

# **Analysis of responses to our consultation on setting the grade standards of new GCSEs in England – part 2**



September 2016

Ofqual/16/6103

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## **Executive summary**

Our consultation on '[Setting the grade standards of new GCSEs in England – part 2](#)' took place between 22 April 2016 and 17 June 2016. The consultation questions were available to either complete online or to download. A copy of the consultation is available on the Ofqual website.

There were 370 responses to the consultation – 360 in a form that matched or broadly followed the layout of the online consultation and 10 written submissions that did not. We could not include the responses that did not follow the standard form in the quantitative data analysis, but these responses are reflected in the qualitative sections. 79% of the responses were from individuals, mostly teachers, while 21% were from organisations.<sup>1</sup>

The majority of respondents agreed or strongly agreed with:

1. our proposed approach that the first award of new GCSEs will be based primarily on statistical predictions, with examiner judgement playing a secondary role. A modified approach based on a wider range of information and with less reliance on statistics will be used where appropriate;
2. our proposed approach to the award of new GCSEs in the second and subsequent years: to carry forward the grade standard established in the first award;
3. our proposal to adopt the same approach to the first award of grades 1 to 7 in all new GCSEs as that which we have confirmed will be adopted for new GCSEs in English language, English literature and mathematics;
4. our proposal to adopt the 'tailored approach' to awarding grade 9 in subjects to be awarded from summer 2018;
5. our proposal to also adopt the 'tailored approach' to awarding grade 9 in English language, English literature and mathematics from summer 2017.

Just under half of the respondents (49%) agreed or strongly agreed with:

6. our proposal to base the award of grade 9 in the second and subsequent years on the standard set in the first award. 30% disagreed with this proposal. The remaining 21% neither agreed nor disagreed.

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<sup>1</sup> These percentages include the 10 written responses which were not in a form that matched or broadly followed the layout of the online consultation.

We identified several distinct themes within the responses:

- A large number of respondents made comments about the impact of the proposals on students taking low entry and / or higher ability cohort subjects:
  - A large number of respondents commented that the use of statistical predictions in awarding disadvantages students taking low entry subjects. This concern was raised in relation to the awarding of grades 1 to 7 (questions 1, 2 and 3) and the award of grades 8 and 9 (questions 4, 5 and 6), although was more frequently expressed in relation to our proposals for the award of grades 8 and 9;
  - Concern about protecting the interests of students taking low entry subjects (particularly higher ability students) was expressed by both those who agreed and disagreed with our proposals. Those who agreed tended to consider that our proposals went some way to protect these students, whereas those who disagreed tended to consider that our proposals meant they would be disadvantaged;
  - The majority of the comments about low entry or higher ability cohort subjects related to classical Greek and Latin, with some reference to modern foreign languages and the single sciences;
  - A number of respondents were concerned that it would be more difficult to achieve a higher grade in subjects with low entry or higher ability cohorts than in other subjects, which would have a negative impact on take up of these subjects;
  - A number of respondents commented that our proposals sought to avoid disadvantaging the first cohort of students taking the new qualifications;
- Where our proposals were about carrying forward the standard set in the first year in the second and subsequent years (questions 2 and 6), a number of respondents commented that the approach should be flexible and be reviewed following the outcome of the first award to avoid problems being carried forward. Some respondents commented that the first award could be statistically unreliable;
- A number of organisations raised concerns about the impact of the tailored approach on mathematics.

## 1. Introduction

This report is a summary of the views expressed by those who responded to our consultation on ‘Setting the grade standards of new GCSEs in England – part 2’<sup>2</sup> which took place between 22 April and 17 June 2016.

### Background

The consultation sought views on our proposals for setting grade standards for new GCSEs and followed on from our earlier consultation on *Setting the grade standards of new GCSEs in England*.<sup>3</sup>

In September 2014, we announced our decisions<sup>4</sup> about the awarding of new GCSEs in English language, English literature and mathematics, which will be first awarded in summer 2017.

This second consultation sought views on the approach to be taken in all other GCSE subjects.<sup>5</sup> The consultation also sought views on a proposed change to our previous decisions about how grades 8 and 9 are set in the first year of awarding for English language, English literature and mathematics.

