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Former Secretary of State for Education Kenneth Baker claims that secondary education has become a five-year programme

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with a single, narrow aim: to prepare pupils for high-stakes GCSE exams at 16. From 2015, all young people will be legally required to stay in education or training until they are 18. Kenneth Baker sees this as a historic opportunity to re-think

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the aims and structure of English education. He argues that the National Curriculum should extend only to the age of 14 and that there should be four distinct pathways from 14-18 to take account of young people's emerging interests talents and

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ambitions: Liberal Arts; Technical; Sports and Creative Arts; and Career. All pathways will provide a broad education, but each will have a distinctive character matched to the talents and ambitions of individual students.

In 14-18 - A New Vision for

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Secondary Education, Kenneth Baker builds a compelling case for reform, with contributions from a range of educationalists who draw on the history of English education, practice elsewhere in the world, and their experiences. An essential read for

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questions highlighted on the page. Emphasise the relevance of maths with features such as 'Why this chapter matters' which show its role in everyday life or historical development. Develop problem solving with questions that require students to apply

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their skills, often in real life, international contexts. Enable students to see what level they are working at and what they need to do to progress with Core and Extended levels signalled clearly throughout. Encourage students to check their work with

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answers to all exercise questions at the back (answers to examination sections are available in the accompanying Teacher s Pack)."

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Mathematics: IGCSE® Revision
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knows all the countries of the world and their capitals and every prime number up to 7,057. Although gifted with a superbly logical brain, Christopher is autistic. Everyday interactions and admonishments have little

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and Extended Coursebook offers complete coverage of the Cambridge IGCSE Mathematics (0580/0980) syllabus. It contains detailed explanations and clear worked examples, followed by practice

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to all questions in the corresponding
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the characteristics of economic migrants can be different from refugees. In the short-run, additional public expenditure will provide a small positive impact

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on GDP, concentrated in the main destination countries of Germany, Sweden and Austria. Over the longer-term, depending on the speed and success of the

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integration of refugees in the labor market, the increase in the labor force can have a more lasting impact on growth and the public finances. Here good policies will

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make an important difference. These include lowering barriers to labor markets for refugees, for example through wage subsidies to employers,

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and, in particular,
reducing legal barriers
to labor market
participation during
asylum process, removing
obstacles to entrepreneu
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providing job training
and job search
assistance, as well as
language skills. While
native workers often
have legitimate concerns
about the impact of

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***capabilities make the
country and its leader
dangerous wild cards in the
international community.
Brookings Senior Fellow
Jung H. Pak, who led the
U.S. intelligence***

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community's analysis on Korean issues, tells the story of North Korean leader Kim Jong-un's upbringing, provides insight on his decision-making, and makes recommendations on how to

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the core themes of Paper 1
(Population and Settlement,
The Natural Environment,
Economic Development and
the Use of Resources) as
well as the geographical and***

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Papers 2, 3 and 4. Help
students focus on achieving
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excellent exam support for
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accompanying comments.
Be confident in the content
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experienced Geography
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best practice in Geography
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Mathematics: IGCSE

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Mathematics [0606] Fully
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schools compare, which district is best, which states are spending the most per student on education, whether reforms are making a difference, and why so many students are failing. Some of these questions require technical answers

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that educators historically redirected to outside experts, but the questions leveled at all educators have become so acute and persistent that they can no longer be outsourced. This text helps educators develop the tools

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