A world-class education system: The Advanced British Standard Consultation

Details of the consultation can be found at: A world-class education system: The Advanced British Standard consultation - Department for Education - Citizen Space

This response was prepared in collaboration with the Institute of Mathematics and its Applications.

Questions 1-10 of the consultation ask for details of the responding organisation, in this case the London Mathematical Society. For this reason, these responses are not included here.

Fully support

Our expertise lies in the area of mathematics, so this will be reflected in our response. The ABS has the potential to support a much larger proportion of the cohort than currently to take mathematics beyond Level 2. This must be coupled with ensuring that all young people are enabled to study the mathematics to 18 that they find to them and to their futures, equips them with appropriate knowledge and skills and leaves them with a positive attitude towards mathematics. Doing only the 'knowledge and skills' part risks many people, as currently, ending their mathematical education with a negative attitude towards the subject. This reduces ability to apply their learning.

If successful in its aims, the ABS will equip a much larger proportion of the cohort to go on to study STEM subjects, as well as other subjects that require mathematical/statistical knowledge such as social sciences, in higher education. It will also increase the general level of numeracy,

Fully support

Our expertise lies in the area of mathematics, so this will be reflected in our response. We would want to see specialist minors in mathematics included as well as non-specialist minors e.g. a specialist minor in applied mathematics or in further mathematics to sit alongside a major in mathematics may be appropriate for some learners (just as currently students can take A level Mathematics and AS Further Mathematics).

Neither support nor oppose

Our expertise lies in the area of mathematics, so this will be reflected in our response. We do not have any evidence on the current balance at Level 3. From a higher education perspective we are keen that students arrive at higher education equipped with some independent study skills, or they may find the transition to higher education challenging. We would want an element of self-directed study to be retained at Level 3. However, we also see that increasing teaching hours taught by motivated, high quality teachers is likely to increase attainment and may better support those from disadvantaged backgrounds than currently. Clearly this is contingent on the recruitment and retention of more mathematics teachers. We note the argument that not all students at Level 3 have access to space and equipment for independent study. Providing better quality space and equipment may also be a solution here. Overall it is the quality of what is done within the extra hours that will make a difference at the eve

Our expertise lies in the area of mathematics, so this will be re f ected in our response. We envisage the need for substantial upskilling of the workforce, in particular to meet the requirements of a large increase in the number of students studying mathematics post-16. Ideally, we would like to see substantial and sustained growth in the recruitment and retention of mathematics teachers who are subject specialists. We have a concern, that within the new ABS landscape the wor ű ' he

We think there is a need to better support these students and in particular that there should be a greater emphasis on the relevant pedagogies which are