

## CCEA

	Session + Year	Max Mark	A	B	C*	C	D	E	F	G
GBL1 Foundation	Summer 2019	102			94	84	70	56	42	28
GBL1 Higher		140	112	103	84	84	70	63		
GBL2 Foundation		116			108	96	80	64	48	32
GBL2 Higher		160	128	117	108	96	80	72		
GBL3 Foundation		72			67	60	50	40	30	20
GBL3 Higher		100	80	73	67	60	50	45		
GBL1 Foundation	Summer 2022	102			94	84	70	56	42	28
GBL1 Higher		140	112	103	84	84	70	63		
GBL2 Foundation		116			108	96	80	64	48	32
GBL2 Higher		160	128	117	108	96	80	72		
GBL3 Foundation		72			67	60	50	40	30	20
GBL3 Higher		100	80	73	67	60	50	45		
GBL1 Foundation (Raw)	Summer 2023	74			45	36	29	22	16	10
GBL1 Foundation (UMS)		102			94	84	70	56	42	28
GBL1 Higher (Raw)		75	53	44	36	28	20	16		
GBL1 Higher (UMS)		140	112	103	94	84	70	63		
GBL2 Foundation (Raw)		90			52	44	37	31	25	19
GBL2 Foundation (UMS)		116			108	96	80	64	48	32
GBL2 Higher (Raw)		90	69	58	47	36	25	19		
GBL2 Higher (UMS)		160	128	117	108	96	80	72		
GBL3 Foundation (Raw)		100			27	44	18	14	10	6
GBL3 Foundation (UMS)		72			67	60	50	40	30	20
GBL3 Higher (Raw)		100	54	42	31	20	9	3		
GBL3 Higher (UMA)		100	80	73	67	60	50	45		

# Gcse Grade Boundaries June 2011

**Great Britain: Parliament: House of  
Commons: Education Committee**



## **Gcse Grade Boundaries June 2011:**

**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

**Careers Guidance for Young People** Great Britain: Parliament: House of Commons: Education Committee,2013-01-23 Additional written evidence is contained in Volume 3 available on the Committee website at [www.parliament.uk/educom](http://www.parliament.uk/educom) *Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2012

**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 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

**Creating Curricula: Aims, Knowledge and Control** Dominic Wyse, 2018-03-08 Knowledge has been a defining focus for the curriculum studies field In the early part of the 21st century convincing arguments were mounted that knowledge needed to be brought back in both to the curriculum of schools and to the attention of curriculum researchers This book is a result of these arguments and what some regarded as a crisis in curriculum study related to the growing emphasis on international comparisons between education systems The book's most important contribution is to build on seminal work in the sociology and philosophy of education in order to develop new foundations for curriculum study using the importance of transactions as the context for understanding knowledge in the curriculum The contributors build on this importance to suggest a rapprochement in the field around the idea of curriculum knowledge as both constructed and real This book was originally published as a special issue of The Curriculum Journal     [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](http://www.parliament.uk/educom)     **The Times Index**, 2008  
Indexes the Times and its supplements

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