

## Exam Results

Board	Level	Element Code	Title	Grd1	Grd
AQA	GCSE/9DA	8464H	Combined Sci: Trilogy Tier H	5-5	
EDEXL/GCSE	GCSE/9FC	1CP2	Computer Science	1	
AQA	GCSE/9FC	8035	Geography	9	
AQA	GCSE/9FC	8300H	Mathematics Tier H	5	
AQA	GCSE/9FC	8572	Media Studies	7	
AQA	GCSE/9FC	8658F	French Tier F	5	
AQA	GCSE/9FC	8702	English Literature	7	
WJEC/GCSE	GCSE/9FC	C700QS	English Language	6	

## Additional Results

Board	Level	Subject Code	Title
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# Grade Nine Result 2015

**OECD**



## Grade Nine Result 2015:

Socioeconomic Inequality and Educational Outcomes Markus Broer, Yifan Bai, Frank Fonseca, 2019-05-15 This open access book focuses on trends in educational inequality using twenty years of grade 8 student data collected from 13 education systems by the IEA's Trends in Mathematics and Science Study TIMSS between 1995 and 2015 While the overall positive association between family socioeconomic status SES and student achievement is well documented in the literature the magnitude of this relationship is contingent on social contexts and is expected to vary by education system Research on how such associations differ across societies and how the strength of these relationships has changed over time is limited This study therefore addresses an important research and policy question by examining changes in the inequality of educational outcomes due to SES over this 20 year period and also examines the extent to which the performance of students from disadvantaged backgrounds has improved over time in each education system Education systems generally aim to narrow the achievement gap between low and high SES students and to improve the performance of disadvantaged students However the lack of quantifiable and comprehensible measures makes it difficult to assess and monitor the effect of such efforts In this study a novel measure of SES that is consistent across all TIMSS cycles allows students to be categorized into different socioeconomic groups This measure of SES may also contribute to future research using TIMSS trend data Readers will gain new insight into how educational inequality has changed in the education systems studied and how such change may relate to the more complex picture of macroeconomic changes in those societies

TRANSITION PROGRAM IN ECONOMICS FOR GRADE 9 HEARING IMPAIRED STUDENTS: BASIS FOR COMPUTER ASSISTED INSTRUCTIONAL MODULE, Viet Nam Secondary Education Sector Assessment, Strategy, and Road Map Asian Development Bank, 2020-02-01 This report provides an assessment of Viet Nam's secondary education sector including technical and vocational education training programs The report reviews sector achievements and challenges as well as the Government of Viet Nam's strategy and policies It also outlines how the Asian Development Bank ADB and other development partners have contributed to the sector The report provides recommendations on measures to boost access to secondary education and to improve its overall quality and management

**The Politics and Governance of Basic Education** Brian Levy, Robert Cameron, Ursula Hoadley, Vinodhan Naidoo, 2018-08-24 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      *Education in Cambodia* Vincent McNamara, Martin Hayden, 2022-05-14 This book is the most comprehensive account yet published about the education system in Cambodia It covers all system levels and draws upon the knowledge and insights of a wide range of leading Cambodian and foreign scholars The book focuses on how the system has developed and is making progress Significant achievements over the past two decades are evident but many problems remain including the poor quality of teaching research and institutional management Under funding is an ongoing obstacle but so too is a bureaucratic culture of resistance to change a history of weak governance and an anti reform sentiment deriving from a teacher centred and exam driven curriculum Achieving international standards must now be the system s highest priority To this end the system must rid itself of conservatism complacency and manipulation by parochial vested interests      *South African Schooling: The Enigma of Inequality* Nic Spaull, Jonathan D. Jansen, 2019-11-05 This volume brings together many of South Africa s leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90/10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education

and adequate school resources South Africa will continue to sacrifice its people's future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI

**PISA 2018 Results (Volume V) Effective Policies, Successful Schools** OECD, 2020-09-29 The OECD Programme for International Student Assessment PISA examines what students know in reading mathematics and science and what they can do with what they know this is one of six volumes that present the results of the PISA 2018 survey the seventh round of the triennial assessment Volume V Effective Policies Successful Schools analyses schools and school systems and their relationship with education outcomes more generally Monitoring Student Achievement in the 21st Century Heidi Harju-Luukkainen, Nele McElvany, Justine Stang, 2020-04-01 This book draws together leading student assessment academics from across Europe exploring student monitoring policies and practices in a range of countries across 22 chapters The chapters in the first part offer a broad overview on student assessment covering history and current status aims and approaches as well as methodological challenges of international student assessment The second part presents country specific chapters provide an in depth look examining country specific policy and practices and findings of national and or international assessments Findings are critically discussed and recommendations are made for further development of each country's assessment context The book shows similarities and differences within the educational assessment landscape as well as complexity and similarities in assessment policy documents and strategies Given the globalized world we live in today this book fills a need in the higher educational context and is intended for policy makers in different countries as well

**Advances in Applications of Rasch Measurement in Science Education** Xiufeng Liu, William J. Boone, 2023-07-31 This edited volume presents latest development in applications of Rasch measurement in science education It includes a conceptual introduction chapter and a set of individual chapters The introductory chapter reviews published studies applying Rasch measurement in the field of science education and identify important principles of Rasch measurement and best practices in applications of Rasch measurement in science education The individual chapters contributed by authors from Canada China Germany Philippines and the USA cover a variety of current topics on measurement concerning science conceptual understanding scientific argumentation scientific reasoning three dimensional learning knowledge in use and cross cutting concepts of the Next Generation Science Standards medical education learning experiences machine scoring bias formative assessment and teacher knowledge of argument There are additional chapters on advances in Rasch analysis techniques and technology including R Bayesian estimation comparison between joint maximum likelihood JML and marginal maximum likelihood MML estimations on model data fit and enhancement to Rasch models by Cognitive Diagnostic Models and Latent Class Analysis The volume provides readers who are new and experienced in applying Rasch measurement with advanced and exemplary applications in the forefront of various areas of science education research *Improving National*

*Education Systems After COVID-19* Nuno Crato, Harry Anthony Patrinos, 2024-10-14 This open access book compares and analyses the results in twelve countries of the two latest international student assessments Progress in International Reading Literacy Study 2021 PIRLS and the Programme for International Student Assessment 2022 PISA and tries to disentangle the effects of the pandemic from the long term trends in education It is one of the first or maybe the first published volumes to provide a global assessment of the devastating impact of the COVID 19 pandemic on student learning as measured by independent international comparative surveys The 12 countries discussed in this volume represent a wide variety of educational systems including Chile Ecuador England Estonia Italy the Netherlands Poland Portugal South Africa Spain and the United States It compiles diverse scenarios including countries that are high performers countries that perform at the OECD mean and countries that are struggling to attain the OECD average Each country has its history that reflects efforts to cope with pandemic school closures and to improve educational achievement A major topic discussed in this edited volume is related to understanding the diverse circumstances for the variations in results within different countries Why did learning loss in specific locations How much learning was lost Why is a country continuously declining Why is another country constantly improving Why is there higher or less levels of inequality How is a country regularly improving with an outdated curriculum Which policies have worked and which ones have not What can we do now This book is a valuable contribution to answer these concerns based on a diverse sample of countries and research questions *Culture, Music Education, and the Chinese Dream in Mainland China* Wai-Chung Ho, 2018-01-04 This book focuses on the rapidly changing sociology of music as manifested in Chinese society and Chinese education It examines how social changes and cultural politics affect how music is currently being used in connection with the Chinese dream While there is a growing trend toward incorporating the Chinese dream into school education and higher education there has been no scholarly discussion to date The combination of cultural politics transformed authority relations and officially approved songs can provide us with an understanding of the official content on the Chinese dream that is conveyed in today's Chinese society and how these factors have influenced the renewal of values based education and practices in school music education in China **Space and Geospatial Technologies for the Africa We Want** Jossam Potel, Kamal Labbassi, Solomon Tesfamichael, Harold Annegarn, Jide Kufoniyi, Souleye Wade, 2024-10-25 This book comprises the contributions of the African Association of Remote Sensing of the Environment AARSE international conference which is conducted biennially across Africa alternately with the AfricaGIS conference It is the premier forum in Africa for research on remote sensing technologies and geospatial information science gathering leading scholars from the remote sensing and related communities The 13th AARSE International Conference was held on October 24-28 2022 in Kigali Rwanda to focus on Earth observations and geospatial science to achieve the Sustainable Development Goals The five day event themed Space and Geospatial Technologies for the Africa We Want was organized by the African Association of Remote Sensing of the Environment AARSE and the Institut d'Enseignement Supérieur de

