

AQA GCSE English Language Grade Boundaries

GCSE English Language (8700)

<i>Max Mark: 160</i>	9	8	7	6	5	4	3	2	1	U
Summer 2017	123	113	104	93	82	72	53	34	16	0
November 2017 (resit only)	132	123	114	102	91	80	58	37	16	0
Summer 2018	128	118	108	97	86	76	56	36	16	0
November 2018 (resit only)	134	125	117	105	93	81	59	37	16	0
Summer 2019	127	117	108	97	86	76	56	36	16	0
November 2019 (resit only)	131	121	111	100	89	79	58	37	16	0

GCSE English Language Paper 1 (8700/1)

Explorations in Creative Reading and Writing

<i>Max Mark: 80</i>	9	8	7	6	5	4	3	2	1	U
Summer 2017	61	56	51	45	40	35	26	17	8	0
November 2017 (resit only)	67	63	59	53	47	41	30	19	8	0
Summer 2018	65	60	55	49	44	39	28	18	8	0
November 2018 (resit only)	69	65	61	54	48	42	30	19	8	0
Summer 2019	64	59	54	48	43	38	28	18	8	0
November 2019 (resit only)	66	61	56	50	44	39	28	18	8	0

GCSE English Language Paper 2 (8700/2)

Writers' Viewpoints and Perspectives

<i>Max Mark: 80</i>	9	8	7	6	5	4	3	2	1	U
Summer 2017	62	57	53	47	42	37	27	17	8	0
November 2017 (resit only)	65	60	55	49	44	39	28	18	8	0
Summer 2018	63	58	53	47	42	37	27	17	8	0
November 2018 (resit only)	65	60	56	50	44	39	28	18	8	0
Summer 2019	64	59	54	48	43	38	28	18	8	0
November 2019 (resit only)	65	60	55	50	45	40	29	18	8	0

Grade Boundaries In Gcse 2015

Blackman, Shane, Rogers, Ruth



Grade Boundaries In Gcse 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 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 **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.

The administration of examinations for 15-19 year olds in England Great Britain: Parliament: House of Commons: Education Committee, 2012-07-03. Additional written evidence is contained in Volume 3 available on the Committee website at www.parliament.uk/educom.

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.

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 students' 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.

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

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 *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 Educations Studies Sociology and Social Policy to offer a compelling critique of contemporary education Reflective Teaching in Schools Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Fay Turner, Paul Warwick, Mark Winterbottom, Mary Anne Wolpert, 2014-02-27 Building on best selling texts over three decades this thoroughly revised new edition is essential reading for both primary and secondary school teachers in training and in practice supporting both initial school based training and extended career long professionalism Considering a wide range of professionally relevant topics *Reflective Teaching in Schools* presents key issues and research insights suggests activities for classroom enquiry and offers guidance on key readings Uniquely two levels of support are offered practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment processes routes to deeper forms of expertise including evidence informed principles and concepts to support in depth understanding of teacher expertise Andrew Pollard former Director of the UK s Teaching and Learning Research Programme led development of the book with support from primary and secondary specialists from the University of Cambridge UK *Reflective Teaching in Schools* is part of a fully integrated set of resources for primary and secondary education Readings for *Reflective Teaching in Schools* directly complements and extends the chapters in this book Providing a compact and portable library it is particularly helpful in school based teacher education The website reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings advice on further reading and additional chapters It also features a glossary links to useful websites and a conceptual framework for deepening expertise This book is one of the *Reflective Teaching Series* inspiring education through innovation in early years schools further higher and adult education

Education, Law and Diversity Neville Harris, 2020-01-09 This new edition of *Education Law and Diversity* provides extensive updated analysis from a legal perspective of how the education system responds to social diversity and how the

relevant social and cultural rights of individuals and groups are affected It spans wide ranging areas of school provision including types of school including faith schools the school curriculum choice of school out of school settings and duties towards children with special needs and disabilities It gives extensive coverage to children s rights in the context of education and includes considerable new material on issues including relationships and sex education exclusion from school home education equal access counter extremism and academisation The new edition also retains and updates areas of debate in the book such as those concerned with multiculturalism and the position of religion in schools It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally It is essential reading for anyone interested in the legal and related policy issues surrounding children s education today **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* **Learning to Teach in the Secondary School** Susan Capel, Marilyn Leask, Sarah

