

Level	9	8	7	6	5	4	3	2	1
Foundation Biology 1					39	33	24	15	7
Higher Biology 1	47	40	34	29	24	19	14		
Foundation Biology 2					42	36	27	18	9
Higher Biology 2	45	38	31	25	19	14	9		
Foundation Chemistry 1					49	44	39	35	31
Higher Chemistry 1	48	41	35	27	20	13	6		
Foundation Chemistry 2					41	35	25	16	7
Higher Chemistry 2	50	44	39	31	23	16	9		
Foundation Physics 1					43	37	27	17	8
Higher Physics 1	50	44	39	32	25	19	13		
Foundation Physics 2					39	33	25	17	9
Higher Physics 2	48	41	35	29	23	17	11		

# Grade Boundaries In Gcse 2015

**Christopher Chapman, Daniel  
Muijs, David Reynolds, Pam  
Sammons, Charles Teddlie**



## **Grade Boundaries In Gcse 2015:**

**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 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 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.

**Validity, Reliability and Efficiency of Comparative Judgement to Assess Student Work** Sven De Maeyer, Tine Van Daal, Renske Bouwer, Marije Lesterhuis, Eva Hartell, 2023-01-13 [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) [Becoming a Teacher: Issues in Secondary Education](#) 6e Simon Gibbons, Melissa Glackin, Elizabeth Rushton, Emma Towers, Richard Brock, 2023-03-27 Essential reading for anyone learning to be a teacher. This book will continue to be a core text on our ITE programmes. Rachele Newman, Director of Initial Teacher Education, University of Southampton, UK. A comprehensive must-have for every new teacher entering the profession, a wide variety of short chapters packed full of key research-evidenced ideas brilliantly articulated by a team of expert authors. Fantastic Mark Winterbottom, Professor of Education, University of Cambridge, UK. The beauty of the book is that the authors do not attempt to simplify teaching; instead, they celebrate and explore the complexities of being a teacher. Stefanie Sullivan, Deputy Head of School, Director of Initial Teacher Education, University of Nottingham, UK. This timely new edition remains the ultimate guide for students in the core areas of teaching, policy, assessment and curriculum planning, while also covering the relevant issues facing educators and students today. Grounded in contemporary research and empirical evidence, *Becoming a Teacher* provides a critical yet accessible exploration of the complexities involved in starting a career in secondary education. New chapters include topics such as wellbeing and mental health, social justice, decolonising the curricula, and how to develop teacher identity when starting a career. Themes such as digital pedagogy now run through the core of the book, reflecting the future of our education system. The book supports students with a blend of theory and practical solutions, integrates a wide range of issues, contexts and perspectives, guides and encourages readers to reflect on their own learning and teaching, covers practical classroom implementations, theoretical and empirical research, social and cultural dimensions, and much more. Benefitting from the expertise of top academics in the education field while leaving room for the reader to engage with their own critical reflection, this book is essential for PGCE and Education students to gain a thorough understanding of the many facets of education as well as their own role as a teacher. Simon Gibbons is Senior Lecturer in English Education and Director of Teacher Education at King's College London, UK. He is a former chair of the National Association for the Teaching of English. Richard Brock is a Lecturer in Science Education at King's College London, UK. He taught secondary physics for many years.

in greater London and has also taught English in Japan and worked in special education Melissa Glackin is Senior Lecturer in Science Education and the Director of the MA in STEM Education at King's College London UK Elizabeth Rushton is Head of Department of Curriculum Pedagogy and Assessment at the Institute of Education University College London UK She previously led the Geography PGCE at King's College London after having worked as a geography teacher and as Director of Evaluation for an education charity Emma Towers is a Teaching Fellow in Education Policy at King's College London UK Before moving into higher education she worked as a primary school teacher in London schools

