

AQA Maths A-level Grade Boundaries

		80 (A)	70 (B)	60 (C)	50 (D)	40 (E)
C1	June 07	60	52	44	37	30
	Jan 08	59	51	43	36	29
	June 08	59	51	43	35	28
	Jan 09	62	54	46	39	32
	June 09	63	55	48	41	34
	Jan 10	62	54	47	40	33
	June 10	63	55	47	40	33
	Jan 11	56	49	42	36	30
	June 11	62	55	48	41	34
	Jan 12	61	55	49	43	37
	June 12	58	51	44	37	30
	Jan 13	64	58	52	46	40
	June 13	59	53	47	41	36
	June 07	62	55	48	41	35
C2	Jan 08	60	53	46	39	33
	June 08	60	52	44	37	30
	Jan 09	65	57	49	41	34
	June 09	60	52	44	37	30
	Jan 10	58	50	43	36	29
	June 10	61	54	47	41	35
	Jan 11	61	54	47	40	33
	June 11	54	47	41	35	29
	Jan 12	66	59	52	46	40
	June 12	51	46	41	36	31
	Jan 13	62	55	48	41	35
	June 13	61	55	49	43	37
	June 07	62	55	48	41	35
	Jan 08	60	53	46	39	32
C3	June 08	60	53	46	40	34
	Jan 09	59	51	43	36	29
	June 09	61	53	46	39	32
	Jan 10	57	49	41	34	27
	June 10	62	54	46	39	32
	Jan 11	59	52	45	38	31
	June 11	59	52	46	40	34
	Jan 12	57	50	43	37	31
	June 12	61	55	49	43	38
	Jan 13	63	56	49	42	36
	June 13	60	54	49	44	39
	Jan 07	62	55	48	41	35
	June 07	60	53	46	39	33
	Jan 08	60	52	44	36	29
C4	June 08	60	53	46	40	34
	Jan 09	60	52	44	36	29
	June 09	63	56	49	42	36

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Andrew Jones



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Becoming a Teacher: Issues in Secondary Education 6e Simon Gibbons, Melissa Glackin, Elizabeth Rushton, Emma Towers, Richard Brock, 2023-03-27 Essential reading for anyone learning to be a teacher This book will continue to be a core text on our ITE programmes Rachele Newman Director of Initial Teacher Education University of Southampton UK A comprehensive must have for every new teacher entering the profession a wide variety of short chapters packed full of key research evidenced ideas brilliantly articulated by a team of expert authors Fantastic Mark Winterbottom Professor of Education University of Cambridge UK The beauty of the book is that the authors do not attempt to simplify teaching instead they celebrate and explore the complexities of being a teacher Stefanie Sullivan Deputy Head of School Director of Initial Teacher Education University of Nottingham UK This timely new edition remains the ultimate guide for students in the core areas of teaching policy assessment and curriculum planning while also covering the relevant issues facing educators and students today Grounded in contemporary research and empirical evidence Becoming a Teacher provides a critical yet accessible exploration of the complexities involved in starting a career in secondary education New chapters include topics such as wellbeing and mental health social justice decolonising the curricula and how to develop

teacher identity when starting a career Themes such as digital pedagogy now run through the core of the book reflecting the future of our education system The book Supports students with a blend of theory and practical solutions Integrates a wide range of issues contexts and perspectives Guides and encourages readers to reflect on their own learning and teaching Covers practical classroom implementations theoretical and empirical research social and cultural dimensions and much more Benefitting from the expertise of top academics in the education field while leaving room for the reader to engage with their own critical reflection this book is essential for PGCE and Education students to gain a thorough understanding of the many facets of education as well as their own role as a teacher Simon Gibbons is Senior Lecturer in English Education and Director of Teacher Education at King s College London UK He is a former chair of the National Association for the Teaching of English Richard Brock is a Lecturer in Science Education at King s College London UK He taught secondary physics for many years in greater London and has also taught English in Japan and worked in special education Melissa Glackin is Senior Lecturer in Science Education and the Director of the MA in STEM Education at King s College London UK Elizabeth Rushton is Head of Department of Curriculum Pedagogy and Assessment at the Institute of Education University College London UK She previously led the Geography PGCE at King s College London after having worked as a geography teacher and as Director of Evaluation for an education charity Emma Towers is a Teaching Fellow in Education Policy at King s College London UK Before moving into higher education she worked as a primary school teacher in London schools

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