in

order to restore public confidence in the exam system, but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair. MPs are also concerned about the impact of the changes on subjects outside the English Baccalaureate, where students will be taking GCSEs for some time to come, according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils, who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under-achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re-think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run, but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide-ranging stakeholder opposition to many of the Government's proposals. Now in a second edition, the award-winning *The Trouble with Maths* offers important insights into the often confusing world of numeracy. By looking at learning difficulties in maths from several perspectives, including the language of mathematics, thinking styles and the demands of individual topics, this book offers a complete overview of the most common problems associated with mathematics teaching and learning. It draws on tried-and-tested methods based on research and the author's many years of classroom experience to provide an authoritative yet highly accessible one-stop classroom resource. Combining advice, guidance and practical activities, this user-friendly guide will enable you to: develop flexible thinking

skills; use alternative strategies for pupils to access basic facts; understand the implications of pre-requisite skills, such as working memory, on learning; implement effective preventative measures before disaffection sets in; recognise maths anxiety and tackle self-esteem problems; tackle the difficulties with word problems that many pupils may have; select appropriate materials to enhance understanding. With useful features such as checklists for the evaluation of books, an outline for setting up an inclusive Maths Department policy and a brand new chapter on materials, manipulatives and communication, this book will equip you with the essential skills to tackle your pupils' maths difficulties and improve standards. This book will be useful for all teachers, classroom assistants, learning support assistants and parents who have pupils who underachieve with maths.

In *From Able to Remarkable: Help your students become expert learners*, Robert Massey provides a pathway to help teachers guide their students through the gauntlets of the gifted, the underpasses of underachievement and the roadblocks to remarkable on their learning journeys. What makes remarkable students remarkable? Attributes such as resilience, curiosity and intelligence may come to mind and we might also add others, such as intuition and tenacity. But what has helped make them what they are? Were they born this way, or did their 'remarkabilities' emerge during their schooling? Such questions may make teachers feel uneasy, prompting them to reflect on the sometimes limiting scope of what is often labelled as 'gifted and talented provision' in their school. Robert Massey argues, however, that these remarkabilities are there, latent and dormant, in many more students than we might at first acknowledge. In *From Able to Remarkable* Robert shares a rich variety of practical, cross-curricular strategies designed to help teachers unearth and nurture these capabilities and

signpost a route to the top for every learner. Informed by educational research and evidence from the field of cognitive science, the book talks teachers through a wide range of effective teaching and learning techniques all of which are appropriate for use with all pupils and not only with top sets or high attainers. Robert also shares ideas on how teachers can improve their students' abilities to receive, respond to and then deliver feedback on both their own work and that of others. To complement the feedback process, he presents practical methods to help teachers make questioning, self-review and greater student ownership of their questioning within lessons a staple of day-to-day classroom interaction. Venturing beyond the classroom, the book also explores approaches to whole-school provision for high-attaining students and offers some robust stretch and challenge to educational leaders in considering what widespread excellence in education might look like. Suitable for teachers and gifted and talented coordinators in both primary and secondary schools.

Featuring essays from David Olusoga, Dawn Butler MP, Kit de Waal, Kwame Kwei-Armah, and many more. In response to the international outcry at George Floyd's death, Lenny Henry and Marcus Ryder have commissioned this collection of essays to discuss how and why we need to fight for Black lives to matter - not just for Black people but for society as a whole.

Recognising Black British experience within the Black Lives Matter movement, nineteen prominent Black figures explain why Black lives should be celebrated when too often they are undervalued. Drawing from personal experience, they stress how Black British people have unique perspectives and experiences that enrich British society and the world; how Black lives are far more interesting and important than the forces that try to limit it. "We achieve everything not because we are superhuman. We achieve the things we achieve because we are human.

