

Question	Answer	Mark	Comments
25	<b>Alternative method 1</b>		
	$a(-3)^2 + b(-3) + c = 0$ or $a(3)^2 + b(3) + c = 0$	M1	oe
	any two of $(- )6b = 0, c = 18$ and $9a + 18 = 0$	M1dep	oe
	$y = 18 - 2x^2$	A1	oe equation
	<b>Alternative method 2</b>		
	$y = 18 - 2x^2$	B3	oe equation B2 correct equation missing $y =$ eg $18 - 2x^2$ B1 equation of a quadratic curve that passes through $(-3, 0)$ or $(3, 0)$ or $(0, 18)$ condone missing $y =$ eg $(y =) 18 - x^2$ or $(y =) (3 + x)(3 - x)$ or $(y =) x^2 - 2x - 3$ or $(y =) (x + 3)(x - 3)$
	<b>Additional Guidance</b>		
	Correct equations include $y = 2(3 + x)(3 - x)$ $y = -2(x + 3)(x - 3)$ $y = (6 + 2x)(3 - x)$ $y = (3 + x)(6 - 2x)$		
	For B3, B2 or B1 ignore incorrect expansion after correct equation or expression seen		

# Gcse Maths 1june 2013 Paper 2

**James Nottingham**



## Gcse Maths 1june 2013 Paper 2:

**Seven Myths About Education** Daisy Christodoulou, 2014-03-14 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 *The Armed Forces Covenant in action?* Great Britain: Parliament: House of Commons: Defence Committee, 2013-07-18 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 *Educational Research for Social Justice* Alistair Ross, 2021-06-22 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

**Encouraging Learning** James Nottingham, 2013-05-29 I recommend this book to anyone wishing to help children learn In it you will find some lovely ideas for improving the way we encourage support and praise all young people Professor Carol Dweck author of Mindset Stanford University USA James has developed a rare skill for blending arresting anecdotes hard edged research and practical advice into a truly compelling narrative Professor Barry Hymer author of the Gifted and Talented Pocket Book Cumbria University UK Over the last 20 years James Nottingham has studied how children learn He has taught every age group in both primary and secondary schools helped deaf teenagers deal with anger and isolation and even done philosophy with three year olds In this inspiring humorous and practical book he shows what you can do to help children of all ages develop into confident thoughtful and independent learners Based around the acronym ASK this book explores attitudes skills and knowledge to learning what is required and how to develop these skills more effectively It shows how to encourage independent thinking and a spirit of inquiry in your children Highlights include the dangers of calling our children clever bright and gifted the best ways to teach wisdom how to help children excel in exams why curiosity did not kill the cat With a foreword written by John Hattie Encouraging Learning draws on research from some of the most respected experts on thinking and learning to identify the best ways to help children learn more effectively efficiently and co operatively For everyone living or working with children particularly teachers parents carers and youth workers this book shows you some of the best ways to enhance children s learning including how to question praise and encourage more effectively

**Inclusion: A Principled Guide for Early Career Teachers** Nicola Crossley, Des Hewitt, 2025-08-14 This accessible book guides early career teachers ECTs through key areas of inclusion providing context and understanding sharing diverse reflections from practice and introducing the essential principles of inclusive teaching Chapters explore a range of pertinent topics and perspectives on inclusion from our values and pedagogy to understanding behaviour and disadvantage in the classroom Each area is aligned with the Teachers Standards to provide clarity on professional responsibilities and to show how inclusive practice weaves through every area of teaching The book includes A

comprehensive overview of inclusion with tools that can be utilised immediately Advice on adapting the curriculum and teaching to embrace inclusion Consideration of SEND and neurodiversity over time with attention paid to reasonable adjustments to ensure all learners can thrive Recognition of the importance of culture and community with guidance on working effectively with families to best support pupils Illustrative think pieces written by ECTs to bring theory to life and stimulate debate and reflection With accompanying infographics included to summarise key themes this valuable book places inclusion at the core of high quality teaching and ensures all ECTs are supported to be the best they can be in an ever changing world It is essential reading for all early career teachers as well as trainee teachers and teacher training providers

The Times Index, 2013-06 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement      *Understanding and Applying Assessment in Education* Damian Murchan, Gerry Shiel, 2024-04-09 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland      *Rethinking and Reviving Subject English* Pete Bennett, Louise Lambert, Rob Smith, 2022-09-27 This book invites readers to engage with the rich and complex debates of contemporary English education outlining new possibilities to revive the teaching of English Bringing together diverse voices and insights from educators in English across the primary secondary further and higher education phases the book offers reflections and critical engagement with the lived experiences of English teachers and pupils in contemporary educational spaces Each chapter includes example vignettes from classrooms which tell something of the story of English teaching today The book considers how politics and policy have worked to close the opportunities of the English classroom for self expression and critical engagement with the world a murder The authors then offer an exploration of the opportunities for a re imagining of English the murmurs of teachers and pupils that resist such closures The chapters explore new thinking new practices and new possibilities for English classrooms as inclusive emancipatory critical and creative spaces Offering a thoughtful and hopeful dialogue from practising English teacher researchers the book will be essential reading for researchers and students of English language and literature education as well as trainee teachers of English

*Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2012      **Sqa Past Papers**  
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