Our proposals were designed to protect students taking the new qualifications, when teachers will be less familiar with the new content and how it is assessed. We want to minimise unexpected or unfair outcomes for students in the transition to the new GCSEs.

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<sup>2</sup> See our consultation document: <https://www.gov.uk/government/consultations/setting-the-grade-standards-of-new-gcses-in-england-2017-2018>

<sup>3</sup> See our consultation document:  
<http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/setting-the-grade-standards-of-new-gcses-april-2014/>

<sup>4</sup> See our board paper and summary documents:  
<http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/setting-the-grade-standards-of-new-gcses-april-2014/>

<sup>5</sup> For details of when all new GCSEs will first be awarded see:  
[www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform](http://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform)

## **2. Who responded**

We received a total of 370 responses to our consultation. There were 360 responses to the consultation questions<sup>6</sup> and 10 written submissions which did not fit the format of the consultation and were considered separately.<sup>7</sup>

Of those responses which followed the format of the consultation, 287 were from individuals and 73 were from organisations. The majority of responses were from individuals or organisations based in England or Wales, with one response from an organisation based in Guernsey.

**Table 1: Breakdown of consultation responses**

<b>Personal / organisation response</b>	<b>Respondent type</b>	<b>Number</b>	<b>Percentage</b>
Personal	Teacher	272	76%
Personal	Educational specialist	6	2%
Personal	Parent / carer	5	1%
Personal	Student	4	1%
Organisation	School / college / academy chain*	54 <sup>8</sup>	15%
Organisation	Other representative or interest group	10	3%
Organisation	Awarding organisation	6	2%
Organisation	Local authority	2	1%
Organisation	Higher education institute	1	0.3%

\*Of the 54 respondents representing a ‘School / college / academy chain’, 49 were independent schools, 2 were comprehensive schools or non-selective academies and 2 were state selective schools or selective academies.

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<sup>6</sup> Where responses which followed the format of the consultation were received in hard copy we entered them into the online platform.

<sup>7</sup> These 10 responses are not included in the quantitative analysis that follows. See section 3 on our approach to analysis.

<sup>8</sup> Some schools submitted more than one organisational response (3 schools submitted 2 responses and one school submitted 3 responses). It is not clear whether any of these were intended to be personal rather than official organisational responses. We have counted them as separate responses in our analysis. In light of these responses, we will consider making our consultation response form clearer in future.

### **3. Approach to analysis**

The consultation was published on our website. Respondents could choose to respond using an online form, by email or by posting their answers to the consultation questions to us. The consultation included 9 questions.

This was a consultation on the views of those who wished to participate and while we tried to ensure that as many respondents as possible had the opportunity to reply, it cannot be considered as a representative sample of the general public or any specific group.

#### **3.1 Data presentation**

We present the responses to the consultation questions in the order in which they were asked.

The consultation asked 9 questions and each had a different focus. Respondents could choose to answer all or just some of the questions.

For some of the questions, respondents could indicate the extent to which they agreed with our proposals, using a 5-point scale (Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree), as well as providing narrative comments on our proposals.

For these questions, we set out respondents' views using the 5-point scale<sup>9</sup>. Where respondents provided further comments, we analysed these separately for respondents who agreed with our proposals, disagreed with our proposals and neither agreed nor disagreed.

Other questions allowed respondents to say whether they had any comments to make on a proposal and, if they said yes, allowed them to provide narrative comments. For these questions we set out whether respondents replied 'yes' or 'no' and analysed any comments made.

During the analysis phase we reviewed every response to each question, and also the 10 responses that did not follow the format of the consultation (though these responses are not included in the figures which set out the number of responses received to each question).

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<sup>9</sup> With the exception of questions 1 and 2 – see section 3.2 Error in online consultation.

### **3.2 Error in online consultation**

The online survey version of our consultation response form contained an error. The first two questions were asked in reverse order (the first proposal was followed by question 2 and the second proposal was followed by question 1.) We took the following steps to address this error:

- We amended the online version of the survey as soon as we identified the error (at 11am on 16 June);
- We analysed the responses to the 2 questions and identified respondents who had answered the 2 questions differently (we conflated the categories strongly agree with agree and strongly disagree with disagree for this purpose);
- Of those who answered the 2 questions differently, we analysed their comments to see whether this clearly indicated their views on each proposal;
- We then contacted the remainder of those respondents who answered the questions differently (where they had given their consent to be contacted) to confirm their answers;
- After taking these steps, it was still necessary to omit 43 answers (out of a total of 346 answers for question 1 and 345 answers for question 2) from our quantitative analysis as we were not able to confirm those answers. However, we did consider comments made by all respondents in our qualitative analysis.

