

CORE MATHS BRIEFINGS

from the School of Education
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04

This briefing series presents findings from a research project following the first few years of Core Maths, as experienced by students, teachers and senior leaders.

Each briefing is accompanied by a short film.

In Briefing 04, we look at the competitive advantage offered to students who take Core Maths, in terms of how this new qualification can enhance a student's profile.

BRIEFING 4:

Core Maths: A Competitive Advantage

Video resource 4:

Core Maths: A Competitive Advantage

Video production by www.getvideo.co.uk

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Full project report at:

<https://coremathsproject.leeds.ac.uk/>

What is the Core Maths Competitive Advantage?

Core Maths is designed to address the need for students to leave school with the skills to go into employment and further study in an increasingly data-driven world.

Whatever your career path, and whether you go straight from school or college into a job or move into higher education and training first, Core Maths is designed to provide a solid grounding in critical analysis, problem solving, numeracy, and data analysis skills, which will equip you to thrive in your chosen profession.

Core Maths skills encourage you to look for alternative solutions to problems, starting from the premise that there is not necessarily one right answer



Core Maths skills can help you make sense of complex information



Core Maths brings maths to life, and brings life into maths, giving you confidence, fearlessness, curiosity and freedom around maths



For further study



For apprenticeship and employment



For life and citizenship



The approach of Core Maths is potentially transformative for society, and for changing the way we think about and use mathematics, in all aspects of life

Where is the Evidence that Core Maths Provides this Boost?

Employers say...

- it is increasingly important to build your mathematics skills beyond GCSE, to develop a stronger skill set;
- numeracy, and a good understanding of data, is as important as reading;
- understanding and interpreting numbers and having problem solving skills will be invaluable in your continuing professional development;
- gaps in mathematical knowledge and understanding will prove to be a barrier when it comes to employment, and an obstacle to progressing in your career;
- critical thinking and numeracy skills are now an essential part of the professional standards in many occupations;
- the experience you get through studying Core Maths will help you to work things out quickly and under pressure, and will set you up for confident career development.

Students say...

Maths helps you with everything... It's a mode of thinking... You just break things down and add them up together, reconstructing it. It can be applied to any sort of thing.

It makes you stand out from the crowd

The skills definitely will help.

And it also gives people a deeper understanding of when you, you know, grow up, and you've got a job, what you should do when you do your taxes, when you do mortgages, all of that.

... getting them ready for wherever they're going to in life

Teachers say...

- ✓ All post-16 students should be doing this kind of maths
- ✓ Students should come to Core Maths lessons even if they don't take the exam

Background

These findings are based on evidence from a three-year (2017-2020) research project, which used a mixed-methods approach, including national data (2016-2019), a set of thirteen case study institutions (2017-2019), and an online survey (2019), to investigate the successes and challenges experienced by this new addition to the post-16 landscape over its first few years of existence.

Participation in post-16 mathematics is known to be much lower in England than in other developed countries, despite recognition that mathematical skills and confidence are important for study, life, work and society. Core Maths qualifications were first taught in 2014, and first examined in 2016, as a contribution towards achieving the UK government's policy objective of substantially increasing post-16 mathematics participation at Level 3 in England.

Project details

Title: The early take-up of Core Maths: Successes and Challenges

Funder: Nuffield Foundation

Research team: Matt Homer, Rachel Mathieson, Indira Banner, Innocent Tasara

Project website:
<https://coremathsproject.leeds.ac.uk>

Partnerships

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