

Maths 9–1 Grade Boundaries

Maths AQA Grade Boundaries

Summer 2017

Level	Max mark	1	2	3	4	5	6	7	8	9
Foundation	240	27	55	93	124	156	-	-	-	-
		11%	23%	39%	52%	65%	-	-	-	-
Higher	240	-	-	33	46	72	98	125	157	189
		-	-	14%	19%	30%	41%	52%	65%	79%

November 2017

Level	Max mark	1	2	3	4	5	6	7	8	9
Foundation	240	23	59	93	127	157	-	-	-	-
		10%	25%	39%	53%	65%	-	-	-	-
Higher	240	-	-	26	40	68	96	124	159	194
		-	-	11%	17%	28%	40%	52%	66%	81%

Summer 2018

Level	Max mark	1	2	3	4	5	6	7	8	9
Foundation	240	27	59	92	125	163	-	-	-	-
		11%	25%	38%	52%	67%	-	-	-	-
Higher	240	-	-	32	47	77	107	138	169	201
		-	-	13%	20%	32%	45%	58%	70%	84%

November 2018

Level	Max mark	1	2	3	4	5	6	7	8	9
Foundation	240	24	56	88	121	153	-	-	-	-
		10%	23%	37%	50%	64%	-	-	-	-
Higher	240	-	-	22	37	66	96	126	160	194
		-	-	9%	15%	28%	40%	53%	67%	81%



Mathematics Grade Boundaries 2015

James H. Stronge



Mathematics Grade Boundaries 2015:

Borders in Mathematics Pre-Service Teacher Education Nenad Radakovic, Limin Jao, 2020-05-22 This book examines the current state of the field of mathematics pre service teacher education through the theme of borders Borders are ubiquitous they can be used to define classify organize make sense of and or group There are many ways that the concept of a border illuminates the field of mathematics pre service teacher education Consequently there are a multitude of responses to these borders researchers and practitioners question challenge cross blur and erase them Chapters include the following topics explorations of mathematics across topics e g geometry algebra probability and with other disciplines e g science the arts social sciences challenging gender cultural and racial borders exploring the structure and curriculum of teacher education programs spaces inhabited by teacher education programs e g university community and international collaborations and programs to promote cross cultural sharing and learning The book targets a readership of researchers and graduate students in integrated education studies teacher education practitioners of mathematics education curriculum developers and educational administrators and policy makers

What is a Mathematical Concept? Elizabeth de Freitas, Nathalie Sinclair, Alf Coles, 2017-06-22 Responding to widespread interest within cultural studies and social inquiry this book addresses the question what is a mathematical concept using a variety of vanguard theories in the humanities and posthumanities Tapping historical philosophical sociological and psychological perspectives each chapter explores the question of how mathematics comes to matter Of interest to scholars across the usual disciplinary divides this book tracks mathematics as a cultural activity drawing connections with empirical practice Unlike other books in this area it is highly interdisciplinary devoted to exploring the ontology of mathematics as it plays out in different contexts This book will appeal to scholars who are interested in particular mathematical habits creative diagramming structural mappings material agency interdisciplinary coverings that shed light on both mathematics and other disciplines Chapters are also relevant to social sciences and humanities scholars as each offers philosophical insight into mathematics and how we might live mathematically

Scottish Education T. G. K. Bryce, 2018-06-21 Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism

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

Mathematics and Technology Gilles Aldon, Fernando Hitt, Luciana Bazzini, Uwe Gellert, 2017-04-05 This volume collects most recent work on the role of technology in mathematics education It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments The use of white smart boards platforms as Moodle tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching The last section is on the training of teachers in the digital era The editors of this volume have selected papers from the proceedings of the 65th 66th and 67th CIEAEM conference and invited the correspondent authors to contribute to this volume by discussing one of the four important topics The book continues a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'étude et l'amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education

