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	Autore	Brieger, Nick
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	Autore	Bloomer M (Martin)
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Nota di contenuto	Book Cover; Title; Contents; List of illustrations; Acknowledgements; INTRODUCTION; THE CONTEXT OF EDUCATIONAL PRACTICE; KNOWLEDGE AND THE PRESCRIPTION OF LEARNING OPPORTUNITIES; KNOWLEDGE AND LEARNING IN PRACTICE: VOCATIONAL COURSES; KNOWLEDGE AND LEARNING IN PRACTICE: A-LEVEL CHEMISTRY COURSES; KNOWLEDGE AND LEARNING IN PRACTICE: A-LEVEL HISTORY COURSES; STUDENTSHIP AND LEARNING CAREERS; TOWARDS A RECONSTRUCTION OF THE POST-16 CURRICULUM; TOWARDS A CURRICULUM FOR THE FUTURE; Notes; Bibliography; Index
Sommario/riassunto	It is widely agreed that the post-16 curriculum in England and Wales is inadequate, mainly due to the successive reforms of various governments. YTS was a reaction to problems of youth unemployment, CPVE and BTEC embraced a 'broad' concept of vocationalism, and even with the introduction of NVQ and GNVQ the A-level retains its gold-standard in the eyes of many. The post-16 curriculum that has emerged is hardly coherent. So how can teachers translate an externally imposed curriculum into a meaningful learning experience for students? Drawing on solid research in post-16 education, this bo