



Department
for Education

Subject content of reformed GCSEs in English and mathematics: equality analysis

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1. Introduction

This document assesses the impact of new GCSE content in English and mathematics by reference to the protected characteristics of pupils or students. Section 149 of the Equality Act 2010 requires the Secretary of State, when exercising functions, to have due regard to the need:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- to advance equality of opportunity between people who share a protected characteristic and those who do not; and
- to foster good relations between people who share a protected characteristic and those who do not.

The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age is not a relevant protected characteristic in relation to schools. Pupils with Special Educational Needs (SEN), pupils eligible for Free School Meals (FSM), pupils with English as an Additional Language (EAL), and looked after children are not groups covered specifically by the Equality Act (although pupils within those groups may otherwise share a protected characteristic), but have been included in this analysis wherever possible, although not as a proxy for groups with protected characteristics. Some of the evidence that has informed this equality analysis, for example that which relates to low attaining pupils, does not relate specifically either to groups covered by the Equality Act or to the defined groups of pupils identified above (e.g. SEN, EAL, FSM). However, we know that some of the groups considered in this analysis are disproportionately represented among low attaining pupils. We have not identified any potential for a negative impact on students because of their gender, religion or belief, pregnancy or maternity or sexual orientation or as a result of gender reassignment. Nor has any adverse impact on these groups been communicated to us either through our meetings with representative groups or by respondents to our consultation.

The Equality Analysis (EA) for the other subjects that the Department consulted on – sciences, history, geography and modern foreign languages and ancient languages, will be available when that content is finalised and published.

2. Engagement and involvement

The public consultation opened on 11 June 2013 and closed on 20 August 2013. We received 686 responses from a range of stakeholders, including schools, equalities groups and awarding organisations.

3. Description of the policy

Following a consultation in 2012 on reforming key stage 4 qualifications, the Secretary of State wrote to Ofqual, setting out his intention to reform GCSEs so that they set expectations of rigour and challenge that match and exceed those in the highest performing jurisdictions. Reformed GCSEs will be respected qualifications in which students, employers and further and higher education institutions can have full confidence. They will provide students with more fulfilling and demanding courses of study. GCSEs will continue to be universal qualifications, entered by the same proportion of students as currently.

The government has now completed its consultation on the content that should be assessed as part of GCSEs. We are publishing content for reformed GCSEs in English Language, English Literature and Mathematics which will be introduced for first teaching from September 2015.

GCSE reforms are not being introduced in isolation. Reforms across the education system will benefit all pupils and lead to improvements in teaching and learning so that pupil performance will rise to meet the new higher standard. Many policies, for example the introduction of the Pupil Premium, SEN reforms, and the expansion of the academies programme, have a particular focus on those pupils left behind currently. A summary of DfE's programmes to support teaching for pupils with SEN is set out at Annex A.

4. Evidence base

Our analysis of the potential impact of the proposed GCSE content in English and Mathematics GCSEs has been informed by:

- i. meetings with employers, FE stakeholders, subject associations and awarding organisations.
- ii. the range of documents set out at Annex B.
- iii. responses to our GCSE subject content consultation, including from organisations representing the interests of groups with a protected characteristic (Annex C).

5. Evidence review

DfE asked the following question in its GCSE subject content consultation:

Do any of the proposals have potential to have a disproportionate impact, positive or negative, on specific pupil groups, in particular the 'protected characteristic' groups? (the relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation); if they have potential for an adverse impact, how can this be reduced?

The following summary of evidence draws on responses to the public consultation on the GCSE content, and also refers to views expressed by stakeholders in face-to-face meetings in developing subject content. The subject content consultation asked for views on the equality implications of the draft content and assessment objectives. 436 responded to this question (from 686 respondents to the overall consultation). 273 stated that it would have a negative impact on those students with one or more protected characteristics. 84 were not sure if it would have an impact. 70 said it would have no impact and 9 said it would have a positive impact. However, of the 273 who thought there would be a negative impact, the majority (165) made no further comment or explicit reference to which groups or how it would negatively impact.

5.1 Changes to content

The government consulted on reforming key stage 4 qualifications in 2012 and published its response and its equality impact assessment on decisions early in 2013. The response stated that: reformed GCSEs should remain universal qualifications, accessible, with good teaching, to the same proportion of students as currently sit GCSE exams at the end of key stage 4. At the level of what is widely considered to be a pass (currently indicated by a grade C) there must be an increase in demand to reflect that of high-performing jurisdictions. At the top end, the new qualification should prepare students properly to progress to A levels or other study. This should be achieved through more challenging subject content and more rigorous assessment structures.