Our strength does not come from not having any weaknesses, our strength comes from overcoming them" Doreen Lawrence. "I always presumed racism would always be here, that it was a given. But the truth is, it was not always here, it was invented." David Olusoga "Our identity and experience will shape every story, bleed into every poem, inform every essay whether it's about Black 'issues' or not" Kit de Waal

Education and Gender draws on international research from the USA, the UK, India, Mexico, Sub-Saharan Africa and the Caribbean, to provide a comprehensive global overview of the relationship between gender and education. Rooting constructions of gender and sexuality in specific geographical contexts, the contributors consider a range of issues. Themes discussed include the gender gap in educational attainment; pedagogical strategies; stereotyping in curricula; and education policy. Drawing on best practices worldwide, the contributors identify the current gaps and propose solutions to promote gender-just, equitable and pluralistic societies. Each chapter includes key questions to encourage active engagement with the subject and a list of further reading to support taking the exploration further.

In full colour and written specifically for the AQA Level 3 Certificate in Mathematical Studies, this book provides plenty of worked examples, practice questions and practice exam papers. Set in engaging contexts relevant to a wide range of other post-16 subjects, AQA Mathematical Studies is also supported by online teacher notes.

At a time when education is considered crucial to a country's economic success, recent UK governments have insisted their reforms are the only way to make England's system world class. Yet pupils are tested rather than educated, teachers bullied rather than trusted and parents cast as winners or losers in a gamble for school places. Education under siege

considers the English education system as it is and as it might be. In a highly accessible style, Peter Mortimore, an author with wide experience of the education sector, both in the UK and abroad, identifies the current system's strengths and weaknesses. He concludes that England has some of the best teachers in the world but one of the most muddled systems. Challenging the government's view that there is no alternative, he proposes radical changes to help all schools become good schools. They include a system of schools receiving a fair balance of pupils who learn easily and those who do not, ensuring a more even spread of effective teachers, as well as banning league tables, outlawing selection, opening up faith schools and integrating private schools into the state system. In the final chapter, he asks readers who share his concerns to demand that the politicians alter course. The book will appeal to parents, education students and teachers, as well as everyone interested in the future education of our children.

Two-thirds of UK government spending now goes on the welfare state and where the money is spent – healthcare, education, pensions, benefits – is the centre of political and public debate. Much of that debate is dominated by the myth that the population divides into those who benefit from the welfare state and those who pay into it – 'skivers' and 'strivers', 'them' and 'us'. This ground-breaking book, written by one of the UK's leading social policy experts, uses extensive research and survey evidence to challenge that view. It shows that our complex and ever-changing lives mean that all of us rely on the welfare state throughout our lifetimes, not just a small 'welfare-dependent' minority. Using everyday life stories and engaging graphics, Hills clearly demonstrates how the facts are far removed from the myths.

How racism and discrimination have been central to democracies from the classical period to

today As right-wing nationalism and authoritarian populism gain momentum across the world, liberals, and even some conservatives, worry that democratic principles are under threat. In *The Spectre of Race*, Michael Hanchard argues that the current rise in xenophobia and racist rhetoric is nothing new and that exclusionary policies have always been central to democratic practices since their beginnings in classical times. Contending that democracy has never been for all people, Hanchard discusses how marginalization is reinforced in modern politics, and why these contradictions need to be fully examined if the dynamics of democracy are to be truly understood. Hanchard identifies continuities of discriminatory citizenship from classical Athens to the present and looks at how democratic institutions have promoted undemocratic ideas and practices. The longest-standing modern democracies--France, Britain, and the United States—profited from slave labor, empire, and colonialism, much like their Athenian predecessor. Hanchard follows these patterns through the Enlightenment and to the states and political thinkers of the late nineteenth and early twentieth centuries, and he examines how early political scientists, including Woodrow Wilson and his contemporaries, devised what Hanchard has characterized as "racial regimes" to maintain the political and economic privileges of dominant groups at the expense of subordinated ones. Exploring how democracies reconcile political inequality and equality, Hanchard debates the thorny question of the conditions under which democracies have created and maintained barriers to political membership. Showing the ways that race, gender, nationality, and other criteria have determined a person's status in political life, *The Spectre of Race* offers important historical context for how democracy generates political difference and inequality.

