

A guide to

# Edexcel GCSE Mathematics (9-1)



# Gcse Math 2015 Results

**Simon Gibbons,Melissa  
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## Gcse Math 2015 Results:

**Teaching English and Maths in FE** David Allan, 2017-05-22 This book is a guide for all teachers in the FE and Skills Sector regardless of their discipline It explores how FE teachers can address the mathematics and English needs of all learners to redress the skills gap that is a current focus The text explores what works in the sector examining the barriers to learning and how all learners can be included It takes a focused look at what works for the vocational learners who have not succeeded in a school setting and helps tackle the problem of low motivation in learners The text goes beyond simply providing strategies to follow and includes background theory and detailed case studies to enhance your understanding of different approaches

**How to Teach Maths** Steve Chinn, 2020-11-23 How to Teach Maths challenges everything you thought you knew about how maths is taught in classrooms Award winning author Steve Chinn casts a critical eye over many of the long established methods and beliefs of maths teaching Drawing from decades of classroom experience and research he shows how mathematics teaching across the whole ability range can be radically improved by learning from the successful methods and principles used for the bottom quartile of achievers the outliers Chinn guides readers through re adjusting the presentation of maths to learners considering learners needs first and explains the importance of securing early learning to create a conceptual foundation for later success This highly accessible book uses clear diagrams and examples to support maths teachers through many critical issues including the following The context of maths education today Topics that cause students the most difficulty Effective communication in the mathematics classroom Addressing maths anxiety The perfect resource for maths teachers at all levels this book is especially useful for those wanting to teach the foundations of mathematics in a developmental way to learners of all ages and abilities It has the potential to change the way maths is taught forever

**Mathematics for Life and Work A Comparative Perspective on Mathematics to Inform Upper Secondary Reform in England** OECD, 2024-11-05 Engagement and performance in mathematics at the upper secondary level have been the concern of successive governments in England This report was commissioned as part of the country s policy reflections for transforming how maths is viewed and experienced in England The report explores outcomes such as the share of students studying maths and performance across countries and how education systems internationally deliver mathematics in upper secondary It also examines factors shaping maths education including the expectations set by curricula student pathways cultural perceptions and the needs of the labour market and higher education

**Social Progress in Britain** Anthony F. Heath, Elizabeth Garratt, Ridhi Kashyap, Yaojun Li, Lindsay Richards, 2018-09-13 In his landmark 1942 report on social insurance Sir William Beveridge talked about the five giants on the road to reconstruction the giants of Want Disease Ignorance Squalor and Idleness Social Progress in Britain investigates how much progress Britain has made in tackling the challenges of material deprivation ill health educational standards lack of housing and unemployment in the decades since Beveridge wrote It also asks how progress in Britain compares with that of peer countries Canada France

Germany Italy Japan Sweden and the USA Has Britain been slipping behind What has been the impact of the increased economic inequality which Britain experienced in the 1980s has rising economic inequality been mirrored by increasing inequalities in other areas of life too Have there been increasing inequalities of opportunity between social classes men and women and different ethnic groups And what have been the implications for Britain s sense of social cohesion

**Schooling and Society** Gordon Tait,2017-04-24 This new book is a wide ranging contemporary and accessible analysis of familiar and recurring myths about mass education in the United Kingdom Looking at a variety of important issues and problems each chapter begins by dispelling myths and assumptions about the classroom going beyond class race and gender to offer analysis of topics such as discipline youth cultures information technology and globalisation Utilising an interdisciplinary lens this book offers knowledge from disciplines as diverse as sociology philosophy jurisprudence and cultural studies Gordon Tait examines the strengths and weaknesses of different theoretical approaches to education from critical theory to postmodernism and Foucaultian governance to post colonialism Analysing the many assumptions about education taken for granted in British public discourse important conclusions are drawn about which of these assumptions are fair and reasonable and which we should challenge This book is an essential resource for advanced undergraduate and postgraduate courses on the sociology of education culture and education and the philosophy of education

**Learning to Teach Mathematics in the Secondary School** Sue Johnston-Wilder,Clare Lee,David Pimm,2016-09-13 Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

**A Concise Guide to Education Studies** Duncan Hindmarch,Fiona Hall,Lynn Machin,Sandra Murray,2025-02-28 This book explores key

contemporary issues in education featuring the latest theoretical perspectives and policies aimed at supporting the professional development and understanding of those working or intending to work in the education sector Both school and college based education have faced rapid change over the last few years A strong research base around the impact of these changes is emerging enabling a critically informed debate on policy and practice developments The book provides an up to date evidence based overview of key changes their underlying rationale and an examination of alternative viewpoints The content is concise and focused while still developing readers critical thinking skills through tasks embedded within each chapter as well as a distinct section on critical reflective thinking Other key topics include inclusion leadership community education comparative education research and education futures

