# Estimated Grade Boundaries for AQA GCSE Mathematics – Foundation

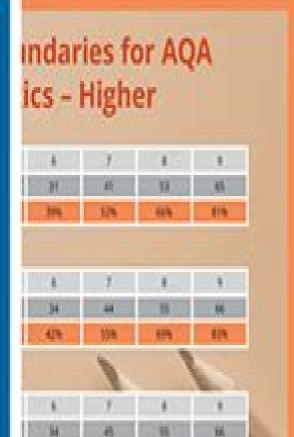
Paper 1					
Grade		1			. 1
Mark resided out of \$0		19	- 19	- 4)	11
Percentage	10%	23%	174	304	64%

Papers					
Grade	1	1/2	-3		1
Mark resided but of \$0		1	- H	4	- 11
Percentage	114	JA	315	Un	5/4

Paper 3				1	1
Grade		3	3)	.4	
Mark resided out of \$5	1	3	10	AL.	U
Percentage .	11%	279	385	52%	65%

Please he 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 recorded to the market about number.





e pre ha indication progress only. They are hased on lect to change. All marks and percentages have been halfs marked





# **Aqa Maths Grade Boundaries June 2013**

**Great Britain: Parliament: House of** 

**Commons: Education Committee** 

# **Aga Maths Grade Boundaries June 2013:**

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

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