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This book focuses on the delivery of public examinations offered by the main examining boards in England since Victorian England. The investigation reveals that the provision of examinations was as controversial in the nineteenth century as it is today, particularly since the government is now determined to bring in reform. The issues of grade inflation, the place of coursework in marking, and the introduction of technological change all feature in this book. Educational policy is primarily examined as well as some reference to the global scene. The study analyses archival material from a wide range of sources, including those records stored at the National Archives and the London Metropolitan Archives. An emphasis is placed upon the various institutions that contributed to the process, including the Royal Society of Arts, the London Chamber of Commerce, the City of Guilds of London Institute and the University of London. Attention is given to the findings of the Taunton Commission and the Bryce Commission and shorter reports such as the Northcote-Trevelyn Report which served to radicalise entry and recruitment to the Civil Service. The modern GCSE and the plans for I-levels are considered and key observations are made about the efficacy of those examinations offered by Oxford and Cambridge universities and O-levels, A-levels and NVQs. The reader is given every opportunity to benefit enthusiastically in this account of examinations, and those engaged in education, whether teachers, examiners, students or administrators, will be able to gain useful insights into the workings of the examination system.

In spite of its widespread use within criminology, the term ' criminological imagination ', as derived from C. Wright Mills ' classic The Sociological Imagination, has yet to be fully developed and clarified as an analytic concept capable of guiding theorizing or empirical enquiry. This volume, with a preface by Elliot Currie, engages with and reflects on this concept, exploring C. Wright Mills ' work for criminological enquiry. Bringing together the latest work of leading scholars in the fields of criminology and sociology from around the world, C. Wright Mills and the Criminological Imagination investigates the emergence and lineage of a criminological concept indebted to Mills ' thought, adapting and applying it to a specifically criminological context. With attention to theoretical concerns and, as well as the application of the criminological imagination in concrete empirical research, this volume sheds new light on the methodological and analytical aspects of the criminological imagination as a multifaceted concept and explores the possibilities that it offers for the emergence of an imaginative criminological practice. As such, it will appeal to scholars across the social sciences with interests in sociology and social theory, criminology, criminal justice studies, law and research methods.

Things fall apart when empires crumble. This time, we think, things will be different. They are not. This time, we are told, we will become great again. We will not. In this new edition of the hugely successful Rule Britannia, Danny Dorling and Sally Tomlinson argue that the vote to leave the EU was the last gasp of the old empire working its way out of the British psyche. Fuelled by a misplaced nostalgia, the result was driven by a lack of knowledge of Britain ' s imperial history, by a profound anxiety about Britain ' s status today, and by a deeply unrealistic vision of our future.

A student-friendly and engaging resource for the 2016 Edexcel GCSE Geography B specification, this brand new course is written to match the demands of the specification. As well as providing thorough and rigorous coverage of the spec, this book is designed to engage students in their learning and to motivate them to progress.

What does pleasure have to do with morality? What role, if any, should intuition have in the formation of moral theory? If something is ' simulated ' , can it be immoral? This accessible and wide-ranging textbook explores these questions and many more. Key ideas in the fields of normative ethics, metaethics and applied ethics are explained rigorously and systematically, with a vivid writing style that enlivens the topics with energy and wit. Individual theories are discussed in detail in the first part of the book, before these positions are applied to a wide range of contemporary situations including business ethics, sexual ethics, and the acceptability of eating animals. A wealth of real-life examples, set out with depth and care, illuminate the complexities of different ethical approaches while conveying their modern-day relevance. This concise and highly engaging resource is tailored to the Ethics components of AQA Philosophy and OCR Religious Studies, with a clear and practical layout that includes end-of-chapter summaries, key terms, and common mistakes to avoid. It should also be of practical use for those teaching Philosophy as part of the International Baccalaureate. Ethics for A-Level is of particular value to students and teachers, but Fisher and Dimmock ' s precise and scholarly approach will appeal to anyone seeking a rigorous and lively introduction to the challenging subject of ethics. Tailored to the Ethics components of AQA Philosophy and OCR Religious Studies.