Every parent wants their child to flourish throughout their education but few decisions are more

difficult than choosing the right school. The Independent Schools Guide from Gabbittas Education has been informing parents in their independent school choices since 1924. Included in this most authoritative and extensive guide to UK independent schools: Choosing a school (day, boarding, prep and senior) School fees planning Coming from overseas Independent school inspections (ISI and Ofsted) Extensive directory of UK independent schools Detailed school profiles Sixth form choices, including tutorial colleges, and beyond To see schools online, visit the guide's website at www.independentschoolsguide.com

A 'one-stop shop' for assessment for student teachers covering all major assessment types carefully balancing theory with practical case studies and classroom activities.

The Independent Schools Guide 2012-2013A Fully Comprehensive Guide to Independent Education in the United Kingdom Kogan Page Publishers

Fairness in educational assessment has become a major talking point and allegations that assessments are unfair are commonplace on social media and in the press. But what does fairness mean in practice and how can we evaluate it? This book offers a timely and necessary investigation, exploring the concept through the lenses of: measurement theory, social justice, the law and philosophy in order to put forward a template for fairness in educational assessment. Drawing on international examples from the UK, US, Australia and South East Asia, this book offers a commentary on fairness that is highly relevant to the changing context of assessment today. This book will be of interest to anyone with a professional or academic interest in educational assessment, to education policymakers and to all who are working to make assessment fair.

The college sector is facing a growing number of new challenges caused by technological

change, globalisation and the growth of mass higher education. *New Frontiers for College Education* considers the impact these changes have had and explores the developing role of college education in countries throughout the world. Whilst analysing the issues associated with providing high quality vocational education and training, the book also reflects on the role of colleges in widening access to both further and higher education. Drawing together contributions from leading international academics, policymakers and practitioners, the book explores common themes across these diverse societies, as well as some of the key challenges experienced within individual countries. It considers the distinctive contributions that colleges can make in responding to these challenges through apprenticeships and other types of vocational education and training. Contributors discuss the growing emphasis on creating more integrated systems of tertiary education, recognising that colleges and universities are now expected to work more closely together and that these diverse demands can be difficult to reconcile. Providing an authoritative and timely analysis of the changing role of colleges in contemporary society, this book will be of great interest to academics, researchers and postgraduate students in the areas of further and higher education, vocational education and training, lifelong learning, and skills development. It should also be essential reading for policymakers, as well as practitioners working in colleges and other institutions of higher and further education.

This report warns that the extraordinary success of the UK's creative industries may be jeopardised by any dilution of intellectual property rights and the failure to tackle online piracy. The Committee also strongly condemns the failure of Google in particular to tackle access of copyright infringing websites through its search engine. Such illegal piracy, combined with

proposals arising from the Hargreaves review to introduce copyright exceptions, and a failure to strengthen copyright enforcement as envisaged by the Digital Economy Act 2010, together threaten the livelihoods of the individuals and industries that contribute over £36 billion annually to the UK economy. Also, the Olympics No Marketing Rights scheme is excessively restrictive and is preventing British creative companies from realising the benefits they deserve from the Olympic legacy. The Committee calls for: a central champion of Intellectual Property in Government to promote and protect the interests of UK intellectual property; the maximum penalty for serious online IP theft to be increased to 10 years imprisonment, in line with the punishment for such offences in the physical world; more evidence and scrutiny before any exceptions to copyright such as those suggested by Hargreaves are applied; redoubled efforts to ensure that the video games tax credit is approved by the European Commission and introduced as soon as possible; reforms to the income tax and tax reliefs systems to recognise adequately the freelance nature of much creative work; greater recognition of the importance of arts subjects in the curriculum.