Ruhengeri Ines Ruhengeri in partnership with Rwanda Space Agency and Space in Africa Furthermore the conference was sponsored by GMES and Africa the Regional Centre For Mapping Of Resources For Development RCMRD Airbus European Space Agency ESA Digital Earth Africa and INES Ruhengeri and Rwanda Space Agency The 13th Conference continues a long series of successful AARSE conferences which started in 1996 in Harare Zimbabwe and has been held in Abidjan Cote D'Ivoire in 1998 Cape Town South Africa in 2000 Abuja Nigeria in 2002 Nairobi Kenya in 2004 Cairo Egypt in 2006 Accra Ghana in 2008 Addis Abeba Ethiopia in 2010 El Jadida Morocco in 2012 Johannesburg South Africa in 2014 Kampala Ouganda in 2016 and in Alexandria Egypt in 2018 The book is mainly addressed to practitioners and experts from academia politics and industry

**University English for Academic Purposes in China** Xiaofei Rao, 2018-07-07 This book uses an in depth phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings By presenting the authentic voices of the recruited participants the book clarifies how English for academic purposes EAP as an emerging global phenomenon and a research informed practice enables and empowers them for conscious self transformation and critical awareness development through language study The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP and discusses university English language learners learning needs and rights The book further promotes a dynamic and transformative University EAP pedagogy of particularity practicality and possibility moving from the oppression of language education to its liberation and the increasing critical consciousness among the present and future university youths in a time of great social changes

**Immigrant Student Achievement and Education Policy** Louis Volante, Don Klinger, Ozge Bilgili, 2018-03-21 This book examines immigrant student achievement and education policy across a range of Western nations It is divided into 3 sections Part 1 introduces the topic of immigrant student achievement and the performance disadvantage that is consistently reported across a range of international jurisdictions Part 2 then presents national profiles from scholars in ten countries England Germany Italy Sweden Finland Netherlands Republic of Ireland Canada Australia and New Zealand These educational jurisdictions were selected because they represent a range of Western nations engaged in large scale reform efforts geared towards enhancing their immigrant students achievement Each of the national profiles provides a brief overview of the evolution of the cultural composition of their respective school aged student population explains the trajectory of achievement results in non immigrant and immigrant student groups in relation to both national and international large scale assessment measures and discusses the effectiveness of policy responses that have been adopted to close the achievement gap between non immigrant and immigrant student populations It also examines the relationships between education policies and immigrant student achievement and discusses how education policies have evolved across various cultural contexts In conclusion Part 3 analyzes cross cultural approaches designed to address the performance disadvantage of immigrant

students and proposes future areas of inquiry stemming from the national profiles The book offers insights into a diverse cross section of nations and policy approaches to addressing the performance disadvantage