Younie, 2016-03-17 Learning to teach involves hard work and careful preparation To become an effective teacher requires pedagogical and subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations *Learning to Teach in the Secondary School* is the market leading text for all undergraduate postgraduate and school based routes to qualified teacher status It offers an in depth and practical introduction to the knowledge skills and understanding needed to become a confident and effective teacher With a focus on evidence based practice the book includes a wealth of examples to demonstrate how to successfully apply theory to practice and how to critically analyse your practice to maximise pupil learning This 7th edition is fully updated in light of the latest initiatives evidence and research in the field offering comprehensive coverage unit by unit of the key concepts and skills addressed on

initial teacher education courses in preparation for work in schools The wide range of pedagogical features support both university based work including that up to Masters Level and school based initial teacher education and are designed to help you develop those qualities that lead to good practice and a successful future in education Written by expert practitioners thirty six essential units include adopting a positive approach to managing behaviour to support learning ways pupils learn planning lessons units of work and schemes of work motivating pupils assessment inclusion and special educational needs using ICT and digital technologies pupil grouping progression and differentiation managing time workload and stress getting your first teaching post Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school Supported by the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher *Maths Tricks to Blow Your Mind* Kyle D. Evans, 2021-10-07 What is 4% of 75 Can you calculate $60 \div 60 \times 0.1$ Which is bigger an 18 inch pizza or two 12 inch pizzas Join award winning maths presenter Kyle D Evans on an entertaining tour of viral maths problems that have gone wild on social media in recent years From the infamous Hannah's sweets exam question to percentages life hacks viral maths problems seem to capture the public's imagination without fail In *Maths Tricks to Blow Your Mind* Kyle presents over 50 viral maths problems with background information explanations and solutions to similar problems all in a humorous accessible and inclusive manner Want to dazzle and delight your friends and family This book shows you how *The What, Why and How of Assessment* Simon Child, Paul Ellis, 2021-07-21 How do teachers develop their understanding of the foundation principles of assessment stay up to date with the latest classroom approaches and have the confidence to evaluate and question the effectiveness of new methods This professional resource for teachers supports them to understand the what why and how of assessment It provides key knowledge on the types and purposes of assessment and explores key themes such as validity reliability and fairness It explores assessment in practice offering practical support for busy teachers and takes an in depth look at how qualifications are designed and developed and how examinations are marked graded and regulated *Passing the Numeracy Skills Test* Mark Patmore, 2015-02-16 I'm so grateful for this book which was invaluable for passing the skills test and made it much less intimidating It explained each component of the test clearly and concisely so that I knew what to expect taking me through the key knowledge and skills needed for each part and using language that was easy to follow The example questions helped me identify areas to work on and were great practice to build my confidence Ruth Makoff PGCE Secondary Teacher Trainee All applicants to Initial Teacher Training in England need to PASS the QTS Numeracy Skills Test before starting their course The test is designed to ensure trainee teachers have a sound grasp of numeracy skills such as mental arithmetic and interpreting statistics and how to apply these in practice This popular and widely recommended book outlines all of the requirements of the QTS Numeracy Skills Test explains the essential subject knowledge candidates need and includes practice questions for test preparation This sixth edition written by one of the

authors of the test itself is updated throughout and includes a full practice test more practice questions and more question and answer commentary It is more than a collection of practice questions It includes advice tips test commentary and guidance to help you pass first time It helps you to familiarise yourself with the skills and knowledge to be tested fully understand the format and structure of the numeracy skills test know what to expect on the day of the test HOW TO USE THIS BOOK This book is divided in to six chapters Chapter 1 this very short chapter has been included to remind you of the basic arithmetic processes The majority of you will be able to miss this unit out but some may welcome a chance to revise fractions decimals percentages etc Chapters 2 4 these cover the three content areas see above one area per chapter Chapter 5 this includes a practice mental arithmetic test and a full practice onscreen test for you to work through Chapter 6 this contains answers and key points for all the questions in the main chapters and for the sample tests In each chapter the additional required knowledge language and vocabulary are explained and worked examples of the type of questions to be faced are provided together with the practice questions The answers for these questions are given in Chapter 6 together with further advice and guidance on solutions Revision checklists You can use the checklists in your revision to make sure that you have covered all the key content areas

The Routledge International Handbook of Educational Effectiveness and Improvement Christopher Chapman, Daniel Muijs, David Reynolds, Pam Sammons, Charles Teddlie, 2015-08-14 The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest thinking and evidence about educational effectiveness

Youth Marginality in Britain Blackman, Shane, Rogers, Ruth, 2017-06-28 Though they tend to get less attention than other disadvantaged groups huge numbers of young people today in Britain are marginalized experiencing isolation social hardship gender and ethnic discrimination and overall social stigma a situation that has been exacerbated by the combination of austerity measures and a weak job market that has all too often cut young people off from support and employment This book sets that marginalization in the broader context of austerity poverty and inequality to show both recent changes and long term continuity in the position of young people with a special emphasis on the voice of youth and the forms of resistance they adopt

Debates in Geography Education Mark Jones, David Lambert, 2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge

and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography's identity as an academic discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing Debates in Geography Education is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK

A Dictionary of Education Susan Wallace, 2015 Education is of relevance to everyone but it involves specialized terminology which may be unfamiliar or opaque The second edition of this UK focused dictionary with around 1 100 authoritative entries provides clear and accessible definitions of the terms organizations qualifications statutes and much more involved in education today

Unveiling the Energy of Verbal Artistry: An Emotional Sojourn through **Grade Boundaries In Gcse 2015**

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