GCSE English and Mathematics subject content was developed in the context of these decisions.

Impact

51 respondents raised concerns that reformed GCSEs would impact on all but the students of higher ability. Specific references were made to EAL/ESL students, less able (lower ability) groups, dyslexic students, those with SEN, those with disabilities and FSM students. Respondents did not always draw the distinction on groups such as those with dyslexia, SEN and/or disabilities. We note that while the impact is very likely to be different on different individual students, there are mitigations in place, and overall the

impact is positive. Concerns centred on what was considered to be the very academic and demanding nature of the content.

DfE also considered the evidence it had gathered during its earlier consultation on reforming key stage 4 qualifications, which indicated that a culture of high expectations is one of several consistent factors essential to high student attainment and good progress. The evidence suggested that, with the right teaching and learning, all students will benefit from those higher expectations.

We published a discussion of the evidence we had gathered on the impact of raising expectations in the equalities analysis which followed our consultation.¹ A review of research literature, supplemented by discussions with schools and colleges, indicated that a culture of high expectations is one of several consistent factors essential to high student attainment and good progress. Whilst effective for all students, our review of research indicates that the following factors are shown to have the greatest impact on preventing and responding to low student attainment:

- effective teaching;
- a culture of high expectations;
- understanding and meeting the needs of all students;
- engaging and relevant curriculum;
- initial assessments and on-going monitoring;
- effective transition;
- appropriate infrastructure; and
- accountability at all levels.

Andreas Schleicher, Deputy Director for Education and Skills at the OECD, has said that a common factor in high-performing systems is “the belief in the possibilities for all children to achieve” and there is evidence that suggests that, with the right teaching and learning, students will benefit from those higher expectations². All pupils taking reformed English and Mathematics GCSEs will have studied a curriculum which draws on those of the highest performing jurisdictions and will be provided with an accurate assessment of their performance that has real value for their future progression to further education and/or employment.

Conclusion

¹ [GCSE Reform Equality Analysis, DfE, March 2013](#)

² Ofsted (2009) Twelve outstanding secondary schools: Excelling against the odds, OECD (2010) PISA 2009 Results: What Makes A School Successful

A review of evidence indicates that a culture of high expectations is one of several consistent factors essential to high student attainment and good progress for all students, and particularly in responding to low student attainment. We conclude that the proposed content for reformed English and Mathematics GCSEs will impact on all students both with and without protected characteristics and including higher ability students.

We consider that overall these reforms will promote greater equality of opportunity.

All students, including those with protected characteristics, will benefit from more demanding and fulfilling GCSE English and Mathematics study courses which better equip them to progress towards further study and work opportunities. It is of no benefit to any student to pass a qualification that does not provide evidence – for employers or others – of their competence in key areas that are essential to progression.

5.2 English Language

Increase of percentage of SPaG contributing to the grade

In consulting on the English Language GCSE we proposed that 20% of the available credit should be awarded to the use of a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling (currently in English Language and English GCSEs it is approximately 12%).

Impact

There was very limited comment specifically on this proposal in response to the protected characteristics questions. Some respondents suggested that the spelling, punctuation and grammar (SPaG) proposals will impact on candidates who have certain conditions e.g. students with dyslexia, students with speaking, listening and communications needs. Some were concerned about “out of context” emphasis on testing reading, writing, spelling and grammar in isolation from other elements of literacy (such as interpreting, creativity and critical thinking).

Employer groups support increased emphasis on spelling punctuation and grammar, seeing these as highly valued skills. The CBI’s 2012 skills’ survey³ found that employers want to see more done to strengthen literacy. During the consultation the DfE met the Association of Colleges which stated that the skills were a key part of the subject. The DfE also reviewed the recent OECD survey of adult skills⁴ which shows young adults in England (aged 16-24) are amongst the worst performers in literacy and numeracy across participating countries. Taken together, this evidence suggests that poor literacy and numeracy can present significant barriers to employment for some young people.

A small number of respondents observed that where extra time or assistive technology/scribes is allowed under JCQ’s Access Arrangements and Reasonable Adjustments Guidance, this mitigates for some cases but not all. They argued that in some cases extra time is unlikely to help; for example where a student is unable to spell due to dyslexia, additional time is unlikely to assist them.

