



Grade thresholds – June 2022

Cambridge IGCSE™ (9–1) English as a Second Language (Count-In Speaking) (0991)

Grade thresholds taken for Syllabus 0991 (English as a Second Language (Count-In Speaking)) in the June 2022 examination.

	maximum raw mark available	minimum raw mark required for grade:								
		9	8	7	6	5	4	3	2	1
Component 11	60	–	–	–	–	–	45	38	31	23
Component 12	60	–	–	–	–	–	44	37	29	22
Component 21	80	76	72	67	62	57	51	–	–	–
Component 22	80	76	72	67	62	57	50	–	–	–
Component 31	30	–	–	–	–	–	20	16	12	8
Component 32	30	–	–	–	–	–	19	15	11	7
Component 41	40	36	34	33	31	29	27	–	–	–
Component 42	40	36	35	34	31	29	27	–	–	–
Component 51	30	27	26	25	23	21	20	16	12	8
Component 52	30	27	26	25	23	21	20	16	12	8

The overall thresholds for the different grades were set as follows:

Option	Maximum mark after weighting	Combination of Components	9	8	7	6	5	4	3	2	1
AX	200	11, 31, 51	–	–	–	–	152	143	117	92	67
AY	200	12, 32, 52	–	–	–	–	148	140	114	89	64
FX	200	21, 41, 51	186	176	167	154	142	130	103	–	–
FY	200	22, 42, 52	186	177	168	155	142	129	102	–	–

Igcse Grade Threshold2014 Cambridge

Daniel F McAuley



Igcse Grade Threshold2014 Cambridge:

Public Examinations Examined Thomas Kellaghan,Vincent Greaney,2019-11-19 High stakes public examinations exert a dominant influence in most education systems They affect both teacher and student behavior especially at the middle and upper levels of secondary education The content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned By changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment Examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems This book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies The book s primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog Angela W Little Professor Emerita Institute of Education University College London This book is very well structured and written and draws on the authors remarkable global knowledge across countries and histories It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning I am sure that Public Examinations Examined which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation 00000000 00,000,2015-10-01 Child centered

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Table of Contents Igcse Grade Threshold2014 Cambridge

1. Understanding the eBook Igcse Grade Threshold2014 Cambridge
 - The Rise of Digital Reading Igcse Grade Threshold2014 Cambridge
 - Advantages of eBooks Over Traditional Books
2. Identifying Igcse Grade Threshold2014 Cambridge
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Igcse Grade Threshold2014 Cambridge
 - User-Friendly Interface
4. Exploring eBook Recommendations from Igcse Grade Threshold2014 Cambridge
 - Personalized Recommendations
 - Igcse Grade Threshold2014 Cambridge User Reviews and Ratings
 - Igcse Grade Threshold2014 Cambridge and Bestseller Lists
5. Accessing Igcse Grade Threshold2014 Cambridge Free and Paid eBooks
 - Igcse Grade Threshold2014 Cambridge Public Domain eBooks
 - Igcse Grade Threshold2014 Cambridge eBook Subscription Services
 - Igcse Grade Threshold2014 Cambridge Budget-Friendly Options
6. Navigating Igcse Grade Threshold2014 Cambridge eBook Formats
 - ePub, PDF, MOBI, and More
 - Igcse Grade Threshold2014 Cambridge Compatibility with Devices
 - Igcse Grade Threshold2014 Cambridge Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Igcse Grade Threshold2014 Cambridge
 - Highlighting and Note-Taking Igcse Grade Threshold2014 Cambridge
 - Interactive Elements Igcse Grade Threshold2014 Cambridge
8. Staying Engaged with Igcse Grade Threshold2014 Cambridge

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Igcse Grade Threshold2014 Cambridge
- 9. Balancing eBooks and Physical Books Igcse Grade Threshold2014 Cambridge
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Igcse Grade Threshold2014 Cambridge
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Igcse Grade Threshold2014 Cambridge
 - Setting Reading Goals Igcse Grade Threshold2014 Cambridge
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Igcse Grade Threshold2014 Cambridge
 - Fact-Checking eBook Content of Igcse Grade Threshold2014 Cambridge
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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