

Cambridge International General Certificate of Secondary Education
0625 Physics June 2013
Grade Thresholds

The maximum total mark for this syllabus is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of components	A*	A	B	C	D	E	F	G
AX	04, 11, 31	156	135	114	94	79	65	50	35
AY	04, 12, 32	157	137	117	97	82	68	54	40
AZ	04, 13, 33	164	141	118	95	79	63	50	37
BX	11, 31, 51	148	129	110	91	78	65	49	33
BY	12, 32, 52	148	129	110	92	79	67	52	37
BZ	13, 33, 53	153	131	109	87	72	58	46	34
CX	11, 31, 61	150	130	110	91	78	66	49	32
CY	12, 32, 62	147	128	109	90	77	64	50	36
CZ	13, 33, 63	153	131	109	87	72	58	46	34
EX	04, 11, 21	-	-	-	123	108	93	70	47
EY	04, 12, 22	-	-	-	122	104	87	69	51
EZ	04, 13, 23	-	-	-	122	104	87	66	45
FX	11, 21, 51	-	-	-	121	107	93	69	45
FY	12, 22, 52	-	-	-	118	102	86	67	48
FZ	13, 23, 53	-	-	-	113	97	81	62	43
GX	11, 21, 61	-	-	-	121	107	94	69	44
GY	12, 22, 62	-	-	-	116	99	83	65	47
GZ	13, 23, 63	-	-	-	113	97	81	62	43

Grade Thresholds are published for all GCE A/AS and IGCSE subjects where a corresponding mark scheme is available.

Grade Threshold For 2013 A Level Examinations

Thomas Kellaghan, Vincent Greaney



Grade Threshold For 2013 A Level Examinations:

Public Examinations Examined Thomas Kellaghan, Vincent Greaney, 2019-11-19 High stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned. By changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment. Examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems. This book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations. This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments. It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog. Angela W Little Professor Emerita Institute of Education University College London. This book is very well structured and written and draws on the authors remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings. Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning. I am sure that *Public Examinations Examined* which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations. Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation. *Sri Lanka Education Sector Assessment* Halil Dundar, Benoit Millot, Michelle Riboud, Mari Shoji, Harsha Aturupane, Sangeeta Goyal, Dhushyanth Raju, 2017-06-16 A country's education system plays a pivotal role in promoting economic growth and shared prosperity. Sri Lanka has enjoyed high

school attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper middle income country. The authors of *Sri Lanka Education Sector Assessment: Achievements, Challenges and Policy Options* offer a thorough review of Sri Lanka's education sector from early childhood education through higher education. With this book, they attempt to answer three questions: How is Sri Lanka's education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? How can the country address the challenges at each stage of the education process, taking into account both country and international experience and also best practices? Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements. [2012 GCSE English results](#) Great Britain: Parliament: House of Commons: Education

Committee, 2013-06-11. The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review. This report sets out the background to these events and identifies lessons to be learned. The problems with GCSE English can be traced back to the 2007-09 development phase of the qualification, in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances. Exam board experts raised concerns at the time but these were not acted upon by the regulator, the then interim Ofqual. Further difficulties arose because of pressures from the school accountability system. The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening, with consequences for grade awarding. The current status of Ofqual as an independent regulator accountable to Parliament is the right one. However, the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place. The Committee is also concerned that there is a rush towards separate exam systems for England, Wales, and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do. *Education System Design* Brian

Hudson, Marilyn Leask, Sarah Younie, 2020-11-26. This book highlights decisions governments have to make about their public education systems, the options they have before them, and the consequences of their decisions. As well as covering issues such as values, curriculum, teacher training, structures, and so on, the book addresses education planning for epidemics, pandemics, and disasters. Education systems provide the foundations for the future wellbeing of every society, yet existing systems are a point of global concern. *Education System Design* is a response to debates in developing and developed countries about the

