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This book is a reader that describes, discusses and analyzes homeschooling from an array of different and international perspectives. We portray the energy of this movement, looking at the history of " education writ large " in a larger social, political and religious context. Like most movements in education, this one is both a reaction to the problems and inadequacies of existing schools, and a new direction in schooling that stands on its own. This book grew out of the efforts of Associates for Research on Private Education (ARPE), an international organization of scholars and practitioners affiliated with the American Education Research Association (AERA), which has spurred interest and research on private schools for over 30 years. ARPE publishes quarterly, the Private School MONITOR, as a means for highlighting the newest developments in the field of private education.

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Home schooling is an important and growing American phenomenon with only our first edition in the field. This new 2nd edition will appeal to the home school world, people interested in American education, and the private school community. Changes in the educational environment in the US over the last ten years have prompted growing numbers of parents to withdraw their children from public education. Currently, four percent of school-age children in the United States are home schooled. An array of educational researchers present various legal, philosophical, and personal perspectives to this new volume. Changes in schooling and home schooling in Great Britain bring an interesting international perspective to this collection of research-based information.

Working class groups have historically been excluded from participation in higher education. Past decades have seen an expansion of the system towards a more inclusive higher education, but participation among people from working class groups has remained persistently low. Is higher education unattractive for these groups or are the institutions acting to exclude them? This thought-provoking and revealing book examines the many factors and reasons why working class groups are under-represented in higher education. In particular, the book addresses issues around differential access to information about university, the value of higher education to working class groups, the costs of participating and the propensity to participate. Issues of gender and ethnicity are also explored and questions are raised for those who are currently involved in 'widening participation' projects and initiatives. A unique feature of the book is that its findings are drawn from an innovative study where the views of both working class participants and non-participants in higher education were explored. This book will be of interest to students of social policy, educational studies and sociology of education at undergraduate and postgraduate level. Academics, researchers and policy makers nationally and internationally will also find it valuable.

These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal

Post-O-level Studies in Modern Languages is a 14-chapter book that begins with an explanation of the changing structure of the sixth-form curriculum and the outlining of a model curriculum based on five areas of experience: communication; sociological and cultural aspects; mathematics; scientific education; and aesthetic experience. The book also discusses the transition from O-level to advanced studies; the study of literature in the A-level curriculum; and the French and literary studies in the sixth-form curriculum. Other chapters tackle the A-level examination syllabus, as well as some problems and suggestions in integrated language studies. Modern languages in industry and commerce, role of the language laboratory in post-O-level studies, and modern language tests in the United States are also explained.

The first serious study of music in independent schools, which bears eloquent witness to a high standard achieved over the last fifty years.

Packed full with tasks, activities and reflections to help student-teachers to integrate the theory and practice of music education, this book aims to develop open and reflective practitioners who will critically examine their own and others' ideas about music education and the way in which children learn music.

Learning to Teach Music in the Secondary Schools is intended to support student-teachers, newly qualified teachers and more experienced music teachers in their professional development. Topics covered include: the place of music in the curriculum the nature of musical learning planning, managing and assessing musical learning school examinations and music music outside of the curriculum. One of the main premises of the book is that music needs to be taught 'musically', with specific reference to both the nature of music itself and its metaphorical significance. It is important that music itself guides what goes on in the music classroom if we are to motivate our pupils and help them to fulfil their potential as musicians. This book will help student-teachers to develop their subject knowledge, teaching skills, understanding of the wider issues and their ability to reflect on classroom practice.

Issues in Modern Foreign Languages Teaching draws together a range of issues in the teaching of modern foreign languages into one volume that will encourage students and newly qualified teachers to consider and reflect on the issues so that they can make a reasoned and informed judgement about their teaching of MFL. It will be relevant for students and newly qualified teachers at both primary and secondary level and will fill a gap in their knowledge due to time constraints - and an emphasis on standards - on ITT and PGCE courses.

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