**Teaching Sociology Successfully** Andrew Jones, 2017-07-06 Teaching Sociology Successfully is a comprehensive guide to teaching learning and delivering sociology not only with success but with confidence Carefully combining insightful anecdotes and practical ideas with key theoretical concepts on planning learning styles and assessment this book is an essential tool for both new and experienced teachers of sociology Each chapter focuses on a particular aspect of the teaching and learning process from preparing to teach the subject for the first time to measuring student progress over time in an approachable yet rigorous way This practical guide will help you to improve your knowledge of specifications and syllabuses at GCSE and AS A Level provide the best pedagogic approaches for teaching sociology think about learning styles skills and capacities in relation to teaching sociology gain practical ideas and activities for improving student's argumentation evaluation and essay writing skills apply strategies for teaching abstract sociological theories and concepts make the teaching of research methods engaging and interesting deal with practical issues such as planning and assessing learning encourage students independent learning and revision connect ICT social networking websites and the mass media to further students sociological knowledge tackle the thorny issues of politics and controversial topics Drawing on the author's own experiences Teaching Sociology Successfully helps readers to identify unpack and negotiate challenges common to those teaching sociology Complete with a variety of pedagogical resources it provides tasks and further reading to support CPD and reflective practice This book will be an invaluable tool for students on PGCE social science training courses as well as School Direct candidates and undergraduates studying BEDs in similar fields

**What is a Mathematical Concept?** Elizabeth de Freitas, Nathalie Sinclair, Alf Coles, 2017-06-22 Responding to widespread interest within cultural studies and social inquiry this book addresses the question what is a mathematical concept using a variety of vanguard theories in the humanities and posthumanities Tapping historical philosophical sociological and psychological perspectives each chapter explores the question of how mathematics comes to matter Of interest to scholars across the usual disciplinary divides this book tracks mathematics as a cultural activity drawing connections with empirical practice Unlike other books in this area it is highly interdisciplinary devoted to exploring the ontology of mathematics as it plays out in different contexts This book will appeal to scholars who are interested in particular mathematical habits creative diagramming structural mappings material agency interdisciplinary coverings that shed light on both mathematics and other disciplines Chapters are also relevant to social sciences and

humanities scholars as each offers philosophical insight into mathematics and how we might live mathematically

**Reflective Teaching in Schools** Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Fay Turner, Paul Warwick, Mark Winterbottom, Mary Anne Wolpert, 2014-02-27 Building on best selling texts over three decades this thoroughly revised new edition is essential reading for both primary and secondary school teachers in training and in practice supporting both initial school based training and extended career long professionalism Considering a wide range of professionally relevant topics *Reflective Teaching in Schools* presents key issues and research insights suggests activities for classroom enquiry and offers guidance on key readings Uniquely two levels of support are offered practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment processes routes to deeper forms of expertise including evidence informed principles and concepts to support in depth understanding of teacher expertise Andrew Pollard former Director of the UK's Teaching and Learning Research Programme led development of the book with support from primary and secondary specialists from the University of Cambridge UK *Reflective Teaching in Schools* is part of a fully integrated set of resources for primary and secondary education Readings for *Reflective Teaching in Schools* directly complements and extends the chapters in this book Providing a compact and portable library it is particularly helpful in school based teacher education The website [reflectiveteaching.co.uk](http://reflectiveteaching.co.uk) offers supplementary resources including reflective activities research briefings advice on further reading and additional chapters It also features a glossary links to useful websites and a conceptual framework for deepening expertise This book is one of the *Reflective Teaching Series* inspiring education through innovation in early years schools further higher and adult education

*The Taming of Education* Rob Creasy, 2017-08-24 This book evaluates contemporary approaches to education with a particular focus on the ways in which assessment shapes the educational experience and influences pupils and students It adopts a critical approach arguing that there is a need for students to develop critical thinking skills be flexible and have the capacity for originality Education has increasingly come to be seen as a process with qualifications as the output however as economies change attaining advantage increasingly relies on creativity and originality Unfortunately in the quest to remove uncertainty from education creativity and originality are often overlooked and the result is that education is impoverished Creasy argues here that there is no single factor that has shaped education and led to this situation rather developments within education can be seen as having been shaped by a range of forces such as neoliberalism New Public Management standardization and internationalization This is not to claim any deliberate undermining of education but the cumulative effect is that education is less and less fit for purpose Written for anyone involved in education student teacher or manager this book draws upon Education's Studies Sociology and Social Policy to offer a compelling critique of contemporary education

**Education, Law and Diversity** Neville Harris, 2020-01-09 This new edition of *Education Law and Diversity* provides extensive updated

analysis from a legal perspective of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected It spans wide ranging areas of school provision including types of school including faith schools the school curriculum choice of school out of school settings and duties towards children with special needs and disabilities It gives extensive coverage to children s rights in the context of education and includes considerable new material on issues including relationships and sex education exclusion from school home education equal access counter extremism and academisation The new edition also retains and updates areas of debate in the book such as those concerned with multiculturalism and the position of religion in schools It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally It is essential reading for anyone interested in the legal and related policy issues surrounding children s education today Teachers Matter – But How? Ninni Wahlström, Daniel