We have considered these points but believe that it is reasonable for an examination assessing English language to assess a student’s proficiency in spelling, punctuation and grammar, and for this to be a significant proportion of the assessment, particularly given the importance of these skills for future progression and employment. Although this could impact on some students with SEN and/or dyslexia and/or English as an Additional Language, for some students with these characteristics, arrangements such as additional

³ [CBI Educations and skills survey 2012](#)

⁴ [OECD Skills Outlook 2013: First Results from the Survey of Adult Skills](#)

time in the examination may be sufficient to access these marks.

It is evident that the inclusion of SPaG marks has value for all pupils and is central to successful outcomes. There is general consensus that expectations for all children and young people including those with SEN such as dyslexia should be raised, which includes participation during study and at times of assessment.

It is important for all pupils to have a grasp of the basics including those who struggle because of special needs such as dyslexia. Central to this is the quality of teaching to ensure that pupils with SEN are given the best possible opportunity to develop key English and mathematics knowledge, understanding and skills. That is why DfE is ensuring that the quality of teaching is improved. For example, following recommendations from the Rose review, 3,200 teachers obtained specialist qualifications in dyslexia approved by the British Dyslexia Association. In addition, 600 teachers have achieved or are working towards a qualification related to SEN through the National Scholarships Fund and a further 500 have applied for the current funding round. A fuller summary of DfE's programmes to support teaching for pupils with SEN is set out at Annex A.

Conclusion

The policy on SPaG marks is a key part of our commitment to ensuring that GCSE students are not left behind internationally. It gives a real incentive to teachers to provide effective support to all their students to improve their written communication skills. It will mean that teachers focus on these skills for all their pupils with effective interventions benefiting those who might need it the most, such as pupils with dyslexia. We are committed to supporting schools with training and resources to help them identify barriers to learning, and to offer appropriate support.

We have concluded that it is reasonable and justifiable to allocate significant marks to spelling, punctuation and grammar given that the ability to use them correctly is a critical skill in English language. Some respondents have argued that giving greater weighting to spelling, punctuation and grammar could have an impact on some groups with protected characteristics; we recognise this impact, but believe it is critical to the credibility of the exam. It can be mitigated by access arrangements in some situations and will provide an incentive to schools to develop better teaching approaches for those who need it. We find that the reform is justified given the importance of these skills to all students' prospects of further study and employment.

Weighting of spoken language content

In the consultation, we proposed that the spoken language element of English Language GCSE would be unweighted. It will be compulsory for students to demonstrate skills in spoken language, but the component will not count towards the overall grade awarded.

Impact

In responding to the impact on those with protected characteristics, 11 respondents (including equalities organisations and awarding organisations) mentioned the removal of “speaking and listening”, with specific references to those with dyslexia, disabilities, children with communications needs, SEN (including deafness) and EAL. It is recognised that the impact of this proposal could have both advantages and disadvantages for students with disabilities, including those with SEN and/or dyslexia and/or English as an Additional Language.

Some respondents were concerned about what they saw as the devaluation of speaking and listening in relation to those with protected characteristics and there was some concern that removing speaking and listening from the overall GCSE grade could reduce focus on these skills and affect the attainment of deaf young people.

We have also reviewed Ofqual’s response to its consultation on removal of speaking and listening from GCSE English and English Language grades. It found that awarding bodies cannot be sure that speaking and listening assessments are being carried out consistently and found no way of assuring that it would be marked consistently across all schools. We note that Ofqual considered whether alternatives to assessment, such as more enhanced moderation or other physical controls (such as recording assessments) would ensure valid and manageable assessment of speaking and listening, but concluded that there are no practical arrangements that would ensure assessment of speaking and listening could be sufficiently resilient⁵. Ofqual’s review of arrangements for assessing speaking and listening in GCSEs led to its decision that the skills will be reported separately on GCSE certificates alongside the GCSE grade, giving a more detailed picture of their achievements than under the previous arrangements.

We have not identified any potential for a negative impact on students because of their gender, religion or belief, pregnancy or maternity or sexual orientation or as a result of gender reassignment. Nor has any adverse impact on these groups been communicated to us either through our meetings with representative groups or by respondents to our consultation.

