



Department
for Education

Consultation Response Form

Consultation closing date: 5 November 2015
Your comments must reach us by that date

Additional Reformed GCSE and A level subject content consultation

The Mathematical Association's Response

MATHEMATICAL ASSOCIATION



supporting mathematics in education

If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name: Mr Peter Ransom	
Please tick if you are responding on behalf of your organisation.	<input checked="" type="checkbox"/>
Name of Organisation (if applicable): The Mathematical Association	
Address: 259 London Road, Leicester LE2 3BE	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please insert an 'x' into one of the following boxes which best describes you as a respondent.

<input type="checkbox"/> school	<input type="checkbox"/> academy	<input type="checkbox"/> college or further education institution
<input type="checkbox"/> teacher	<input type="checkbox"/> organisations representing school teachers or lecturers	<input checked="" type="checkbox"/> subject associations
<input type="checkbox"/> parent	<input type="checkbox"/> young person	<input type="checkbox"/> higher education establishment
<input type="checkbox"/> employer/business sector	<input type="checkbox"/> local authorities	<input type="checkbox"/> awarding associations
<input type="checkbox"/> other		

Comments:

The Mathematical Association is the oldest of the subject associations and the largest such association in Britain supporting mathematics teachers in their endeavour to promote good mathematics teaching and learning.

1. Is the revised GCSE content in each of these subjects appropriate? Please consider:

- whether there is a suitable level of challenge
- whether the content reflects what students need to know in order to progress to further academic and vocational education
- whether the amount of content in the qualification is appropriate and, if not, whether you have any suggestions for removing or adding content

Please provide evidence to support your response:

1a) Ancient History

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not Sure
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Comments:

1b) Classical civilisation

Yes No Not Sure

Comments:

1c) Electronics

Yes No Not Sure

Comments:

1d) Film studies

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

1e) Media studies

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

1 f) Statistics

<input checked="" type="checkbox"/> nearly Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

The content is just about appropriate with a significant amount of challenge. The content is of such quantity that concerns exist over whether it is possible to study this course in its entirety over the two years. In its current form it is unlikely to be delivered during standard maths time (especially with the new reformed GCSE mathematics) and some doubts exist as to whether schools would offer it as an optional GCSE. The content does overlap significantly with the A level maths statistical content hence would give pupils a significant advantage when going on to study A level maths, in which statistics is now a compulsory part. We would encourage looking carefully at this overlap and consider removing calculation and interpretation of Pearson's product moment correlation coefficient formula.

We would encourage the inclusion of misleading graphs. Not only should learners know how to construct, read, and analyse statistical diagrams but they should also recognise statistically misleading graphs and understand how data may be manipulated to blur the truth. This is an essential skill in our data rich world. We fail to see why terminology such as null hypothesis will not be required: this should be included.

2. Is the revised AS and A level content in each of these subjects appropriate? Please consider:

- whether the content reflects what students need to know in order to progress to undergraduate study

Please provide evidence to support your response.

2a) Accounting

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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2b) Ancient History

Yes

No

Not Sure

Comments:

2c) Archaeology

Yes

No

Not Sure

Comments:

2d) Classical civilisation

Yes No Not Sure

Comments:

2e) Electronics

Yes No Not Sure

Comments:

2f) Film studies

Yes

No

Not Sure

Comments:

2g) Law

Yes

No

Not Sure

Comments:

2h) Media studies

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

2i) Statistics

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Sure
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Comments:

The curriculum needs to be cross referenced with other subjects at A level to ensure that any statistical techniques used in other subjects are thoroughly covered within the A level.

We do not see the need for an AS or A level in statistics as enough statistics will be studied in AS and A level Mathematics and Core Mathematics.
Hence commenting in these areas is redundant as we expect these AS and A levels to be discontinued in the future.

3. Do you think that any of the proposals have the potential to have a disproportionate impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics'? (The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.)

Please provide evidence to support your response.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

4. How could any adverse impact be reduced and how could the subject content of GCSEs and/or A levels be altered to better advance equality of opportunity between persons who share a protected characteristic and those who do not share it?

Please provide evidence to support your response.

Comments: N/A

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.



E-mail address for acknowledgement: senioradministrator@m-a.org.uk

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

Yes

No

All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please email: consultation.unit@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 5 November 2015

Send by post to: Send by post to: Bethany Caines, Floor 2, Sanctuary Buildings, Great Smith St, Westminster, London SW1P 3BT

Send by email to: 2017qualsreform.CONULTATION@education.gsi.gov.uk