Politics and Governance of Basic Education Brian Levy, Robert Cameron, Ursula Hoadley, Vinothan Naidoo, 2018-09-21 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining

practical steps to achieve incremental gains to re orient the system towards learning Preparation and Development of School Leaders in Africa Pontso Moorosi,Tony Bush,2019-11-28 The book is based on African research and reviews on school leadership preparation and development taking stock of where the field is in this geographical region and what lies ahead The exclusive focus on sub Saharan African countries is driven by the desire to foreground African experiences highlighting gaps and asking critical questions about contextually relevant models of leadership that can drive towards improved educational outcomes for African children The countries explored include Botswana Cameroon Ghana Kenya Lesotho Namibia Nigeria South Africa and Tanzania Written by a collective of seasoned researchers with extensive experience in the field and on the continent this volume is timely as the field is in need of serious political attention For these reasons the book is an important resource for policy makers school leaders and other practitioners students educators of school leadership preparation programmes as well as researchers in the field on the continent and the diaspora *International Handbook of Research in Statistics Education* Dani Ben-Zvi,Katie Makar,Joan Garfield,2017-12-08 This handbook connects the practice of statistics to the teaching and learning of the subject with contributions from experts in several disciplines Chapters present current challenges and methods of statistics education in the changing world for statistics and mathematics educators Issues addressed include current and future challenges in professional development of teachers use of technology tools design of learning environments and appropriate student assessments This handbook presents challenging and inspiring international research perspectives on the history and nature current issues and future directions of statistics education and statistics education research *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 *Disrupting Boundaries in Education and Research* Suzanne Smythe,Cher Hill,2017-08-17 This book explores concepts that engage new materiality theories to

transform and enliven transdisciplinary educational research and practice Teachers Matter – But How? Ninni Wahlström, Daniel Alvunger, Daniel Sundberg, 2019-12-18 Global processes are transforming educational policy around the world in complex ways with different implications for different local arenas Over the last two decades a global neoliberal policy paradigm has emerged placing the teacher at its centre Two well known examples are the OECD report on education and training policy Teachers Matter and the McKinsey Company report entitled How the World's Best Performing School Systems Come Out on Top It now seems more important than ever to highlight some alternatives that might contribute to a broader understanding of the meaning of being a teacher In a time of standardised performance and accountability this special issue raises critical questions about the space for teachers agency and teachers as curriculum agents The different articles from some of our most distinguished researchers in the field provide essential perspectives on the question of where when and how teachers matter Our interest is not primarily to understand the scope of teachers agency but rather to understand what becomes important for teachers in their everyday activities such as teaching students handling educational norms and rules working in a local as well as a global society etc A common theme throughout the articles is that teachers matter in spaces where they can act as moral subjects in their profession in the present drawing on collective and individual experiences of the past whilst imagining a desired future This book was originally published as a special issue of the Journal of Curriculum Studies **Culturally Specific Pedagogy in the Mathematics Classroom** Jacqueline Leonard, 2018-11-01 Advocating for the use of culturally specific pedagogy to enhance the mathematics instruction of diverse students this revised second edition offers a wide variety of conceptual and curricular resources for teaching mathematics in a way that combats and confronts the forms of oppression that students face today Addressing stratification based on race class and gender Leonard offers lesson templates that teachers can use with ethnically and culturally diverse students and makes the link between research and practice Connecting cutting edge and emerging technologies to culturally specific pedagogy the second edition features new chapters on mathematics and social justice robotics and spatial visualization Applying a more expansive focus the new edition discusses current movements such as Black Lives Matter and incorporates examples of rural and tribal students to paint a broader picture of what culturally rich mathematics classrooms actually look like The text builds on sociocultural theory and research on culture and mathematics cognition to extend the literature and better understand minority students goals and learning needs Including new discussion questions and new examples lessons and vignettes of integrating culture in the mathematics classroom this book employs pedagogical research to field test new instructional methods for culturally diverse and female students **Fluids Under Control** Tomáš Bodnár, Giovanni P. Galdi, Šárka Nečasová, 2023-06-18 This volume presents state of the art developments in theoretical and applied fluid mechanics Chapters are based on lectures given at a workshop in the summer school Fluids under Control held in Prague on August 25 2021 Readers will find a thorough analysis of current research topics presented by leading experts in their

respective fields Specific topics covered include Magnetohydrodynamic systems The steady Navier Stokes Fourier system Boussinesq equations Fluid structure acoustic interactions Fluids under Control will be a valuable resource for students interested in mathematical fluid mechanics

