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Jung-ling's family considers her

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bad luck because her mother died giving birth to her. They discriminate against her and make her feel unwanted yet she yearns and continuously strives for her parents' love. Her stepmother is vindictive and cruel and her father dismissive. Jung-ling grows up to

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be an academic child, with a natural ability for writing. Only her aunt and grandfather offer her any love and kindness. The story is of survival in the light of the mental and physical cruelty of her stepmother and the disloyalty of her siblings. Jung-ling blossoms in

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spite of everything and the story ends as her father agrees to let her study in England. A Puffin Modern Classic edition of this bestselling autobiography, celebrating ten years of publication.

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England's school system performs below its potential and can improve significantly. This white paper outlines action designed to: tackle the weaknesses in the system; strengthen the status of teachers and teaching; reinforce the standards set by the

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curriculum and qualifications; give schools back the freedom to determine their own development; make schools more accountable to parents, and help them to learn more quickly and systematically from good practice elsewhere; narrow the gap in attainment

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between rich and poor. The quality of teachers and teaching is the most important factor in determining how well children do. The Government will continue to raise the quality of new entrants to the profession, reform initial teacher training, develop a

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network of "teaching schools" to lead training and development, and reduce the bureaucratic burden on schools. Teachers will be given more powers to control bad behaviour. The National Curriculum will be reviewed, specifying a tighter model of

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knowledge of core subjects so that the Curriculum becomes a benchmark against which school can be judged. Schools will be given more freedom and autonomy, the Academies programme extended and parents will be able to set up "Free Schools" to meet

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parent demand. Accountability for pupil performance is critical, and much more information will be available to aid understanding of a school's performance. School improvement will be the responsibility of schools, not central government. Funding of

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Are current testing practices consistent with the goals of the

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reform movement in school mathematics? If not, what are the alternatives? How can authentic performance in mathematics be assessed? These and similar questions about tests and their uses have forced those advocating change to examine the way in

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