**Political Economy of Education in Lebanon** Husein Abdul-Hamid, Mohamed Yassine, 2020-03-18 Education is a source of national pride in Lebanon When the general public was asked how the education system was performing 76 percent of respondents had a positive opinion and these satisfaction rates have been consistently high over the years However perception of education quality does not reflect the reality of the sector and learning outcomes which are the determining metrics of success in education have been lower than the international average with a declining trend since 2007 This volume seeks to uncover why the education system in Lebanon is not reaching its full potential It uses a political economy approach to study the drivers and factors that guide education operations to produce and utilize education outcomes This includes the study of context stakeholders and processes that shape education policies institutions and activities It also aims to identify enablers of and constraints on policy change and implementation as well as the achievement of results In this context the analysis encompasses how education policies are developed how education consumables such as curricula textbooks and learning materials are produced distributed and used by learners how education services are delivered and monitored and how achieved results are measured It includes the identification of the most influential actors in the education arena as well as their vested interests It also examines unfavorable frameworks for action that are likely to block the adoption of reforms and delay or derail their implementation The system level analysis presented in this volume used a mixed method approach Qualitative and quantitative analyses were conducted based on a review and analysis of more than 1 900 research papers articles and books laws and policies expenditures trends and enrollment and outcome indicators Primary methods of inquiry were also used and included interviews focus group discussions and a household based perception survey

Schools and Society During the COVID-19 Pandemic Fernando M. Reimers, 2023-09-20 This open access book provides an analysis of the effects of the COVID 19 Pandemic on diverse education systems and of the results of the policies adopted to sustain educational opportunities Through a series of diverse national case studies the book examines the preexisting fragilities and vulnerabilities in educational structures which shaped the nature of the varied responses around the world to teaching and learning during the worst crisis in public education in recent history The chapters in the book take stock of how educational opportunities changed in various education systems around the world as a result of the Covid 19 pandemic answering the question of what did education systems and societies learn about education as a result of the pandemic The book covers diverse education systems with varying levels of resources and facing distinct education challenges including Brazil Chile Finland Japan Mexico Norway Portugal Russia Singapore Spain South Africa and the United States

**Education Policy Outlook 2019 Working Together to Help Students Achieve their Potential** OECD, 2019-09-16 Taking the perspective of institutions and the system Education Policy Outlook 2019 Working Together to Help Students Achieve their Potential



analyses the evolution of key education priorities and key education policies in 43 education systems It compares more recent developments in education policy ecosystems mainly between 2015 and 2019 with various education policies adopted between 2008 and 2014

**Tracking Changes in South African Reading Literacy Achievement**, 2023-09-04 Reading has been touted as the most crucial and lacking skill for young South African children This book delves into the issues and measurement considerations surrounding reading literacy using the Progress in International Reading Literacy Study PIRLS data The contributors to this volume explore the complexities of measuring reading literacy with an international survey curricula misalignment and how the PIRLS framework can inform teaching and learning Contributors are Caroline B ning Celeste Combrinck Peter Courtney Martin Gustafsson Nompumelelo L Mohohlwane Nangamso Mtsatse Elizabeth Pretorius Karen Roux Claudia Schreiner Tobias Schroedler Nick Taylor Stephen Taylor Surette van Staden and Hans Wagemaker

**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

**Pathways to Belonging** Kelly-Ann Allen, Christopher Boyle, 2018-09-24 School belonging should be a priority across every facet of education The research on school belonging for positive student outcomes has been widely accepted and findings demonstrating its role as a protective factor against mental ill health and youth suicide are too compelling to ignore In an age where it has been argued that academic achievement is prioritised over wellbeing the editors bring the importance of school belonging back to the fore in educational policy and planning This book is the most comprehensive compendium of its kind on the topic of school belonging A foreword by Professor John Hattie of The University of Melbourne sets the scene for an engaging look at how school belonging is quintessential in contemporary schooling Contributors are Kelly Ann Allen Christopher Boyle Jonathan Cohen Crystal Coker Erin Dowdy Clemence Due Jonathan K Ferguson Sebastian Franke Michael Furlong Annie Gowing Alun Jackson Divya Jindal Snape Andrew Martinez Daniel Mays Vicki McKenzie Susan Dvorak McMahon Franka Metzner Kathryn Moffa Silke Pawils Damien W Riggs Sue Roffey Lisa Schneider Bini Sebastian Christopher D Slaten Jessica Smead Amrit Thapa Dianne Vella Brodrick Lea Waters Michelle Wichmann and Holger Zielemanns

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