*Why Men Win at Work* Gill Whitty-Collins,2020-08-01 Why are men still winning at work If women have equal leadership ability why are they so under represented at the top in business and society Why are we still living in a man s world And why do we accept it In this provocative book Gill Whitty Collins looks beyond the facts and figures on gender bias and uncovers the invisible discrimination that continues to sabotage us in the workplace and limits our shared success Addressing both men and women and pulling no punches she sets out the psychology of gender diversity from the perspective of real personal experience and shares her powerful insights on how to tackle the gender equality issue This book tells the inconvenient truth about the gender inequality issue providing some real deep insights into what truly gets in the way of driving diversity even in companies that are trying to do the right thing It may be uncomfortable reading for some but crucial for driving the needed change to create a long term advantage Paul Polman Founder Chair Imagine and Ex CEO Unilever

*ATTITUDES TOWARDS MATHEMATICS AND MATHEMATICAL ACHIEVEMENT IN SECONDARY SCHOOLS IN ENGLAND: EXPLORING THE ROLE OF SOCIAL CLASS, GENDER AND ETHNICITY* Jeffery Quaye,2020-02-02 This book is essential reading in the sociology of education social policy and mathematics education It is for teachers principals superintendents school leaders and policymakers For too long many children have not achieved their best potential in mathematics at both primary and secondary schools Although scholarly interest in students attitudes towards mathematics and achievement in mathematics has increased there is scant research which explores the explanatory potential of Bourdieu s trilogy of habitus cultural capital and social field in investigating students attitudes towards mathematics The content is based on a rich empirical study of 1106 students aged 14 16 and gives a detailed account drawing on both quantitative and qualitative data to show the intersection of social class gender and ethnicity on students aspiration attitudes towards mathematics and mathematical achievement at GCSE in secondary schools in England

*Cognitive Development from a Strategy Perspective* Patrick Lemaire,2017-09-21 *Cognitive Development from a Strategy Perspective* recognises the outstanding scientific legacy of Robert S Siegler as a pioneer of modern research on cognitive development throughout the lifespan This volume presents a collection of essays written by leading scholars in the field using cutting edge research to illustrate how Siegler s work and ideas lay the groundwork for much of the modern

studies on cognitive development The collection includes chapters which examine strategic aspects of lifespan cognitive development change mechanisms underlying cognitive development and numeracy acquisition with emphasis given to the application of new strategies for education It explores conceptual and methodological frameworks to best study and understand development during childhood and adulthood and the role of foundational core knowledge on development and acquisition These foundational issues are examined from various angles and finally integrated in a concluding panoramic chapter written by Siegler himself Cognitive Development from a Strategy Perspective offers valuable reading for graduates and researchers in cognitive development and mathematical cognition as well as those at the interface of psychology and education

**EBOOK: Becoming a Teacher: Issues in Secondary Education** Meg Maguire, Simon Gibbons, Melissa Glackin, David Pepper, Karen Skilling, 2018-02-16 Becoming a Teacher provides a broad context for understanding education addressing issues such as the influence of international policy and practice education ideology and social justice This is balanced with practical advice for the classroom on topics such as assessment for learning learning technologies literacy numeracy and English as an additional language Becoming a Teacher draws extensively on contemporary research and empirical evidence to support critical reflection about learning and teaching Encouraging you to reflect on your knowledge and beliefs it explores some of the complex social and cultural influences that influence professional learning and practice The approach chimes with the government's recognition that trainee teachers should take a research informed approach towards classroom practice The fifth edition is refreshed and revitalized throughout with a complete revision of each chapter new chapters on Reforming ITE Teachers Lives and Careers International Influences Engagement and Motivation Learning and the Emotions Data Usage in Schools Safeguarding and Learning with Digital Technologies up to date referencing of research findings insightful policy analysis critical commentary on issues For those training to teach in secondary school on a Postgraduate Certificate in Education PGCE or a School Direct programme or taking an undergraduate or postgraduate Education Studies course Becoming a Teacher provides invaluable support insight and guidance With every new edition this book confirms its place as one of the most commanding authoritative and influential texts in teacher education Meg Maguire's leadership of this new editorial team means that this book remains my umbilical cord to those pivotal principals that I cherish in education integrity passion critical engagement and transformation Gerry Czerniawski Professor of Education University of East London UK An excellent contribution to the Teacher Education and development literature Many of the authors are leading thinkers in their field and as such the book offers a significant breadth depth and coherence to the teacher development discourse Professor David Spendlove School of Environment Education and Development The University of Manchester UK