characteristics of a high quality national education service It questions what makes a successful system of education With chapters that draw on experience in education systems around the world each one considers an element of a national education service and its role in providing a coherent and connected set of structures to ensure good education for all members of society Key topics include Existing education systems and what a future system might look like Inclusion and social justice Leadership and teacher education Policy options and the consequences of policy changes This book suggests an education system be viewed as an ecosystem with interdependencies between many different components needing to be considered when change is contemplated It is a vital book for any stakeholders in educational systems including students teachers and senior leaders It would be particularly useful to policy makers and those implementing policy changes The Coalition Effect, 2010-2015 Anthony Seldon, Mike Finn, Illias Thoms, 2015-03-26 The essential verdict on Britain's first coalition government since the Second World War delivered by an unrivalled team of experts **Engaging in Educational Research** Raqib Chowdhury, Mahbub Sarkar, Foez Mojumder, M Moninoor Roshid, 2018-10-01 This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh including policy and governance equity access and participation curriculum and pedagogy assessment and education programs and projects run by NGOs Further it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike and represents a unique reference resource for the education research community in Bangladesh Asia and all over the world With Foreword from Professor Serajul Islam Choudhury **Teaching Sociology Successfully** Andrew Jones, 2017-07-06 Teaching Sociology Successfully is a comprehensive guide to teaching learning and delivering sociology not only with success but with confidence Carefully combining insightful anecdotes and practical ideas with key theoretical concepts on planning learning styles and assessment this book is an essential tool for both new and experienced teachers of sociology Each chapter focuses on a particular aspect of the teaching and learning process from preparing to teach the subject for the first time to measuring student progress over time in an approachable yet rigorous way This practical guide will help you to improve your knowledge of specifications and syllabuses at GCSE and AS A Level provide the best pedagogic approaches for teaching sociology think about learning styles skills and capacities in relation to teaching sociology gain practical ideas and activities for improving student's argumentation evaluation and essay writing skills apply strategies for teaching abstract sociological theories and concepts make the teaching of research methods engaging and interesting deal with practical issues such as planning and assessing learning encourage students independent learning and revision connect ICT social networking websites and the mass media to further students sociological knowledge tackle the thorny issues of politics and controversial topics Drawing on the author's own experiences Teaching Sociology Successfully helps readers to identify unpack and negotiate challenges common to those teaching

sociology Complete with a variety of pedagogical resources it provides tasks and further reading to support CPD and reflective practice This book will be an invaluable tool for students on PGCE social science training courses as well as School Direct candidates and undergraduates studying BEDs in similar fields

English Studies: The State of the Discipline, Past, Present, and Future N. Gildea,H. Goodwyn,M. Kitching,H. Tyson,2014-11-28 An accessible and wide ranging consideration of concerns facing English Studies in its surrounding context of the university and society The contributors to this volume seek to trace in the face of current challenges historical and contemporary debates surrounding English Studies

Improving Teaching, Learning, Equity, and Success in Gateway Courses Andrew K. Koch,2018-01-22 As long as there have been U S colleges and universities there have been entry courses that pose difficulties for students courses that have served more as weeding out rather than gearing up experiences for undergraduates This volume makes the case that the weed out dynamic is no longer acceptable if it ever was Contemporary postsecondary education is characterized by vastly expanded access for historically underserved populations of students and this new level of access is coupled with increased scrutiny of retention and graduation outcomes Chapters in this volume define and explore issues in gateway courses and provide various examples of how to improve teaching learning and outcomes in these foundational components of the undergraduate experience This is the 180th volume of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and administrative problems confronting every institution

OECD Reviews of Evaluation and Assessment in Education: Albania Maghnouj Soumaya,Fordham Elizabeth,Guthrie Caitlyn,Henderson Kirsteen,Trujillo Daniel,2020-05-07 This review developed in co operation with UNICEF provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Albania as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

Essentials of Gifted Assessment Steven I. Pfeiffer,2015-03-11 An Up to Date Overview of the Theory and Practice Underlying Gifted Assessment *Essentials of Gifted Assessment* introduces readers to the theory and practice underlying gifted assessment Steven Pfeiffer a leading expert in the field of gifted assessment discusses what it means to be gifted why we should identify gifted students and the purposes of gifted assessment Well organized and engaging the book examines key principles of gifted assessment and provides an up to date overview of gifted assessment measures Topics include the use of local norms measuring creativity and motivation nonverbal measures the importance of recurring gifted assessment multi potentiality gifted testing and minority group students and evaluating the twice exceptional student Early identification and intervention greatly benefits gifted students who may otherwise never realize their full potential Throughout the book Pfeiffer equips school psychologists with the tools they need to Identify and assess uniquely bright and talented students Integrate multiple

assessment measures including intelligence cognitive ability and achievement tests Assess gifted students with coexisting disabilities and disorders Promote the abilities of gifted students using evidence based strategies The book also includes extensive illustrative material such as callout boxes and case examples that facilitate use as a quick reference plus end of chapter Test Yourself questions that help reinforce key concepts Essentials of Gifted Assessment helps new and seasoned school psychologists and other professionals acquire the skills and knowledge needed for ethical evidence based and informed clinical practice with high ability students

Exemplars of Assessment in Higher Education, Volume Two

Jane Marie Souza,Tara A. Rose,2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

The Truth about Teaching Greg Ashman,2018-06-28 As a teacher you are a magician You conjure understanding where there was none Drawing on years of experience teaching in a diverse range of schools and powered by a nuanced understanding of educational research Greg Ashman presents the most vital ideas that you need to know in order to succeed in teaching Find out how to avoid common mistakes and challenge some of the myths about what good teaching really is Evidence informed the book explores major issues you will encounter in schools including the science of learning classroom management explicit forms of teaching why the use of phonics has been such a controversial issue and smart ways to evaluate the potential of technology in the classroom If you are training to teach in primary or secondary education or in the early stages of your teacher career this book is for you