⁵ [Ofqual’s Analysis of Responses to the Consultation on the Proposal to Remove Speaking and Listening Assessment from the GCSE English and GCSE English Language Grade, August 2013](#)

Conclusion

English language is an essential qualification relied on by employers and educational institutions as an indication of a student's ability to communicate in and comprehend the language in written and spoken form. We understand and agree that it is essential for all young people to be taught speaking and listening skills. We also note Ofqual's findings that the counting of speaking and listening skills to overall GCSE grades has led to unfair outcomes for students. We have therefore decided that the spoken language component of English language content will be unweighted, as proposed in our consultation.

Ofqual will give due consideration as to the best way to report spoken language and whether or not exemptions on the component should be granted to those unable to access these marks because of their disability. Ofsted will continue to monitor standards of literacy.

5.3 English Literature

The choice of literary texts

The DfE consultation proposed that detailed studies in the English Literature GCSE must be high quality, intellectually challenging, and substantial whole texts and must include at least one play by Shakespeare, a selection of representative Romantic poetry, at least one nineteenth-century novel, a selection of poetry since 1850 and British fiction or drama since the First World War.

Impact

Several respondents commented on a “narrowing” of the choice of literature, which they saw as reflecting a limited white British culture with little or no room for “seminal world texts”. The respondents said that this could lead to a narrow representation of society in terms of class, gender, or race, resulting in a negative impact on minority ethnic groups who may not engage. 32 respondents referred directly to English literature not being inclusive and 25 respondents wished to see more choice of texts to reflect e.g. cultural heritage.

One of the awarding organisations said that “In English literature the removal of references to ‘world literature’ is likely to have a disproportionately negative impact on candidates who share the protected characteristics of race and religion or belief. The inclusion of a range of texts representing a plurality of cultural experiences increases engagement with the curriculum for candidates from diverse backgrounds; a narrow focus on the English canon is likely to alienate them.”

DfE reviewed the wording of English Literature content and has clarified the requirements to address some misconceptions around the texts which must be studied. The content is now clear that assessed texts should have been originally written in English. Two of the four detailed studies are specifically works from the British Isles (with one of the detailed studies being Shakespeare). The other detailed studies can include non-British authors and poets.

We have not identified any potential for a negative impact on students because of disability, gender, religion or belief, pregnancy or maternity or sexual orientation or as a result of gender reassignment.

Conclusion

We have clarified English Literature content so that it is clear that works written by overseas authors can be included in assessed texts, so long as they were originally written in English. The content now clearly allows for wide coverage of seminal world texts.

5.4 Mathematics

The requirement for candidates to: “reason and communicate accurately, using appropriate terms and correct grammar...” (AO2 as originally drafted)

Impact

12 respondents directly commented that the proposed changes would impact on those with protected characteristics, citing those with disabilities, dyslexia, SEN, ESL, EAL and lower attainers.

One of the awarding organisations said that “In mathematics there could be an accessibility issue for ESOL students depending on the requirements for written communication in AO2.” A school stated “Those at the lower end or with dyslexia or who are EAL/EFL students will find the 'wordy' nature extremely difficult and may be unable therefore to show their mathematical prowess.”

The Mathematics Association also raised a concern around the percentage of AO1 marks which are within questions which also assess AO2 and AO3. It felt that these types of contextualised questions would be difficult for low attaining students with literacy difficulties (e.g. students with dyslexia), who would therefore only have a small proportion of AO1 marks accessible to them.

The Advisory Committee on Mathematics Education’s (ACME) response to the consultation welcomed the emphasis given to comprehending, interpreting and communicating mathematics and confirmed its importance for further study and in the workplace.

We have not identified any evidence or been presented with evidence that shows a negative impact on students because of disability, gender, religion or belief, pregnancy or maternity or sexual orientation or as a result of gender reassignment.

Conclusion

Evidence shows that effective numeracy teaching includes a focus on conceptual understanding and reasoning so that pupils do not simply imitate mathematical procedures (ERIC, 2003). Research also shows that pupils may learn methods and techniques but then misapply these to situations (Watson et al, 2013). We therefore believe GCSEs in mathematics must give students the opportunity to demonstrate that they can communicate mathematically in a variety of forms appropriate to the context if they are to lead to a broad, coherent, satisfying and worthwhile course of study.

In close conjunction with the four awarding organisations for GCSEs in England – OCR, AQA, Pearson, and WJEC – Ofqual, has reviewed the assessment objectives and sought to clarify that the essential requirement is to reason, interpret and communicate mathematically. The reference to “using appropriate terms and correct grammar when developing a mathematical argument” has therefore been removed.