We have therefore presented the responses to the first 2 questions differently, showing:

- those who strongly agreed or agreed;
- those who strongly disagreed or disagreed;
- those who neither agreed nor disagreed;
- those whose answers were unconfirmed, therefore omitted for the reasons set out above;
- those who did not provide a response.

## **4. Views expressed – consultation response outcomes**

In this section we report the views, in broad terms, of those who responded to the consultation document. We have structured this around the questions covered in the consultation document.

A consultation is not the same as a survey and the responses only reflect the views of those who chose to respond. Typically, these will be those with strong views and/or particular experience or interest in a topic. What follows is a fair reflection of the views expressed by respondents to the consultation.

A list of the organisations that responded to the consultation is included in Appendix A.

**Proposal: We are proposing that the first award of new GCSEs will be based primarily on statistical predictions, in order to protect the interests of students. Examiner judgement will play a secondary role as it will be, on the whole, less reliable.**

**Where the size and nature of the candidature means that statistical predictions are less reliable, a modified approach based on a wider range of information (including, for example, a greater reliance on examiner judgements) may be needed for the first award.**

**Question 1: To what extent do you agree or disagree with our proposed approach to the first award of new GCSEs?**

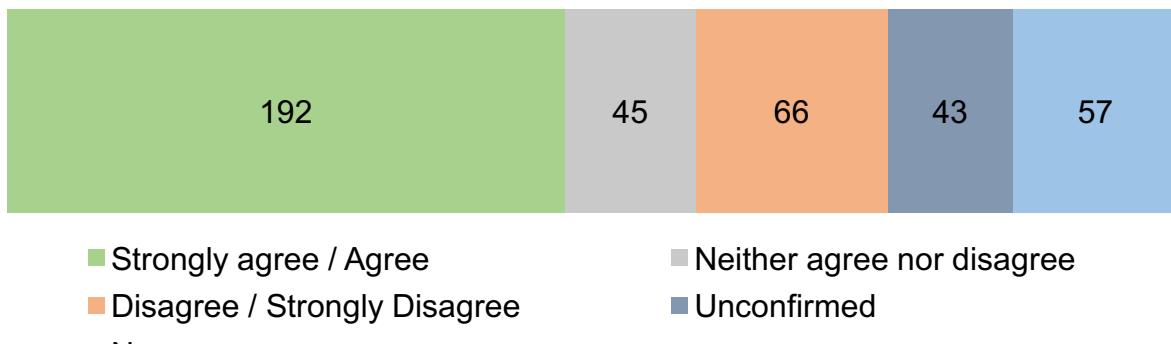
As illustrated in Figure 1, 346 respondents answered question 1 and this quantitative analysis considers 303 responses.<sup>10</sup>

Of those 303 respondents, the majority (63%) agreed or strongly agreed with the proposal. 22% disagreed or strongly disagreed with our proposal. 15% neither agreed nor disagreed.

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<sup>10</sup> The quantitative analysis for this question omits the 43 responses that we are unable to confirm – see section 3.2 Error in online consultation.

**Figure 1 Overview of responses to question 1**



Of those respondents who agreed with the proposal:

- 28 respondents (7 organisations and 21 individuals) commented that they supported the proposed approach, as an approach relying solely on statistics would be unfair to those students taking low entry subjects;
- 10 respondents (2 organisations and 8 individuals) commented that they supported the approach as it avoids disadvantaging the first cohort taking the new qualifications;
- 10 respondents (5 organisations and 5 individuals) commented on the importance of examiner judgement being used alongside a statistical approach.

