

### **TL10 Miss, this isn't maths**

This is the sort of pupil comment that can be used constructively for a (generally fairly brief) discussion about whether or not they are doing maths, and, if so, what the maths is. There are two aspects to this; one is that they clearly are engaged in the sorts of calculations (such as calculating percentages) that are the focus of conventional text book exercises. However this Case also involves issues that are important to how maths is often used in the real world and that are typically missing from text book exercises; the data is real data and thus is messy, with outliers, there is no single 'right' way to approach the task and the conclusions contain uncertainty –this last issue is an important aspect of the predictions to be made in lesson 3.

Trials have shown the value of incorporating more than one debrief with the pupils on the issue of finding the maths into your teaching. More broadly, the media is full of stories where the issue of being 'fair' in mathematical analysis is important.

This issue is discussed in the first Bowland CPD module (see Where's the maths in this?).