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

Research Studies on Learning and Teaching of Mathematics Jinfa Cai,Gabriel J. Stylianides,Patricia Ann Kenney,2023-08-02 This book is about promising research advancements that sparked directly or indirectly from intellectual contributions by distinguished internationally recognized mathematics educator and researcher Edward A Silver The features of this book include A focus on the research areas that have benefited from Dr Silver s intellectual contributions and influence such as designing instructional tasks problem posing problem solving preservice teacher learning in service teacher professional development and mathematics assessment Chapters written by contributors who at one time were his doctoral or post doctoral colleagues along with any invited co authors A brief bio of Dr Silver showing his intellectual journey key milestones in his career and scholarly accomplishments that sparked from his intellectual contributions Advancing and Consolidating Mathematical Modelling Gilbert Greefrath,Susana Carreira,Gloria Ann Stillman,2023-04-18 This edited volume presents applications and modelling as a world renowned sub field of research in mathematics education It includes the discussion on students development of modelling competency through the teaching of applications and modelling The teaching of mathematical modelling is considered from different perspectives such as mathematical pedagogical didactical perspectives and critical societal or socio political perspectives Assessment practices local regional or international of modelling activities and difficulties with modelling activities at school and university levels respectively are discussed Use of technology and other resources in modelling activities and their impact on the modelling processes are included in the considerations Teaching practices teacher education and professional development programs concerning the integration of applications and modelling in school and university mathematics programs are developed in this context

Transdisciplinarity in Mathematics Education Limin Jao,Nenad Radakovic,2017-10-15 The book explores various facets of transdisciplinarity in mathematics education and its importance for research and practice The book comprehensively outlines the ways that mathematics interacts with different disciplines world views and contexts these topics include mathematics and the humanities the complex nature of mathematics education mathematics education and social contexts and more It is an invaluable resource for mathematics education students researchers and practitioners seeking to incorporate transdisciplinarity into their own practice

Teaching and Learning Secondary School Mathematics Ann

Kajander,Jennifer Holm,Egan J Chernoff,2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada

The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

International Comparative Studies in Mathematics Jinfa Cai, Ida A.C. Mok, Vijay Reddy, Kaye Stacey, 2016-08-20 It argues that the main purpose of educational research is to improve student learning and that international comparative studies are no exception

Qualities of Effective Teachers James H. Stronge, 2018-03-21 Every teacher seeks to be an effective teacher Every teacher wants to have a positive remarkable and lasting influence on students lives But what makes for an effective teacher What role does teacher preparation play in teacher effectiveness What do effective teachers do during planning instruction and assessment How do they create a learning environment that engages and supports students And how do effective teachers interact with their students to promote the best opportunities and results for all In *Qualities of Effective Teachers* 3rd edition James H Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness The result A research based framework for effective teaching that addresses Professional knowledge Instructional planning Instructional delivery Assessment Learning environment Professionalism Stronge also examines characteristics of effective teachers of at risk students and high ability students To bridge the gap between research and practice he includes checklists of skills and positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom This resource is for any educator interested in improving teaching It offers research based advice for teachers who wish to improve their own performance as well guidance for teacher leaders and supervisors school administrators and department heads staff development specialists teacher and administrator educators human resource specialists and education policymakers and their staffs Anyone who has a vested interest in students and their success can gain valuable insight and practical tools to ensure positive outcomes for all students New to the 3rd edition Introduction of the Framework for Effective Teaching and its six domains professional knowledge instructional planning instructional delivery assessment learning environment professionalism Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching Updated reference charts at the end of chapters keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers Twenty nine sidebars interspersed throughout chapters that provide state of the art supplementary text on effective teaching practices and research findings Updated Teacher Skills Assessment Checklist keyed to the domains of the Framework for Effective Teaching Updated Part 2 presents positive qualities and red flags associated with effective teachers keyed to the domains of

the Framework for Effective Teaching More than 1 000 entries in the References

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