

Estimated Grade Boundaries for AQA GCSE Mathematics – Foundation

Paper 1

Grade	1	2	3	4	5
Marks needed out of 30	8	16	20	26	28
Percentage	27%	53%	67%	87%	93%

Paper 2

Grade	1	2	3	4	5
Marks needed out of 30	9	20	21	26	28
Percentage	30%	67%	70%	87%	93%

Paper 3

Grade	1	2	3	4	5
Marks needed out of 30	9	20	20	26	28
Percentage	30%	67%	67%	87%	93%

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 AQA GCSE Mathematics – Higher

Grade	6	7	8	9
Marks needed out of 30	11	21	23	25
Percentage	37%	70%	77%	83%

Grade	6	7	8	9
Marks needed out of 30	14	24	25	26
Percentage	47%	80%	83%	87%

Grade	6	7	8	9
Marks needed out of 30	14	25	25	26
Percentage	47%	83%	83%	87%

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.



Gcse Grade Boundaries June 2011

John Furlong, Ingrid Lunt



Gcse Grade Boundaries June 2011:

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

Careers Guidance for Young People Great Britain: Parliament: House of Commons: Education Committee,2013-01-23 Additional written evidence is contained in Volume 3 available on the Committee website at www.parliament.uk/educom

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons,2012

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

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

Creating Curricula: Aims, Knowledge and Control Dominic Wyse, 2018-03-08 Knowledge has been a defining focus for the curriculum studies field In the early part of the 21st century convincing arguments were mounted that knowledge needed to be brought back in both to the curriculum of schools and to the attention of curriculum researchers This book is a result of these arguments and what some regarded as a crisis in curriculum study related to the growing emphasis on international comparisons between education systems The book's most important contribution is to build on seminal work in the sociology and philosophy of education in order to develop new foundations for curriculum study using the importance of transactions as the context for understanding knowledge in the curriculum The contributors build on this importance to suggest a rapprochement in the field around the idea of curriculum knowledge as both constructed and real This book was originally published as a special issue of *The Curriculum Journal* [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 **The Times Index**, 2008 Indexes the Times and its supplements

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