Classroom Assessment and Educational Measurement Susan M. Brookhart,James H. McMillan,2019-07-04 Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another Chapters by assessment and measurement experts consider the nature of classroom assessment information from student achievement to affective and socio emotional attributes how teachers interpret and work with assessment results and emerging issues in assessment such as digital technologies and diversity inclusion This book uniquely considers the limitations of applying large scale educational

measurement theory to classroom assessment and the adaptations necessary to make this transfer useful Researchers graduate students industry professionals and policymakers will come away with an essential understanding of how the classroom assessment context is essential to broadening contemporary educational measurement perspectives The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Devolution and Governance Alistair Cole, Ian Stafford, 2014-11-27 This book examines the development of Welsh devolution in the context of great economic and political uncertainty Drawing on research carried out over more than a decade it explores whether Welsh devolution has developed the capacity to resist internal and external pressures and to continue to pursue a distinctive political and policy agenda

Assessment in Education Shelleyann Scott, Donald E. Scott, Charles F. Webber, 2015-10-20 This book provides key insights into how educational leaders can successfully navigate the turbulence of political debate surrounding leading student assessment and professionalised practice Given the highly politicised nature of assessment it addresses leaders and aspiring leaders who are open to being challenged willing to explore controversy and capable of engaging in informed critical discourse The book presents the macro concepts that these audiences must have to guide optimal assessment policy and practice Collectively the chapters highlight important assessment purposes and models including intended and unintended effects of assessment in a globalised context The book provides opportunities to explore cultural similarities and particularities It invites readers to challenge taken for granted assumptions about ourselves and colleagues in other settings The chapters highlight the cultural clashes that may occur when cross cultural borrowing of assessment strategies policies and tools takes place However authors also encourage sophisticated critical analyses of potential lessons that may be drawn from other contexts and systems Readers will encounter challenges from authors to deconstruct their assessment values beliefs and preconceptions Indeed one purpose of the book is to destabilise certainties about assessment that prevail and to embrace the assessment possibilities that can emerge from cognitive dissonance

Understanding Assessment David Lambert, David Lines, 2013-04-15 This is the first title in this new series which is aimed principally at secondary PGCE and BAEd students and school and HEI based tutors Each book provides a digest of the central issues around a particular topic or issues grounded in or supported by examples of good practice with suggestions for further reading study and investigation The books are not intended as how to books but rather as books which will help students and teachers to explore and understand critical theoretical issues in ways that are challenging that invite critical reappraisals of taken for granted practices and perceptions and that provide appropriate links between theory and practice Issues related to equal opportunities and special needs are included in each separate volume There are boxes of questions think abouts further reading and bulleted summary lists for the reader This book is written specifically for teachers in training which will clarify the big picture of monitoring and assessment and makes the crucial distinctions in this large and still taken for granted field

The authors have written widely on assessment matters and have also worked in various capacities for the QCA and its former manifestations. They are also engaged in initial teacher education and so know the level and market extremely well.

EFA Global Monitoring Report - 2013-2014 - Teaching and Learning: Achieving quality for all UNESCO, 2014-02-04. The 2013-2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children, many of them from disadvantaged backgrounds, are not learning the basics. *Teaching and Learning: Achieving Quality for All* describes how policy makers can support and sustain a quality education system for all children regardless of background by providing the best teachers. The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post 2015. In addition, the Report identifies that insufficient financing is hindering advances in education. **Encyclopedia of Nursing Education** Mary Jane Smith, Roger D. Carpenter, Joyce J.

Fitzpatrick, 2015-02-20. Print CourseSmart. [Education in a Federal UK](#) John Furlong, Ingrid Lunt, 2019-10-23. Britain's two recent referenda on Brexit 2016 and on Scottish independence 2014 have raised in the public mind fundamental questions about the future of the UK. It seems that for the first time the public, the media, and the political elite have woken up to the fact that in different parts of the UK there are different histories, different aspirations, and different imagined futures in relation to a whole range of vitally important political issues. But what the public debate often fails to recognise is that in many areas of public life, perhaps especially education, the UK is already a federal state and in key respects has been so for many years. The aim of this volume is therefore to take stock to try and capture what the current state of educational policy and practice is across the whole of the UK. This has been achieved by commissioning two different papers from each of the four countries: Wales, Scotland, Northern Ireland, and England. The first is an overview exploring the distinctive history, principles, and current policies of each country. The second paper has been specifically chosen as a case study of a key policy that highlights the distinctiveness of each country: the Foundation Phase for Wales, assessment policy in Scotland, shared education initiatives in Northern Ireland, and higher education policy in England. Taken together, these eight papers give an important insight into the complexities of educational policy and practice across the whole of the UK today. This volume was originally published as a special issue of *Oxford Review of Education*.

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