We consider the content and assessment objectives as published will encourage the development of specifications that allow students to demonstrate the application of standard techniques and also reason and communicate mathematically.

6. Summary

We believe that overall the GCSE English and Mathematics content will have a positive impact on equality of opportunity by providing respected qualifications in which pupils, employers and further and higher education institutions can have full confidence.

Looking at the evidence cited above, we believe these changes to be objectively justified as they will have the effect of improving standards: it is reasonable that significant marks should be allocated to spelling, punctuation and grammar given their central importance to English language and their value to pupils' prospects of further study and employment. Ofqual has found that there are no practical arrangements that will ensure assessment of speaking and listening (and therefore the spoken language component) can be sufficiently resilient to enable it to count towards the overall GCSE grade. Our review of evidence shows that Mathematics GCSEs must give students the opportunity to demonstrate that they can communicate mathematical information in a variety of forms appropriate to the information and context if they are to provide a broad, coherent, satisfying and worthwhile course of study. Where respondents have raised concerns about the potentially discriminatory impact of content we have responded to the concerns as set out above. Some respondents have argued that giving greater weighting to spelling, punctuation and grammar and the removal of speaking and listening could have an impact on some groups with protected characteristics; we recognise this impact, but believe it can be mitigated by access arrangements in some situations and find that the reform is justified given the importance of these skills to all students' prospects of further study and employment. The policy on SPaG marks is a key part of our commitment to ensuring that GCSE students are not left behind internationally. It gives a real incentive to teachers to provide effective support to all their students to improve their written communication skills. It will mean that teachers focus on these skills for all their pupils with effective interventions benefiting those who might need it the most, such as pupils with dyslexia. We are committed to supporting schools with training and resources to help them identify barriers to learning, and to offer appropriate support.

GCSEs in English and Mathematics are cornerstones of our education system. Improving the standards of these qualifications is ultimately beneficial to all students providing the best possible opportunities for progression into further and higher education.

The new GCSE English and Mathematics content is being delivered in a wider context, which will raise the achievement of pupils with SEN. Many policies, for example the introduction of the Pupil Premium and the expansion of the academies programme have a particular focus on those pupils left behind currently. The quality of SEN teaching is central to ensuring that pupils with SEN are given the best possible opportunity to develop key English and mathematics knowledge, understanding and skills. A summary of DfE's programmes to support good teaching for pupils with SEN is set out below at Annex A.

Annex A: DfE programmes to support effective teaching for pupils with SEN

The quality of teaching is central to ensuring that pupils with SEN are given the best possible opportunity to develop key English and mathematics knowledge, understanding and skills. DfE is also ensuring that the quality of teaching is improved. 600 teachers have achieved or are working towards a qualification related to SEN through the National Scholarships Fund and a further 500 have applied for the current funding round. More than 500 support staff have trained or applied for funding to increase their skills in SEN. Following recommendations from the Rose review, 3,200 teachers obtained specialist qualifications in dyslexia approved by the British Dyslexia Association.

The quality of initial teacher training in SEN is increasing. Almost two thirds of newly qualified secondary school teachers in 2012 rated this aspect of their training as good or very good, compared to less than half of those surveyed in 2008. A DfE survey of 12,000 Newly Qualified Teachers in 2012 found that just 7% of them rated their training in SEN as poor. 59% of primary and 66% of secondary teachers rated their training as “good” or “very good” in helping them to teach pupils with SEN. This compares to as few as 45% in 2008.

The government’s Schools Direct programme is helping to improve the skills of new teachers in supporting SEN; and the National College for Teaching and Leadership has developed specialist resources for initial teacher training and new advanced level online modules on areas including dyslexia, autism and speech and language needs, to enhance teachers’ knowledge, understanding and skills.

DfE is also providing £5.5 million over two years through contracts with the Voluntary and Community Sector to provide free information, advice and training on key aspects of SEN. This includes:

- NASEN (the National Association of SEN) is being funded to provide an SEN Gateway – a one stop shop for schools and teachers looking for useful training resources and materials.
- The Dyslexia SpLD Trust is providing a free online professional development tool for teachers, allowing them to assess their knowledge of dyslexia, find and access suitable training. The Trust has also produced a web-based catalogue of the best-evidenced approaches to supporting dyslexic pupils.
- Other organisations such as the Autism Trust, Communication Trust and National Sensory Impairment Partnership are producing tools and information for schools on the specialist areas that they represent.