**Debates in Mathematics Education** Gwen Ineson, Hilary Povey, 2020-06-15 This new and updated second edition of Debates in Mathematics Education explores the major issues that mathematics teachers encounter in their daily lives By engaging with established and contemporary debates this volume promotes and supports critical

reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding Divided into five accessible sections this book investigates and offers fresh insight into topics of central importance in mathematics education with this second edition including new discussions and chapters on Classic and contemporary issues of pedagogy politics philosophy and sociology of mathematics education International comparisons of achievement Digital technologies for teaching Mastery in mathematics Pop culture and mathematics Whether mathematics can be harmful Designed to stimulate discussion and support you in your own research writing and practice through suggested questions and activities throughout Debates in Mathematics Education will be a valuable resource for any student or practising teacher and those engaged in initial teacher education continuing professional development or Master s level study This book also has much to offer to those leading mathematics departments in schools and initial teacher education programmes and to beginning doctoral students looking for a survey of the field of mathematics education research

**Upstart** Sue Palmer,2016-06-01 Why does Britain and its former colonies send children to school as young as four and five when in eighty eight per cent of the world the starting age is six or seven Sue Palmer author of bestselling Toxic Childhood uncovers the truth it s not because of what s best for children but historical accident and economics Palmer examines research ranging from neurological science to educational data and shows that under sevens gain most educationally physically socially and psychologically from not being stuck behind a desk Upstart puts forward a passionate case for Britain adopting a proper kindergarten stage that recognises what under sevens really need With clarity ease and vigour Palmer describes a different way of doing early years education that would have huge benefits both for individual children and for our nation

**Education Policy in England 2010-2024** Rebecca Morris,Thomas Perry,2025-08-28 This text presents an informative overview of Conservative led education policy over the last 14 years The book provides a broad and detailed picture of the developing education landscape in England during this period highlighting the transformational and sometimes radical reforms that the country has seen Crucially the book draws together contributions from over 40 esteemed education researchers working in the UK The chapters showcase work from a range of experienced and early career researchers ensuring original thought provoking and evidence informed perspectives as we examine the impact of recent policy and explore how it might develop into the future Key thematic areas covered include Restructuring and governing the system Teaching policy practice and professionalism Confronting the challenges of inclusion and inequality Steering and transforming the curriculum and assessment This timely collection will interest students at all levels researchers education professionals and policymakers It sheds important light on this tumultuous era for education policy and will inform those interested in this area for years to come

**HLP 120 - Overlooked and Left Behind: Improving the Transition from School to Work for the Majority of Young People** The Stationery Office,2016 The transition from school into work is a vital point in the lives of young people Making a successful transition through a high

quality and valued pathway can mean a successful career. Becoming trapped in poor quality and under valued alternatives can mean a lifetime of poverty. This report is about young people and social mobility and focuses on how to ensure that all young people are offered a high quality career path after they leave school. We have found that the current policy structure means a large number of young people do not have good options and are not supported to make a choice which works for them and is successful. An increasing number of young people leave school and go on to A Levels and university. Of the others a small minority are at risk of dropping out of education, employment or training, the NEETS. Successive governments have focused on these two groups for a long time. But the majority of young people in the UK do not fall into either group. They do not go to university, they find jobs or they continue with some form of vocational education. Despite making up the majority of the emerging workforce, they have received much less attention. It is these young people who are the focus of this report. The current system for young people who do not follow an academic route is complex and incoherent, with confusing incentives for young people and employers. Careers advice and education are being delivered in a way which means that too many young people simply drift into further studies or their first job, which often has no real prospect of progression.

*Immigrant Student Achievement and Education Policy* Louis Volante, Don Klinger, Ozge Bilgili, 2018-03-21. This book examines immigrant student achievement and education policy across a range of Western nations. It is divided into 3 sections. Part 1 introduces the topic of immigrant student achievement and the performance disadvantage that is consistently reported across a range of international jurisdictions. Part 2 then presents national profiles from scholars in ten countries: England, Germany, Italy, Sweden, Finland, Netherlands, Republic of Ireland, Canada, Australia, and New Zealand. These educational jurisdictions were selected because they represent a range of Western nations engaged in large scale reform efforts geared towards enhancing their immigrant students' achievement. Each of the national profiles provides a brief overview of the evolution of the cultural composition of their respective school aged student population, explains the trajectory of achievement results in non-immigrant and immigrant student groups in relation to both national and international large scale assessment measures, and discusses the effectiveness of policy responses that have been adopted to close the achievement gap between non-immigrant and immigrant student populations. It also examines the relationships between education policies and immigrant student achievement and discusses how education policies have evolved across various cultural contexts. In conclusion, Part 3 analyzes cross cultural approaches designed to address the performance disadvantage of immigrant students and proposes future areas of inquiry stemming from the national profiles. The book offers insights into a diverse cross section of nations and policy approaches to addressing the performance disadvantage.