The Toxic Classroom offers a wide-ranging look at education today and explores in detail the pressures children experience as a result of constant change, digital technology and political interference. Beginning with what it is like to be a child in the classroom, the book goes on to provide a detailed analysis of the curriculum, assessment and accountability, school structures, educating for global citizenship and the plethora of social issues schools are now expected to solve. Written from the perspective of a successful headteacher with over 30 years' teaching experience, the

book considers what needs to be done to put things right and outlines a more equitable and effective school system. Each chapter outlines the steps schools can implement immediately and the longer-term policy changes that are needed de-toxify the classroom and facilitate a genuine love of learning. Offering a challenging yet compelling argument for putting education back into the hands of teachers, this book will be of great interest both to the general reader and to those working within education such as teachers and professionals who wish to improve the ways in which children learn and develop.

Redefining More Able Education is an essential, up to date and challenging introduction to the many factors involved in teaching more able students. Written by Ian Warwick, founder of London Gifted and Talented, and Ray Speakman, this book challenges our understanding of provision for the more able and explores ways in which we can ensure that students reach their full potential. Providing a thorough overview of topical research, the book offers a range of practical solutions for engaging students and encouraging them to become more independent in their learning. Warwick and Speakman explore key ideas including differentiation, resilience and motivation, and unpick issues including the history of more able education, the relationship between intelligence and achievement, working with marginalised groups and how students can overcome barriers when applying to top universities. A dedicated chapter summarises 21 easy-to-implement strategies that can make a real difference to teaching practice.

This definitive guide to more able education will be essential reading for teachers, school leaders and any education professionals reflecting on different approaches to motivating and teaching the more able in order to better provide for all their students. This book focuses on the delivery of public examinations offered by the main examining boards in England since Victorian England. The investigation reveals that the provision of examinations was as controversial in the nineteenth century as it is today, particularly since the government is now determined to bring in reform. The issues of grade inflation, the place of coursework in marking, and the introduction of technological change all feature in this book. Educational policy is primarily examined as well as some reference to the global scene. The study analyses archival material from a wide range of sources, including those records stored at the National Archives and the London Metropolitan Archives. An emphasis is placed upon the various institutions that contributed to the process, including the Royal Society of Arts, the London Chamber of Commerce, the City of Guilds of London Institute and the University of London. Attention is given to the findings of the Taunton Commission and the Bryce Commission and shorter reports such as the Northcote-Trevelyn Report which served to radicalise entry and recruitment to the Civil Service. The modern GCSE and the plans for I-levels are considered and key observations are made about the efficacy of those examinations offered by Oxford and Cambridge universities and O-levels, A-levels and NVQs. The reader is given every opportunity to benefit enthusiastically in

this account of examinations, and those engaged in education, whether teachers, examiners, students or administrators, will be able to gain useful insights into the workings of the examination system.

The only textbook that offers complete coverage of the Oxford AQA International GCSE Mathematics Extended Level specification (9260), for first teaching from September 2016. Written by experienced authors, the clear, international approach ensures strong mathematical understanding and provides exam-focused practice to build assessment confidence. Ensure students develop the key mathematical, reasoning and problem solving skills needed for the Extended Level exam and provide an excellent grounding for A Level study.

In *Obstetrics for Schools: A guide to eliminating failure and ensuring the safe delivery of all learners*, Rachel Macfarlane presents a powerful manifesto for school leaders and teachers on how they can bridge the advantage gap and deliver positive outcomes for all pupils. In most parts of the world, the death of a baby in childbirth is now a rare tragedy rather than a common occurrence - and it would be considered shocking for medical staff to accept a significant infant fatality rate. It's also inconceivable that a hospital would have a successful delivery target much below 100%. How could anything else be acceptable in this day and age? Yet there is an expectation, and acceptance, of 'baked in' educational failure for around a third of 16-year-olds in UK schools each year. Such outcomes need addressing, and this book does just that. In

