

Estimated Grade Boundaries for Edexcel GCSE Mathematics - Foundation

Paper 1

Grade	1	2	3	4	5
Marks needed out of 60	9	20	31	43	54
Percentage	15%	33%	52%	72%	90%

Paper 2

Grade	1	2	3	4	5
Marks needed out of 60	9	20	32	44	55
Percentage	15%	33%	53%	73%	92%

Paper 3

Grade	1	2	3	4	5
Marks needed out of 100	10	21	32	43	55
Percentage	10%	21%	32%	43%	55%

Please be aware that the grade boundaries shown in this resource are for indicative purposes only. They are based on an average of grade boundaries from previous years and are subject to change. All marks and percentages have been rounded to the nearest whole number.

Estimated Grade Boundaries for Edexcel GCSE Mathematics - Higher

Grade	6	7	8	9
Marks needed out of 60	33	40	53	64
Percentage	55%	67%	88%	100%

Grade	6	7	8	9
Marks needed out of 60	34	40	55	66
Percentage	57%	67%	92%	110%

Grade	6	7	8	9
Marks needed out of 100	33	42	53	64
Percentage	33%	42%	53%	64%

Please be aware that the grade boundaries shown in this resource are for indicative purposes only. They are based on an average of grade boundaries from previous years and are subject to change. All marks and percentages have been rounded to the nearest whole number.



Grade Boundaries 2013 Edexcel Gce

David Baud



Grade Boundaries 2013 Edexcel Gce:

The Coalition Effect, 2010-2015 Anthony Seldon, Mike Finn, Ilias 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

The Times Index, 2007 Indexes the Times and its supplements **Understanding Assessment** David Lambert, David Lines, 2013-04-15 This is the first title in this new series which is aimed principally at secondary PGCE and BAEd students and school and HEI based tutors Each book provides a digest of the central issues around a particular topic or issues grounded in or supported by examples of good practice with suggestions for further reading study and investigation The books are not intended as how to books but rather as books which will help students and teachers to explore and understand critical theoretical issues in ways that are challenging that invite critical reappraisals of taken for granted practices and perceptions and that provide appropriate links between theory and practice Issues related to equal opportunities and special needs are included in each separate volume There are boxes of questions think abouts further reading and bulleted summary lists for the reader This book is written specifically for teachers in training which will clarify the big picture of monitoring and assessment and makes the crucial distinctions in this large and still taken for granted field The authors have written widely on assessment matters and have also worked in various capacities for the QCA and its former manifestations They are also engaged in initial teacher education and so know the level and market extremely well

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