*Becoming a Teacher: Issues in Secondary Education 6e* Simon Gibbons, Melissa Glackin, Elizabeth Rushton, Emma Towers, Richard Brock, 2023-03-27. Essential reading for anyone learning to be a teacher. This book will continue to be a core text on our ITE programmes. Rachele Newman, Director of Initial Teacher Education, University of Southampton, UK. A comprehensive must have for every new teacher entering the profession.



a wide variety of short chapters packed full of key research evidenced ideas brilliantly articulated by a team of expert authors  
Fantastic Mark Winterbottom Professor of Education University of Cambridge UK The beauty of the book is that the authors do not attempt to simplify teaching instead they celebrate and explore the complexities of being a teacher Stefanie Sullivan Deputy Head of School Director of Initial Teacher Education University of Nottingham UK This timely new edition remains the ultimate guide for students in the core areas of teaching policy assessment and curriculum planning while also covering the relevant issues facing educators and students today Grounded in contemporary research and empirical evidence  
Becoming a Teacher provides a critical yet accessible exploration of the complexities involved in starting a career in secondary education New chapters include topics such as wellbeing and mental health social justice decolonising the curricula and how to develop teacher identity when starting a career Themes such as digital pedagogy now run through the core of the book reflecting the future of our education system The book Supports students with a blend of theory and practical solutions Integrates a wide range of issues contexts and perspectives Guides and encourages readers to reflect on their own learning and teaching Covers practical classroom implementations theoretical and empirical research social and cultural dimensions and much more Benefitting from the expertise of top academics in the education field while leaving room for the reader to engage with their own critical reflection this book is essential for PGCE and Education students to gain a thorough understanding of the many facets of education as well as their own role as a teacher Simon Gibbons is Senior Lecturer in English Education and Director of Teacher Education at King s College London UK He is a former chair of the National Association for the Teaching of English Richard Brock is a Lecturer in Science Education at King s College London UK He taught secondary physics for many years in greater London and has also taught English in Japan and worked in special education Melissa Glackin is Senior Lecturer in Science Education and the Director of the MA in STEM Education at King s College London UK Elizabeth Rushton is Head of Department of Curriculum Pedagogy and Assessment at the Institute of Education University College London UK She previously led the Geography PGCE at King s College London after having worked as a geography teacher and as Director of Evaluation for an education charity Emma Towers is a Teaching Fellow in Education Policy at King s College London UK Before moving into higher education she worked as a primary school teacher in London schools

#### **Transnational Higher Education in Computing Courses** Jenny Carter, Clive Rosen, 2019-09-24

There has been exponential growth in transnational education TNE in the last few years as UK universities have looked to expand their markets Recipient countries have sought short cuts to developing their higher education provision which has proved a lucrative income stream for some universities But overseas collaborations are not without risk Recipient countries can be concerned with external influence over curricula quality being diluted and higher education being infected by neo imperialism These concerns are not without foundation There are risks for providers too Reputations can be damaged if academic standards are compromised Conflicts of interest can occur between quality of provision and the pot of gold on offer

Staff can view overseas collaborations as distracting from their research and commitment to home students Computing is a particularly popular subject for TNE but critical thinking analysis independent learning and creativity can be compromised Preventing plagiarism is difficult Constant changes in technology result in constant curricula revision which causes severe problems for overseas collaborations This book focuses on TNE in the computing domain However cross cultural issues challenge TNE management and administration whatever the subject area If the ever present tensions are not continuously monitored they can quickly threaten the sustainability of the collaboration This book identifies many of the threats and some of the solutions The readership for this book is truly global Any international development officer in higher education considering an overseas collaboration will benefit from this book Any academic becoming engaged in or already involved with a TNE partnership either as provider or recipient will gain information and insight into the practice and issues Researchers in TNE will discover more lines of enquiry Students considering a course with an overseas provider or in coming to the UK to study will be better prepared thereby enabling a more fulfilling and rewarding experience Anyone who has an interest in TNE whether at the senior executive level operational level delivering programmes or as a recipient of TNE should read this book The wealth of experience gathered here will provoke questions prompt debate and offer solutions It has been written by people who know the issues bear the scars and are happy to share their knowledge It will greatly benefit future transnational collaborations

**Gender and Education in England since 1770** Jane Martin, 2022-01-02 This book takes a novel approach to the topic combining biographical approaches and local history a synthesis of sociological and historical literature with new research to address a variety of themes and provide a comprehensive rounded history demonstrating the entanglement of educational experience and the influence of different modes of discrimination and prejudice Using the lens of gender Jane Martin reassesses the gendered nature of the modern history of education and provides an overview of intertwined aspects of education society politics and power Its organisation is user friendly providing accessible information with regard to chronologies of legislation and key events to reflect constancy and change whilst mapping the larger political economic social and cultural contexts making it ideal for use as a textbook or a resource for teachers and students

*Citizenship Education and Global Migration* James A. Banks, 2017-06-23 This groundbreaking book describes theory research and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation states develop civic participation skills and reflective cultural national and global identities

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