Obstetrics for Schools, Rachel Macfarlane draws on her experience as a head teacher and system leader to share a multitude of practical strategies for overcoming potential barriers to success, presenting case studies and examples of effective practice from schools across the country. The book illustrates an up-to-date and research-informed picture of the current state of the education system and offers sage guidance on how schools can do more for each and every student. In doing so, Rachel provides a range of fresh approaches to school provision which have been proven to have an impact in a variety of challenging contexts. Each chapter focuses on a key potential barrier to success and offers school leaders and practitioners a range of strategies to help dismantle them. The book also provides guidance on strategic planning, as well as a variety of ideas and inspiration for staff training. Suitable for school leaders and teachers in all phases, from early years to sixth form, and in both mainstream and special education.

A new series of bespoke, full-coverage resources developed for the 2015 GCSE Mathematics qualifications. Endorsed for the OCR J560 GCSE Mathematics Higher tier specification for first teaching from 2015, this Student Book provides full coverage of the new GCSE Mathematics qualification. With a strong focus on developing problem-solving skills, reasoning and fluency, it helps students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically. Written by experienced teachers, it also includes a solid breadth and depth of quality questions

set in a variety of contexts. GCSE Mathematics Online - an enhanced digital resource incorporating progression tracking - is also available, as well as Problem-solving Books, Homework Books and a free Teacher's Resource.

Over the past few decades there have been intense debates in education surrounding children's literacy achievement and ways to promote reading, particularly that of boys. The Harry Potter book series has been received enthusiastically by very many children, boys and girls alike, but has also been constructed in popular and media discourses as a children's, particularly a boys', literacy saviour. *Children's Literacy Practices and Preferences: Harry Potter and Beyond* provides empirical evidence of young people's reported literacy practices and views on reading, and of how they see how the Harry Potter series as having impacted their own literacy. The volume explores and debunks some of the myths surrounding Harry Potter and literacy, and contextualizes these within children's wider reading.

A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good. This was an improvement over the last inspection in 2009, rated as satisfactory (now called 'requires improvement'). Some 28 per cent of Army recruits were less than 18 years of age. Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services, and whether steps are being taken to reduce this dependency. Of those recruited in 2012, 3.5 per cent of the Army were rated at entry level 2 for

literacy (that of a 7 to 8 year old) and 39 per cent had a literacy level of an eleven year old. If as the MoD states, it has to recruit personnel at whatever level of attainment is available, then it should boost remedial action when recruitment entry standards are particularly low. In light of changes brought about by Future Force 2020, it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces. Whilst the Committee recognises that some recruits may not be eager to take further academic exams, the MoD should encourage more recruits to undertake English and Maths GCSEs which would stand them in good stead for future employment. The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country

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solving Books, Homework Books and a free Teacher's Resource.

Supports teachers to understand the foundation principles of assessment , stay up to date with the latest classroom approaches and have the confidence to evaluate and question the effectiveness of new methods.

This book presents a series of analyses of educational policies – largely in the UK, but some also in Europe – researched by a team of social scientists who share a commitment to social justice and equity in education. We explore what social justice means, in educational policy and practice, and how it impacts on our understanding of both ‘educational science’ and ‘the public good’. Using a social constructivist approach, the book argues that social justice requires a particular and critical analysis of the meaning of meritocracy, and of the way this term turns educational policies towards treating learning as a competition, in which many young people are constructed as ‘losers’. We discuss how many terms in education are essentialised and have specific, and different, meanings for particular social groups, and how this may create issues in both quantitative survey methods and in determining what is ‘the public good’. We discuss social justice across a range of intersecting social characteristics, including social class, ethnicity and gender, as they are applied across the educational policy spectrum, from early years to postgraduate education. We examine the ways that young people construct their identities, and the implications of this for understanding the ‘public good’ in educational practice. We consider the

responsibilities of educational researchers to acknowledge these issues, and offer examples of researching with such a commitment. We conclude by considering how educational policy might contribute to a socially just, equitable and inclusive public good.

