

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 Results2015

DJ Losen



Grade Nine Results2015:

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

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,Vinothan 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 *The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes* Samer Al-Samarrai, The World Bank, Blane Lewis, 2021-07-23 The majority of the world's children live in countries where local governments are responsible for the provision of basic education services Although subnational governments manage their own education systems they often rely on transfers from the central government for funding The main purpose of this study is to assess how these fiscal transfers affect public funding for education and how they ultimately affect student schooling and learning outcomes Through a careful analysis of how fiscal transfers have affected education systems in different contexts the investigation develops a set of principles to support improvements in the design and implementation of transfer systems with a specific focus on the provision of education services The study is centered on seven country case studies that aim to answer a set of common research questions using a similar approach Country case studies were conducted in Brazil Bulgaria China Colombia Indonesia Sudan and Uganda The analysis shows that fiscal transfer mechanisms can improve the adequacy of public education spending reduce spending inequalities between regions and improve spending efficiency Moreover the study highlights that carefully designed and implemented transfer systems can help raise overall education outcomes and reduce education inequality This publication was funded by a grant from the Results in Education for All Children REACH trust fund at the World Bank REACH is supported by the government of Germany through the Federal Ministry for Economic Cooperation and Development the government of Norway through NORAD and the government of the United States of America through the U S Agency for International Development

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 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 Primary and Secondary Education During Covid-19 Fernando M. Reimers, 2021-09-14 This open access edited volume is a comparative effort to discern the short term educational impact of the covid 19 pandemic on students teachers and systems in Brazil Chile Finland Japan Mexico Norway Portugal Russia Singapore Spain South Africa the United Kingdom and the United States One of the first academic comparative studies of the educational impact of the pandemic the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning especially for disadvantaged students Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education For students as well as for teachers and school staff these included the economic shocks experienced by families in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus and by the constraints on learning resulting from students having to learn at home where the demands of schoolwork had to be negotiated with other family necessities often sharing limited space Furthermore the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives created a traumatic context for many that undermined the necessary focus and dedication to schoolwork These individual effects were reinforced by community effects particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive This is an open access book 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

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