Annex B: Documents considered as part of the equality analysis

Becta (2010) *The Impact of Technology on Children's Attainment in English: A Review of the Literature*.

CBI (2011) *Building for growth: business priorities for education and skills. Education and skills survey 2011*.

CBI (2012) *Learning to Grow: What employers need from education and skills. Education and skills survey 2012*.

Centre for the Use of Research and Evidence in Education (CUREE) (2008) *Building the Evidence Base, Strand 1: Student Data, Final Report*. Qualifications and Curriculum Authority (QCA).

Clark, C. and Akerman, R. (2006) *Social Inclusion and Reading: An Exploration*. London: National Literacy Trust.

Daly, C. (2003) *Literature search on improving boys' writing*. Published by Ofsted.

Department for Children, Schools and Families (2009) *Deprivation in education: The evidence on pupils in England, Foundation Stage to Key Stage Four*.

Department for Children, Schools and Families (2009a) *Key Stage 1 Attainment by Pupil Characteristics, in England 2008/09 SFR 33/2009*.

Department for Children, Schools and Families (2009b) *Key Stage 2 Attainment by Pupil Characteristics, in England 2008/09 SFR 31/2009*.

DfE (2012): *GCSE and Equivalent Results in England 2011/12 (Provisional)*.

DfE (2011). *Review of the National Curriculum in England: what can we learn from the English, mathematics and science curricula of high-performing jurisdictions?* London: Department for Education. RR178.

DfE (2007): *Communication, Literacy and Skills for Foundation Stage Profile Attainment Data*.

ERIC (2003) *Problem-based learning in mathematics*. ERIC Digest 482725.

Estyn (2008) *Closing the gap between boys' and girls' attainment in schools*.

Hart, K.M. (Ed) (1981), *Children's Understanding of Mathematics: 11-16*, John Murray.

Kotler, A., Wegerif, R. and LeVoi, M. (2001) '*Oracy and the educational achievement of pupils with English as an additional language: the impact of bringing 'Talking Partners' into Bradford schools*'. International Journal of Bilingual Education and Bilingualism, Vol 4, No 6, 2001.

Lenhart, A., Arafeh, S., Smith, A and Macgill, A. (2008) *Writing, technology and teens*. Pew Internet and American Life Project, Washington D.C.

Mason, L., Harris, K. and Graham, S. (2011) *Self-regulated strategy development for students with writing difficulties. Theory into practice*, Vol 50: 20-27.

Mullis, I.V.S. et al (2000) *Gender differences in achievement: IEA's Third International Mathematics and Science Study (TIMSS)*. Chestnut Hill, Massachusetts: TIMSS & PIRLS International Study Centre, Boston College.

Myhill, D. and Fisher, R. (2005) *Informing practice in English: a review of recent research in literacy and the teaching of English*. Ofsted (reference no: HMI 2565).

Nunes, T., Bryant, P. and Watson, A. (2010) *Key understandings in mathematics learning*. Oxford University. Funded by Nuffield Foundation.

OECD (Organisation for Economic Cooperation and Development) (2001) *Knowledge and skills for life: first results from the OECD Programme for International Student Assessment (PISA) 2000*. Paris: OECD.

OECD (2004) *Learning for Tomorrow's World: First Results from PISA 2003*. Paris: OECD.

Watson, A., Jones, K. and Pratt, D. (2013), *Key Ideas in Teaching Mathematics: Research Based Guidance for ages 9-19*, OUP.

Younger, M. and Warrington, M. with Gray, J., Ruddock, J., McLellan, R., Bearne, E., Kershner, R. and Bricheno, P. (2005) *Raising boys' achievement*. DfES RR636.

Annex C: Respondents to GCSE consultation representing the interests of groups with a protected characteristic

- Dyslexia-SpLD Trust, the membership of which consists of:
 - British Dyslexia Association (BDA)
 - Dyslexia Action
 - Helen Arkell Dyslexia Centre
 - Professional Association of Teachers of Students with Specific Learning Difficulties (Patoss)
 - Springboard for Children
 - Xtraordinary people
 - Driver Youth Trust
- National Children's Bureau & the Council for Disabled Children
- British Association of Teachers of the Deaf (BATOD)
- National Deaf Children's Society (NDCS)
- Royal College of Speech and Language Therapists (RCSLT)
- Signature
- Association of Christian Teachers
- Board of Deputies of British Jews
- National Association of Orthodox Jewish Schools (NAJOS)



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