In the last few years, national and international politics have been characterised by the erasure of ' race ' and ethnicity within public policy and discourse. Events such as the escalation in ' race ' hate crime associated with the EU Referendum in the UK, the rise of the far right across European polities, or Donald Trump ' s promise to build a wall across Mexico, contradict the political rhetoric of the ' arrival ' of a ' post-race ' era. This new edition of a widely-respected textbook examines welfare policy and racism, alongside institutional racism and community cohesion within a broad policy framework. Fully updated, it contains: • a new foreword by Professor Kate Pickett, acclaimed co-author of The Spirit Level • two new chapters on ethnicity, disability and chronic illness, and education policy and ' race ' respectively • recent changes in black and minority ethnic demographics in the UK • a post-script from a minority student on her struggle to make a new home in Britain Suitable for undergraduate and postgraduate courses in social policy, sociology and applied social sciences, it includes: • updated empirical data and examples • links to external sources for further reading • questions for discussion, reflection and further learning. Covering an unrivalled range of social welfare issues, the marriage of theory, history and contemporary data makes important and difficult debates about ' race ' , ethnicity, discrimination and social equality more accessible to a student audience as well as policy and welfare practitioners interested in its global themes of immigration, austerity and securitisation.

"Genuinely transnational in content, as sensitive to the importance of production as consumption, covering the full range of approaches from political economy to textual analysis, and written by a star-studded cast of contributors" - Emeritus Professor Graeme Turner, University of Queensland "Finally, we have before us a first rate, and wide ranging volume that reframes television studies afresh, boldly synthesising debates in the humanities, cultural studies and social sciences...This volume should be in every library and media scholar ' s bookshelf." - Professor Ravi Sundaram, Centre for the Study of Developing Societies Bringing together a truly international spread of contributors from across the UK, US, South America, Mexico and Australia, this Handbook charts the field of television studies from issues of ownership and regulation through to reception and consumption. Separate chapters are dedicated to examining the roles of journalists, writers, cinematographers, producers and manufacturers in the production process, whilst others explore different formats including sport, novella and soap opera, news and current affairs, music and reality TV. The final section analyses the pivotal role played by audiences in the contexts of gender, race and class, and spans a range of topics from effects studies to audience consumption. The SAGE Handbook of Television Studies is an essential reference work for all advanced undergraduates, graduate students and academics across broadcasting, mass communication and media studies.

This work aims to combine comprehensive coverage of the full range of topics with a flexible approach to learning. It covers basic geographical skills and offers help with revision and exam techniques.

This volume offers a comprehensive review of the chemical, biological and hydromorphological quality of the Danube. The first part examines the chemical pollution of surface waters, focusing on organic compounds (with special emphasis given to EU WFD priority substances and Danube River Basin specific pollutants), heavy metals and nutrients. Attention is also given to pollution of groundwater and drinking water resources by hazardous substances and to radioactivity in the Danube. The second part highlights the biology and hydromorphology of the Danube. It focuses on benthic macroinvertebrates, phytobenthos, macrophytes, fish, phytoplankton as well as microbiology, with chapters dedicated to gaps and uncertainties in the ecological status assessment and to invasive alien species. Further chapters dealing with the hydromorphology, sediment management and isotope hydrology complete the overall picture of the status of the Danube.

This book convincingly argues that effective culturally responsive pedagogies require teachers to firstly undertake a critical deconstruction of Self in relation to and with the Other; and secondly, to take into account how power affects the socio-political, cultural and historical contexts in which the education relation takes place. The contributing authors are from a range of diaspora, indigenous, and white mainstream communities, and are united in their desire to challenge the hegemony of Eurocentric education and to create new educational spaces that are more socially and environmentally just. In this venture, the ideal education process is seen to be inherently critical and intercultural, where mainstream and marginalized, colonized and colonizer, indigenous and settler communities work together to decolonize selves, teacher-student relationships, pedagogies, the curriculum and the education system itself. This book will be of great interest and relevance to policy-makers and researchers in the field of education; teacher educators; and pre- and in-service teachers.