Alvunger, Daniel Sundberg, 2019-12-18 Global processes are transforming educational policy around the world in complex ways with different implications for different local arenas Over the last two decades a global neoliberal policy paradigm has emerged placing the teacher at its centre Two well known examples are the OECD report on education and training policy Teachers Matter and the McKinsey Company report entitled How the World s Best Performing School Systems Come Out on Top It now seems more important than ever to highlight some alternatives that might contribute to a broader understanding of the meaning of being a teacher In a time of standardised performance and accountability this special issue raises critical questions about the space for teachers agency and teachers as curriculum agents The different articles from some of our most distinguished researchers in the field provide essential perspectives on the question of where when and how teachers matter Our interest is not primarily to understand the scope of teachers agency but rather to understand what becomes important for teachers in their everyday activities such as teaching students handling educational norms and rules working in a local as well as a global society etc A common theme throughout the articles is that teachers matter in spaces where they can act as moral subjects in their profession in the present drawing on collective and individual experiences of the past whilst imagining a desired future This book was originally published as a special issue of the Journal of Curriculum Studies

Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Sarah Younie, 2016-03-17 Learning to teach involves hard work and careful preparation To become an effective teacher requires pedagogical and subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations Learning to Teach in the Secondary School is the market leading text for all undergraduate postgraduate and school based routes to qualified teacher status It offers an in depth and practical introduction to the knowledge skills and understanding needed to become a confident and effective teacher With a focus on evidence based practice the book includes a wealth of examples to demonstrate how to successfully apply theory to practice and how to critically analyse your practice to maximise pupil learning This 7th edition is fully updated in light of the latest initiatives evidence and research in the field offering

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The What, Why and How of Assessment Simon Child, Paul Ellis, 2021-07-21 How do teachers develop their understanding of the foundation principles of assessment stay up to date with the latest classroom approaches and have the confidence to evaluate and question the effectiveness of new methods This professional resource for teachers supports them to understand the what why and how of assessment It provides key knowledge on the types and purposes of assessment and explores key themes such as validity reliability and fairness It explores assessment in practice offering practical support for busy teachers and takes an in depth look at how qualifications are designed and developed and how examinations are marked graded and regulated

*Maths Tricks to Blow Your Mind* Kyle D. Evans, 2021-10-07 What is 4% of 75 Can you calculate  $60 \div 0.1$  Which is bigger an 18 inch pizza or two 12 inch pizzas Join award winning maths presenter Kyle D Evans on an entertaining tour of viral maths problems that have gone wild on social media in recent years From the infamous Hannah's sweets exam question to percentages life hacks viral maths problems seem to capture the public's imagination without fail In Maths Tricks to Blow Your Mind Kyle presents over 50 viral maths problems with background information explanations and solutions to similar problems all in a humorous accessible and inclusive manner Want to dazzle and delight your friends and family This book shows you how

**The Routledge International Handbook of Educational Effectiveness and Improvement** Christopher Chapman, Daniel Muijs, David Reynolds, Pam Sammons, Charles Teddlie, 2015-08-14 The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest



thinking and evidence about educational effectiveness

**Passing the Numeracy Skills Test** Mark Patmore, 2015-02-16 I

am so grateful for this book which was invaluable for passing the skills test and made it much less intimidating. It explained each component of the test clearly and concisely so that I knew what to expect, taking me through the key knowledge and skills needed for each part and using language that was easy to follow. The example questions helped me identify areas to work on and were great practice to build my confidence. Ruth Makoff PGCE Secondary Teacher Trainee. All applicants to Initial Teacher Training in England need to PASS the QTS Numeracy Skills Test before starting their course. The test is designed to ensure trainee teachers have a sound grasp of numeracy skills such as mental arithmetic and interpreting statistics and how to apply these in practice. This popular and widely recommended book outlines all of the requirements of the QTS Numeracy Skills Test, explains the essential subject knowledge candidates need and includes practice questions for test preparation. This sixth edition, written by one of the authors of the test itself, is updated throughout and includes a full practice test, more practice questions and more question and answer commentary. It is more than a collection of practice questions; it includes advice, tips, test commentary and guidance to help you pass first time. It helps you to familiarise yourself with the skills and knowledge to be tested, fully understand the format and structure of the numeracy skills test, know what to expect on the day of the test. HOW TO USE THIS BOOK This book is divided into six chapters. Chapter 1, this very short chapter, has been included to remind you of the basic arithmetic processes. The majority of you will be able to miss this unit out, but some may welcome a chance to revise fractions, decimals, percentages, etc. Chapters 2-4 cover the three content areas, see above, one area per chapter. Chapter 5 includes a practice mental arithmetic test and a full practice onscreen test for you to work through. Chapter 6 contains answers and key points for all the questions in the main chapters and for the sample tests. In each chapter, the additional required knowledge, language and vocabulary are explained and worked examples of the type of questions to be faced are provided together with the practice questions. The answers for these questions are given in Chapter 6 together with further advice and guidance on solutions. Revision checklists: You can use the checklists in your revision to make sure that you have covered all the key content areas.

**Teacher Toolkit** Ross Morrison McGill, 2015-11-19 This is a book by a teacher still in the classroom after 20 years. Want to know how to survive? Read this book! It's fizzing with ideas. Ty Goddard Co-founder of the Education Foundation. A compendium of teaching strategies, ideas and advice which aims to motivate, comfort, amuse and, above all, reduce your workload. By bestselling author Ross Morrison McGill aka TeacherToolkit. Teacher Toolkit is a must-read for newly qualified and early career teachers and will support you through your first five years in the primary or secondary classroom. It is packed with advice, tips and ideas for all aspects of teaching practice, from lesson planning to marking and assessment, behaviour management and differentiation. Ross believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey. He shares countless anecdotes from his own experience, from disastrous observations to

marking in the broom cupboard and offers a wealth of strategies to help you become a true Vitruvian teacher one who is resilient intelligent innovative collaborative and aspirational Complete with a bespoke Five Minute Plan in every chapter photocopiable templates QR codes a detachable bookmark and beautiful illustrations by renowned artist Polly Nor Teacher Toolkit is everything you need to ensure you are the best teacher you can be whatever the new policy or framework Ross is the bestselling author of Mark Plan Teach Just Great Teaching and 100 Ideas for Secondary Teachers Outstanding Lessons Vitruvian teaching will help you survive your first five years Year 1 Be resilient surviving your NQT year Year 2 Be intelligent refining your teaching Year 3 Be innovative taking risks Year 4 Be collaborative working with others Year 5 Be aspirational moving towards middle leadership Start working towards Vitruvian today *Creole Composition* Vivette Milson-Whyte, Raymond Oenbring, 2019-08-13 *Creole Composition* is a collection featuring essays by scholars and teachers researchers working with students in from the Anglophone Caribbean Arising from a need to define what writing instruction in the Caribbean means *Creole Composition* expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region To this end it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students It features chapters addressing language approaches to teaching assessing writing administration and research in postsecondary education as well as professionalization of writing instructors in the region Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction other chapters seek to reform these traditional practices Some chapters interventions emerge from discussions in writing studies while other chapters reflect their authors primary training in other fields such as applied linguistics education and literary studies Additionally the chapters use a variety of styles and methods ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format *Creole Composition* the first of its kind in the region provides much needed knowledge to the community of teacher researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition writing studies and academic literacies In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region the collection advances the broader field of writing studies beyond national boundaries Contributors include Tyrone Ali Annife Campbell Tresecka Campbell Dawes Valerie Combie Jacob Dyer Spiegel Brianne Jaquette Carmeneta Jones Clover Jones McKenzie Beverley Josephs Christine E Kozikowski Vivette Milson Whyte Kendra L Mitchell Raymond Oenbring Heather M Robinson Daidrah Smith and Michelle Stewart McKoy **A Dictionary of Education** Susan Wallace, 2015 Education is of relevance to everyone but it involves specialized terminology which may be unfamiliar or opaque The second edition of this UK focused dictionary with around 1 100 authoritative entries provides clear and accessible definitions of the terms organizations qualifications statutes and much more involved in education today

## The Enigmatic Realm of **Grade Boundaries In Gcse 2015**: Unleashing the Language is Inner Magic

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