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How do English children fare in international comparisons of mathematical performance?

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 34, No. 2. Proceedings of the day conference, University of Southampton, UK, June 14, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 55-60 (2014).

Summary: If the rhetoric of politicians is to be believed then the mathematical achievement of English school children is dire and declining or at best stagnating. Close scrutiny of the data reveals a complex picture that is not consistent with this simplistic political message. Drawing on England's outcomes in PISA and TIMSS I attempt to illuminate some of this complexity. International comparisons also reveal interesting differences in practices between primary and secondary phases.

Classification: B20 A40 D10 C30

Keywords: educational research; comparative studies; PISA; TIMSS; international comparisons; educational diagnosis; student assessment

<http://www.bsrlm.org.uk/IPs/ip34-2/BSRLM-IP-34-2-10.pdf>