

A-level Grade Boundaries

Grades

Typical Percentage Range

A*
A

90% >
80-89%

B
C

70-79%
60-69%

D
E

50-59%
40-49%

U

Below 40%

Good luck!

Edmentors

Grade Boundries For Alevels Exam 2015

Damian Murchan, Gerry Shiel



Grade Boundries For Alevels Exam 2015:

The Coalition Effect, 2010-2015 Anthony Seldon, Mike Finn, 2015-03-19 The British general election of May 2010 delivered the first coalition government since the Second World War David Cameron and Nick Clegg pledged a new politics with the government taking office in the midst of the worst economic crisis since the 1930s Five years on a team of leading experts drawn from academia the media Parliament Whitehall and think tanks assesses this coalition effect across a broad range of policy areas Adopting the contemporary history approach this pioneering book addresses academic and policy debates across this whole range of issues Did the coalition represent the natural next step in party dealignment and the evolution of multi party politics Was coalition in practice a historic innovation in itself or did the essential principles of Britain's uncodified constitution remain untroubled Fundamentally was the coalition able to deliver on its promises made in the coalition agreement and what were the consequences for the country and the parties of this union **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 **Do It Yourself: GCSEs and A-Levels by**

Distance Learning Matthew J. Kraus, 2018-03-12 Most of us understand the benefits of getting a good education Not only can it open doors to university and better job prospects but can help to broaden an individual's outlook on life For some people however getting the right qualifications can be a real challenge especially if they aren't in mainstream education It's no wonder then that an increasing number of people are turning to distance learning or home education as their preferred

way of passing exams This book focuses on GCSEs and A Levels the main school leaving qualifications that are universally recognised in the UK It explains the main features of the qualifications how to study them and how to take the exams involved This book is intended to be used as a guide for prospective students who might want to undertake this form of learning but have some difficulty in working out where to start

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

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*.

The Taming of Education Rob Creasy, 2017-08-24 This book evaluates contemporary approaches to education with a particular focus on the ways in which assessment shapes the educational experience and influences pupils and students. It adopts a critical approach, arguing that there is a need for students to develop critical thinking skills, be flexible and have the capacity for originality. Education has increasingly come to be seen as a process with qualifications as the output; however, as economies change, attaining advantage increasingly relies on creativity and originality. Unfortunately, in the quest to remove uncertainty from education, creativity and originality are often overlooked, and the result is that education is impoverished. Creasy argues here that there is no single factor that has shaped education and led to this situation; rather, developments within education can be seen as having been shaped by a range of forces such as neoliberalism, New Public Management, standardization and internationalization. This is not to claim any deliberate undermining of education, but the cumulative effect is that education is less and less fit for purpose. Written for anyone involved in education, student, teacher or manager, this book draws upon Educational Studies, Sociology and Social Policy to offer a compelling critique of contemporary education.

Understanding and Applying Assessment in Education Damian Murchan, Gerry Shiel, 2024-04-09 All teachers are responsible for assessing the children they teach, and the outcomes of any assessment are important for individual learners, schools and wider education systems. Designed as a pragmatic guide for new teachers and those training to teach, this book is your one-stop shop for understanding assessment in schools. It covers formative and summative approaches used across primary and secondary education, supporting a balanced overview with policy examples drawn from the UK, Ireland and wider international contexts. This updated second

edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland 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

Examining Young Learners: Research and Practice in Assessing the English of School-age Learners Szilvia Papp,Shelagh Rixon,2018 The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children s L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children **Validity, Reliability and Efficiency of Comparative Judgement to Assess Student Work** Sven De Maeyer,Tine Van Daal,Renske Bouwer,Marije Lesterhuis,Eva Hartell,2023-01-13

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