

Question	Answer	Mark	Comments
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6(a)	2.5×12 or 30 and 7.5×7 or 52.5 and $12.5 (\times 1)$ or 95	M1	allow one incorrect midpoint or $[2, 3] \times 12$ and $[7, 8] \times 7$ and $[12, 13] (\times 1)$ ignore $t \geq 15$ row
	$\frac{\text{their } 30 + \text{their } 52.5 + \text{their } 12.5}{12 + 7 + 1}$ or $95 + 20$	M1dep	$t \geq 15$ product must be 0 if seen condone bracket error seen eg $30 + 52.5 + 12.5 + 20$
	4.75	A1	accept 4.8 or 5 if full working shown using correct midpoints
	Additional Guidance		
	Two correct from 30, 52.5 and 12.5 implies the first mark and could be used to score up to M2		M1
	Midpoints used in the ranges [2, 3], [7, 8] and [12, 13] must be seen eg 2.5×12 and 7×7 and $12 (\times 1)$ or 3×12 and 7×7 and $13 (\times 1)$ NB These could be used to score up to M2		M1
	Correct products seen in the table but a different method shown in the working lines eg $20 + 4 = 5$		M0

6(b)	Lower than part (a)	B1	
	Additional Guidance		

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Harvinder Doal



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Key Maths GCSE, 2003-04 Written to support and enhance assessment alongside the pupil texts these resources offer a range of material for the AQA specification They provide test questions for each chapter together with detailed mark schemes to make assessment easy Two versions of each question are provided one allows pupils to write their answers in the spaces provided and the other requires pupils to have separate writing paper Questions can be grouped according to needs Master grids are provided to cut and paste tests together in a consistent format to use the resource in any order Chapter tests can be grouped to form a module test after chapters End of chapter examinations can also be produced in this way A free non calculator supplement organised by unit chapter is also included in this resource **GCSE Mathematics - A Pocket Guide for Re-takers and Adults** Mick Price, 2024-05-24 As its title suggests this book by been devised by author Mick Price as an essential guide for those revisiting Mathematics at GCSE level Crafted from years of experience and class tested materials it serves as a unique revision tool tailored for both FE college students and adults seeking to improve their previous grades or refresh long forgotten knowledge Stripping back the complexities of mathematics this book focuses on the fundamentals needed to achieve a grade 4 without overwhelming its readers with the entirety of KS4 content GCSE Mathematics promises accessibility and convenience making it an indispensable companion for both classroom learning and self study Inside you ll find a blend of theoretical essentials practical real life examples and exercises designed for both younger and more mature learners all presented in a straightforward uncondescending manner GCSE Mathematics is not just a book it s a tool for success always within reach [How I Wish I Had Taught Maths: Reflections on research, conversations with experts, and 12 years of mistakes](#) Craig Barton, 2018-01-01 I genuinely believe I have never taught mathematics better and my students have never learned more I just wish I had known all of this twelve years ago Craig Barton is one of the UK s most respected teachers of mathematics In his remarkable new book he explains how he has delved into the world of academic research and emerged with a range of simple practical effective strategies that anyone can employ to save time and energy and have a positive impact on the long term learning and enjoyment of students Craig presents the findings of over 100 books and research articles from the fields of Cognitive Science Memory Psychology and Behavioural Economics together with the conversations he has had with world renowned educational experts on his Mr Barton Maths Podcast and subsequent experiments with my students and colleagues **Key Maths GCSE** Peter Sherran, 2002-09-10 This resource has been developed to provide additional support for delivering and supporting ICT at GCSE Linked to Key Maths it can be also be used together with other resources Each program contains a range of self contained activities that do not require a detailed understanding of the software *GCSE Intermediate Maths* Janet Crawshaw, Paul Langley, 1998-08 A textbook covering all the requirements for GCSE Intermediate Maths in three graded stages It also serves as a revision programme consisting of a summary and mixed exam questions at the end of each stage

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Formative Assessment in Lifelong Learning Kathryn Ecclestone, 2010-10-16 Despite good intentions for formative assessment to enhance the quality of students learning and motivation it is widely misunderstood Throughout the education system it has become little more than a way of coaching students to meet the demands of summative assessment This unique book combines theory research and practical insights to demonstrate how teachers might enhance their understanding of formative assessment particularly in vocational and adult education settings that are under pressure to meet targets for inclusion retention and achievement Drawing on recent research the book includes six case studies that draw out the implications of the research findings to suggest ways in which teachers might change their assessment practice despite the pressures in their own contexts It considers What is formative assessment and what is it not What impact do political and social factors have on assessment practices Why do similar assessment practices have different effects in different learning cultures What role does subject knowledge play in educationally worthwhile formative assessment How can teachers lecturers and other education professionals improve formative assessment This book is essential reading for teachers trainee teachers staff development officers researchers and those running training courses throughout the lifelong learning sector It is ideal for those studying for PTLLS CTLLS and DTLLS qualifications and for Cert Ed and PGCE awards related to the Lifelong Learning Sector It is also relevant to various stakeholders involved in the design of qualifications including awarding bodies and to researchers interested in assessment and the impact of education policy on practice in all sectors of the education system and particularly in lifelong learning The book is authored with Jennie Davies Visiting Research Fellow University of Exeter UK Jay Derrick Adult Education Consultant Visiting Lecturer Institute of Education London UK and Judith Gawn Regional Programme Director LLN NIACE London UK

The Children's Buyer's Guide, 2003 The Use of English, 1989

Educating the next generation of scientists Great Britain: Parliament: House of Commons: Committee of Public Accounts, 2011-01-20 A strong supply of people with science technology engineering and maths skills is important for the UK to compete internationally The starting point is a good education for children and young people in science and maths The numbers studying separate GCSE biology chemistry and physics known as Triple Science when studied together have risen by almost 150% between 2004 05 and 2009 10 Attainment has also improved as take up has increased Nevertheless there is a risk that this progress will not be maintained There are still not enough teachers with strong subject knowledge in science and maths entering the profession In 2009 10 there were over 115 000 entries to GCSE biology 113 000 to chemistry and 112 000 to physics Another 40 000 pupils entered A level chemistry and almost 70 000 A level maths If the higher numbers of pupils taking science and maths are to achieve good results they need to be taught by teachers with the specialist knowledge to teach these subjects well Teaching environments are also vitally important in improving take up and achievement in science but there is evidence that science facilities in many schools are unsatisfactory and even unsafe Furthermore in some schools advice and guidance on science and maths related careers is poor The Department must

approach the challenge of improving school science and maths through a coherent system wide strategy rather than as a number of initiatives operating in isolation As more autonomy is given to schools the Department must develop an accountability framework that gives schools strong incentives to put all key elements in place for the benefit of their pupils

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