

Economics										
AS unit grade boundaries			Max Mark	a*	a	b	c	d	e	u
6EC01 Competitive Markets — How They Work and Why They Fail (Paper 01)	Raw	80		61	54	48	42	36	0	
	UMS	100		80	70	60	50	40	0	
6EC01 Competitive Markets — How They Work and Why They Fail (Paper 01R)	Raw	80		61	54	48	42	36	0	
	UMS	100		80	70	60	50	40	0	
6EC02 Managing the Economy (Paper 01)	Raw	80		60	54	48	42	36	0	
	UMS	100		80	70	60	50	40	0	
6EC02 Managing the Economy (Paper 01R)	Raw	80		63	57	52	47	42	0	
	UMS	100		80	70	60	50	40	0	
A2 unit grade boundaries			Max Mark	a*	a	b	c	d	e	u
6EC03 Business Economics and Economic Efficiency (Paper 01)	Raw	72		64	58	52	46	40	34	0
	UMS	80		72	64	56	48	40	32	0
6EC03 Business Economics and Economic Efficiency (Paper 01R)	Raw	72		64	57	50	43	36	30	0
	UMS	80		72	64	56	48	40	32	0
6EC04 The Global Economy (Paper 01)	Raw	100		79	71	63	55	48	41	0
	UMS	120		108	96	84	72	60	48	0
6EC04 The Global Economy (Paper 01R)	Raw	100		82	74	66	58	51	44	0
	UMS	120		108	96	84	72	60	48	0
Cash-in grade boundaries			Max Mark	A*	A	B	C	D	E	U
8EC01 AS Economics	UMS	200		160	140	120	100	80	0	
9EC01 A level Economics	UMS	400		320	280	240	200	160	0	

June 2013 Edexcel A Level Grade Boundaries

Anthony Seldon, Mike Finn, Illias Thoms



June 2013 Edexcel A Level Grade Boundaries:

The Coalition Effect, 2010-2015 Anthony Seldon, Mike Finn, Illias Thoms, 2015-03-26 The essential verdict on Britain's first coalition government since the Second World War delivered by an unrivalled team of experts 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

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