

November 2015 Data Exchange Procedures

GCSE and Level 1/2 Certificates



November 2015

Ofqual/15/5801

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The following procedures outline the data that must be provided by awarding organisations during the November 2015 data exchange for each qualification forming part of the data exchange process.

This is a **Regulatory Document** under **Condition B7** of the General Conditions of Recognition¹: Compliance with Regulatory Documents.

This Regulatory Document applies to GCSE qualifications graded A* - G and Level 1/2 certificates.

1. GCSE

GCSE Predictions

In respect of each GCSE qualification in English, English language and mathematics which it makes available, AQA, Pearson and OCR must each create its own cohort-specific prediction for matched learners², following the subject-specific requirements listed below.

WJEC must follow the same procedure for each of those qualifications which it makes available where its England entry for that qualification is more than 50 per cent of their total entry for that qualification and where there are more than 1,000 Key Stage 2 matched learners.

GCSE English and GCSE English language (learners registered to take the qualifications in England only)

With respect to each GCSE English and GCSE English language qualification which it makes available, an awarding organisation must create the following predictions, prioritising for the award predictions (a), those based on the aggregated GCSE English and GCSE English language outcomes:

- (a) Aggregated GCSE English and GCSE English language outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for aggregated GCSE English and GCSE English language outcomes for re-sitting 17-year-olds.

¹ <http://ofqual.gov.uk/documents/general-conditions-of-recognition/>

² 'Learner' is defined in the General Conditions as, 'A person who is registered to take a qualification and to be assessed as part of that qualification' and has the same meaning in this Regulatory Document.

³ Re-sitting from the previous June assessment series

- (b) GCSE English outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for GCSE English outcomes for re-sitting 17-year-olds.
- (c) GCSE English language outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for GCSE English language outcomes for re-sitting 17-year-olds.

Please note: The November 2015 GCSE English and GCSE English language results of re-sitting 17-year-olds³ must be compared with GCSE English and GCSE English language results (any specification) of the same learners in June 2015, where those learners have taken the assessments in both June and November 2015. No distinction should be made between English and English language qualifications in this comparison.

For the speaking and listening endorsement for GCSE English and GCSE English language, awarding organisations must report outcomes (to include carry forward marks) both for matched 17-year-old learners and for all learners.

GCSE mathematics

With respect to each GCSE mathematics qualification which it makes available, AQA, OCR and Pearson must each create the following predictions, prioritising for the award predictions (a), those based on the aggregated linear and (previously) modular GCSE mathematics outcomes:

- (a) Aggregated linear and (previously) modular GCSE mathematics outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for aggregated linear and (previously) modular outcomes for re-sitting 17-year-olds.
- (b) Aggregated linear and (previously) modular GCSE mathematics outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for (previously) modular outcomes for re-sitting 17-year-olds.
- (c) Aggregated linear and (previously) modular GCSE mathematics outcomes for re-sitting 17-year-olds³ across all awarding organisations for November 2014 as the basis for linear outcomes for re-sitting 17-year-olds.

Note: The November 2015 linear and (previously) modular mathematics results of re-sitting 17-year-olds³ must be compared with the linear and (previously) modular mathematics results (any specification) of the same learners in June 2015, where those learners have taken the assessments in both June and November 2015. No distinction should be made between linear and (previously) modular in this comparison.

WJEC must report outcomes for all GCSE mathematics learners in England alongside the outcomes for all GCSE mathematics learners in Wales, in line with the regulatory requirements from Qualifications Wales.

GCSE reporting

Each awarding organisation must report all of its GCSE English and GCSE English language outcomes at grades A*, A, C and F, **using Template 1, by 12 noon, Tuesday 15th December 2015.**

Each awarding organisation must report all of its GCSE mathematics (including linked pair) outcomes at grades A*, A, C and F, using **Template 2, by 12 noon, Tuesday 15th December 2015.**

Each awarding organisation must report information on four key areas, as detailed in the above templates:

- (A) **GCSE outcomes data.** Data must be reported on matched learners, excluding partial absences (EPA) where available, against predicted outcomes where these have been derived. Outcomes must also be reported on all learners, including partial absences (IPA), where available.
- (B) **Evidence used.** Awarding organisations must also describe how evidence was used to guide the award, covering each category on the template.
- (C) **Maintaining standards.** Awarding organisations must also report any issues or concerns in the context of maintaining standards.
- (D) **Significant differences in grade boundary positions.** Awarding organisations must report any instances where GCSE unit or component level key grade boundary positions are significantly different from the previous series or November 2014 series. (A significant difference could be one which could cause concern with centres or which would be considered to be an exception to normal trends.) These must be reported as soon as possible after the award is signed off by the Responsible Officer, together with an explanation for the difference.

