

A Level Grade Boundaries Aqa 2015

Missing the Mark Dennis Sherwood 2022-08-04 UNCOVERED: 1 in 4 EXAM GRADES IS WRONG 'An important contribution to our thinking.' - Sixth Form Colleges Association 'An uncomfortable but important read.' - Headmasters' and Headmistresses' Conference 'Everyone in UK education should reflect upon the problems identified in this powerful book' - Higher Education Policy Institute Every summer in Britain one million GCSE and A-Level candidates receive results that define their school years and set them up for their life. But those results are gravely unreliable. In fact, about one grade in four in England is WRONG. That is 1.5 million grades every year. An A-Level grade B might have been an A, or even a C, had a different examiner marked the script. Similarly, a GCSE grade 7 might have received a grade 8 or a 6. For a decade, young people and their friends and families have been unable to grasp the full extent of this randomness. Now, in this definitive and easy to follow book, Dennis Sherwood explains why so many pupils receive final grades that don't do them justice. And he suggests ways to regain trust, which apply to essay-based exams throughout the world. Reviews 'Know an A Level student who you were absolutely sure should nail an A* but ended up with a B? Well, they probably should have got that A* but were a victim of this scandal. Sherwood's work changed my outlook. Let him change yours too.' - Robert Campbell, former Chief Executive, Morris Education Trust 'Dennis has been challenging our thinking about assessment and the awarding of grades for many years, combining detailed research with an engaging manner and clear explanations... this is an important contribution to our thinking.' - Bill Watkin, Chief Executive, Sixth Form Colleges Association 'Dennis Sherwood asks the questions about exam grades that no one really wants to answer. His analysis suggests that much of what we think we know about school exams is based at best on wishful thinking and at worst on wilful misrepresentation of statistics. But he also has some positive suggestions for improvement. Missing the Mark is an uncomfortable but important read.' - Melvyn Roffe, Chair, Headmasters' and Headmistresses' Conference 'Missing a grade can result in university or college applications being rejected. Dennis Sherwood asks the \$64,000 question: 'Are grades reliable enough for the purposes they are supposed to serve?' This book presents an insightful analysis of this important matter, including the rules introduced in 2016 to reduce the number of appeals, the controversial grading processes in 2020 and 2021 when exams were cancelled, why 'real' grades are so unreliable, and some solutions too.' - Huy Duong, parent 'Everyone in UK education should reflect upon the problems identified in this powerful book - and then decide what to do about them.' - Nick Hillman, Director, Higher Education Policy Institute Anyone with an interest in how examinations are assessed, from those in government, regulators, schools, colleges, universities to employers, teachers, parents and students, should read Dennis Sherwood's incisive analysis. His conclusions will have a profound impact on our idea of the accuracy, reliability and fairness of examinations. - Mike Larkin, Emeritus Professor Queen's University of Belfast and Total Equality For Students 'Dennis provides a clear, step-by-step outline of what is going so terribly wrong and the easy ways to remedy this.' - Ollie Green, A-level student About the author Dennis Sherwood is a management consultant with experience of solving complex problems. He has a Physics Masters from the University of Cambridge, an MPhil in Molecular Biophysics and Biochemistry from Yale University and a PhD in biology from the University of California in San Diego. After being a consulting partner at Deloitte Haskins + Sells, and Coopers & Lybrand, he became an executive director at Goldman Sachs. He now runs his own business specialising in organisational creativity and innovation. He is author of 14 books.

Becoming a Teacher: Issues in Secondary Education 6e Simon Gibbons 2023-03-27 "[E]ssential 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 combing 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. Learning to Teach in the Secondary School Susan Capel 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 comprehensive coverage, unit by unit, of the key concepts and skills addressed on initial teacher education courses in preparation for work in schools. The wide range of pedagogical features support both university based work - including that up to Masters Level - and school-based initial teacher education, and are designed to help you develop those qualities that lead to good practice and a successful future in education. Written by expert practitioners, thirty-six essential units include: • adopting a positive approach to managing behaviour to support learning • ways pupils learn • planning lessons, units of work and schemes of work • motivating pupils • assessment • inclusion and special educational needs • using ICT and digital technologies • pupil grouping, progression and differentiation • managing time, workload and stress • getting your first teaching post. Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school. Supported by the Learning to Teach Subjects in the Secondary School Series, it is an essential purchase for every aspiring secondary school teacher.

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