

Grade thresholds – June 2015

Cambridge IGCSE Biology (0610)

Grade thresholds taken for Syllabus 0610 (Biology) in the May/June 2015 examination.

	maximum mark available	minimum mark required for grade:						
		A	B	C	D	E	F	G
Component 11	40	34	29	25	22	20	18	16
Component 12	40	34	29	25	22	20	18	16
Component 13	40	35	30	26	23	21	19	17
Component 21	80	–	–	34	29	24	21	18
Component 22	80	–	–	40	36	31	26	22
Component 23	80	–	–	43	37	30	24	19
Component 31	80	43	37	29	24	18	15	12
Component 32	80	48	41	34	28	20	15	11
Component 33	80	48	41	32	26	19	14	9
Component 4	48	42	37	32	27	22	18	14
Component 51	40	28	24	21	19	17	13	9
Component 52	40	28	24	21	18	15	11	7
Component 53	40	30	26	26	23	21	15	9
Component 61	40	25	22	19	17	14	12	10
Component 62	40	24	21	19	16	13	10	7
Component 63	40	28	25	23	18	14	9	4

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus is **200**.

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

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	11, 31, 04	158	139	120	101	86	71	61	51
AY	12, 32, 04	164	145	126	107	90	73	61	49
AZ	13, 33, 04	168	147	126	106	90	74	61	48

Igcse 2015 Thresholds

Thomas Kellaghan, Vincent Greaney

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

Igcse 2015 Thresholds:

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

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