Each awarding organisation must report all of its GCSE English and GCSE English Language speaking and listening outcomes at grades 5, 3 and 1 using, **Template 3, by 12 noon, Tuesday 15th December 2015.**

Each awarding organisation must report all of its November 2015 GCSE English and GCSE English language results for re-sitting 17-year-olds³ compared with GCSE English and GCSE English language results for the same learners in June 2015, using **Template 4, by 12 noon, Tuesday 15th December 2015.** No distinction should be made between English and English language.

Each awarding organisation must report all of its November 2015 GCSE mathematics outcomes for re-sitting 17-year-olds³ compared with GCSE mathematics results for the same learners in June 2015, using **Template 4, by 12 noon, Tuesday 15th December 2015**. No distinction should be made between linear and (previously) modular (but linked pair outcomes should not be included).

Level 1/2 certificates (commonly known as IGCSEs)

WJEC must report outcomes for its Level 1/2 Certificate in English language. Outcomes must be reported for 2014 and 2015.

Outcomes at grades A*, A, C and F, including partial absences, must be reported using the WJEC Level 1/2 Certificate reporting template by **12 noon, Tuesday 15th December 2015**.

2. Sending data

Each awarding organisation must confirm its data exchange contacts with Ofqual before the process begins. All data are to be uploaded to the secure collaborative portal and in accordance with the principles in appendix 2.

All returns are subject to the final ratification of the awards by the awarding organisation.

On receipt of the above GCSE and Level 1/2 certificate information, Ofqual:

1. will review the data on the basis of its published procedure,
2. may contact awarding organisations to ask for additional information or clarification, and aim to do this as soon as possible after receipt, and
3. will discuss outcomes with awarding organisations at the Maintenance of Standards meeting on **16th December 2015**.

3. Appendix 1

Rules for moving the GCSE A* conversion/boundary point in November series

1. In GCSE, the A* raw mark boundary is provisionally set in unitised qualifications at subject level and in linear qualifications as follows.
 - (i) Where the mark width from the grade A raw mark boundary to the maximum mark is more than twice the width from A to B, A* is the same width above A as B is below A.
 - (ii) Where the mark width from the grade A raw mark boundary to the maximum is less than or equal to twice that from A to B, A* is halfway between A and the maximum, rounded down where necessary to the nearest whole number below.
2. In order to maintain standards for A* at subject level, it may be necessary to adjust the A* conversion point/boundary.
3. If adjustments are needed, the maintenance of qualification standards at the judgemental grades must be the first priority.
4. For qualifications where there are more than 500 matched entries and where the cumulative number of matched learners at grade A is more than 100, the tolerance between predicted and actual (matched) outcomes at grade A* is ± 2 per cent. There is no tolerance where one or both numbers do not exceed these thresholds.
5. Before any changes are made to an A* conversion point/boundary, consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A* within tolerance.

4. Appendix 2

Principles for using the secure collaborative portal

1. The portal is to be used for sensitive data relating to the data exchange that was previously sent to Ofqual by email as an encrypted attachment.
2. Email should be used as usual where no sensitive data is included or attached. All email correspondence should be sent to dataexchange@ofqual.gov.uk.
3. Where appropriate, notification alerts should be set up by individual users to notify them when folders or documents are added or changed.
4. In terms of version control, all templates must be uploaded using the date as a prefix, for example *11122015-WJEC-Template 1*. Therefore, whenever a revised data template is uploaded, please create this as a new document using the date as a prefix and the time as a suffix where necessary.
5. Old versions of templates must not be deleted from the portal.
6. Awarding organisation users must not create extra folders within the data exchange library of the portal without consulting Ofqual first.

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