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Brilliance Blog

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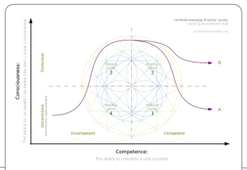
GCSE Maths 2015 and beyond: a strategic overview

UK GCSE Maths reforms 2015 and beyond.

- A bigger GCSE - Big Maths
  - Twice the size of other GCSEs
    - Aspects of the past higher tier will come into the foundation tier.
  - Estimated need: 20% more teaching time, more time in the classroom.
    - How is your child's school going to deliver this?
  - Double weighted in school performance tables - more important to assessing "best/worst" performing schools.
- Revised content
  - Quite a bit of the content is changing from the past, redesigned to be more demanding.
  - Less rote style learning more problem solving. more questions will be less clearly structured and more open ended.
  - All students will need to master fundamentals, a higher level of competence will be required from all.
- Changes to Assessment Objectives (AO) & Processes.
  - AO1 More multi step not just single step solutions required, students no longer guided through the stages of a problem.
  - AO2 Better reasoning, interpreting, construction of chains of reasoning required. This is different from applying maths in context and selecting appropriate methods (the more general requirement of the past).
  - AO3 More connections of different maths strands and self evaluation of chosen methods required.
  - Assessment
    - More exam time: 4+ hours in final exams. Up from an average of 3 hours.
    - Better memory of more formulas required as less will be provided in test papers.
  - New grades system: A+-G will disappear.
    - The new systems still works with two tiers ("foundation" & "higher"). 1=lowest, 9=highest. Foundation tier can achieve 1-5, higher tier 4-9.
      - What tier will your child(ren) be put in?
- Spiral curriculum recognised as the way.
  - Not modular but "spiral curriculum" delivery required by teachers and systems (revisiting core learning points repeatedly over time).
    - Are teachers and standard school systems ready for this?

General learning tips for parents and other teachers.

- Rebuild One's self-belief, remove negative thought patterns.
  - Work towards objectives; systematic, become more efficient and effective.
  - Know the nature of fear so as to deter, subdue or destroy it.
  - Learn to overstand the context of your environment
- The Practice; private and collective.
  - Be questioning and self testing
  - 

  - Practice to achieve Practice Level 2 at least across all subject areas. Then move point by point to Practice Level 1 towards total mastery. These are Unifiedknowledge standards (find out more).
  - What is learning?
  - Practice checking your answers and ideas
    - Audit assessments models (as per the qualifying authority YOU have chosen)
- Now: look for learning opportunities in the now (the present time). Know and work to a proper schedule of study & practice.
- Identify comprehensive and digestible learning pedagogies, resources and sources. Build learner cooperatives.
  - Family directed learning
  - Community-led learners' cooperatives
- Learning maths and learning to pass "standard system" maths exams are two very different things, do you know what this means?
  - What is mathematics?

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