This popular and widely recommended book outlines all the requirements of the Numeracy Skills Test. Written by one of the authors of the skills test itself, it explains the essential subject knowledge candidates need and includes practice questions for test preparation.

In *Making Every Maths Lesson Count: Six principles to support great maths teaching*, experienced maths teacher and lecturer Emma McCrea takes away the guesswork as she sums up the key components of effective maths teaching. Maths classrooms are incredibly complex places. At any given time, the factors influencing the effectiveness of your teaching are boundless and this can lead to relying on intuition as to what might work best. This book aims to signpost a route through this complexity. Writing in the practical, engaging style of the award-winning *Making Every Lesson Count*, Emma McCrea helps teachers to move beyond trial and error by sharing evidence-informed tips and suggestions on how they can nudge the impact of their teaching in the right direction. *Making Every Maths Lesson Count* is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and presents 52 high-impact strategies designed to streamline teacher workload and ramp

up the level of challenge in the maths classroom. The book draws out the key findings from the latest research on memory, learning and motivation and each chapter features numerous worked examples to demonstrate the theory in action, together with a concluding series of questions that will help maths practitioners relate the content to their own classroom practice. Furthermore, Emma's writing offers clarity around the language of maths teaching and learning, and also delves into the finer points of how to identify and address any misconceptions that students may hold. Written for new and experienced practitioners alike, this gimmick-free guide provides sensible solutions to perennial problems and inspires a rich, challenging and evidence-based approach to the teaching of maths. Suitable for maths teachers of students aged 11 to 18 years, and for primary school maths specialists.

The only textbook that offers complete coverage of the Oxford AQA International GCSE Mathematics Core Level specification (9260), for first teaching in September 2016.

Written by experienced authors, the clear, international approach ensures strong mathematical understanding and provides exam-focused practice to build assessment confidence. This textbook helps students to develop the key mathematical, reasoning and problem solving skills needed for the Oxford AQA International GCSE Mathematics Core Level exam, with extensive opportunities for practice and model answers.

It is vital to understand the challenges and provide the right support for learners with dyscalculia and specific learning difficulties in mathematics. The book provides: • an

overview of current research explaining the nature and causation of dyscalculia • guidance on the identification of dyscalculia • examples of how to carry out informal and formal assessments • an explanation of the principles of multisensory mathematics teaching • an outline of a structured programme (for learners aged 5-14), together with examples of lesson planning and activities. Designed for teachers specialising in the assessment and teaching of learners with dyscalculia, and those undertaking courses leading to Approved Teacher Dyscalculia (ATD) and Associate Membership of the British Dyslexia Association (AMBDA), the book is useful to any professional looking for an understanding of this area of specific difficulty.

SUNDAY TIMES, GUARDIAN AND TELEGRAPH BOOKS OF THE YEAR 2017 'A provocative take on the UK's new tribal divisions ... a book whose timing is pitch-perfect' Andrew Marr Many Remainers reported waking up the day after the Brexit vote feeling as if they were living in a foreign country. In fact, they were merely experiencing the same feeling that many British people have felt every day for years. Fifty years ago, people in leafy North London and people in working-class Northern towns could vote for a Labour party that broadly encompassed all of their interests. Today their priorities are poles apart. In this groundbreaking and timely book, Goodhart shows us how people have come to be divided into two camps: the 'Anywheres', who have 'achieved' identities, derived from their careers and education, and 'Somewheres', who get their identity from a sense of place and from the people around them, and who feel a sense

of loss due to mass immigration and rapid social change. In a world increasingly divided by Brexit and Trump, Goodhart shows how Anywheres must come to understand and respect Somewhere values to stand a fighting chance against the rise of populism.

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