Of those respondents who disagreed with the proposal:

- 16 respondents (4 organisations and 12 individuals) commented that the approach would disadvantage students taking low entry and / or higher ability cohort subjects (particularly those taking Latin and Classical Greek) because of the use of statistical predictions. They said it would be harder to achieve a higher grade in this subject and therefore have a negative impact on take-up;
- 6 respondents (1 organisation and 5 individuals) commented on the importance of examiner judgement;
- 4 respondents (2 organisations and 2 individuals) commented that they consider the proposals would disadvantage students taking mathematics (although they refer here to the ‘tailored approach’ which is considered under questions 4, 5 and 6);
- 4 individuals commented that they would favour a criterion referenced approach;
- 3 individuals expressed concern about the unreliability of statistics.

Of those respondents who neither agreed nor disagreed:

- 4 individuals commented that the approach would have a negative impact on low entry and / or higher ability cohort subjects because of the use of statistics;
- 3 individuals commented on the importance of examiner judgement.

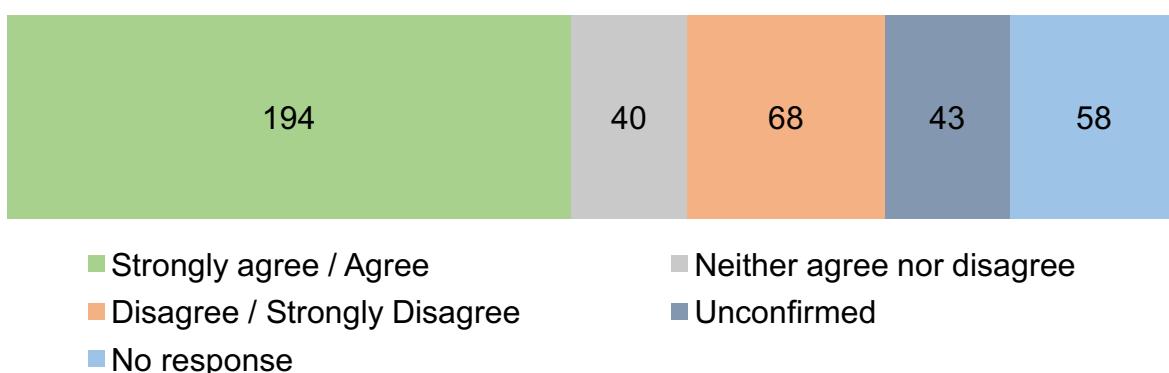
**Proposal: We are proposing that we carry forward the grade standard established in the first award in subsequent years. This will be done through largely the same approach as is in place for pre-reform GCSEs ie an approach based on a mixture of statistics and examiner judgement.**

**Question 2: To what extent do you agree or disagree with our proposed approach to the award of new GCSEs in the second and subsequent years?**

As illustrated in Figure 2, 345 respondents answered question 2 and this quantitative analysis considers 302 responses<sup>11</sup>.

Of those 302 respondents, the majority (64%) agreed or strongly agreed with the proposal. 23% disagreed or strongly disagreed with our proposal. 13% neither agreed nor disagreed.

**Figure 2 Overview of responses to question 2**



Of those respondents who agreed with the proposal:

- 14 respondents (3 organisations and 11 individuals) commented on the consistency of the approach across years;

<sup>11</sup> The quantitative analysis for this question omits the 43 responses that we are unable to confirm – see section 3.2 Error in online consultation.

- 8 respondents (3 organisations and 5 individuals) commented that flexibility is important to ensure that problems arising in the first year are not carried forward and that there is opportunity to review the approach;
- 6 individuals commented that the approach would help to protect the interests of those students taking low entry and / or higher ability cohort subjects, as it is based on a mixture of statistics and examiner judgement;
- 2 individuals commented on the importance of avoiding grade inflation;
- 1 individual and 1 organisation commented on the need to ensure that the approach can reflect genuine improvements in standards where necessary.

Of those respondents who disagreed agreed with the proposal:

- 9 respondents (1 organisation and 8 individuals) commented that the approach would disadvantage students taking low entry and / or higher ability cohort subjects because it includes use of statistical predictions;
- 5 respondents (2 organisations and 3 individuals) commented that more than 1 year of data should be used to inform awarding in future years;
- 9 respondents (3 organisations and 6 individuals) commented that there should be flexibility in the approach to avoid carrying forward any problems from the first award and that the approach should be reviewed over time;
- 4 individuals commented that the first year could be statistically unreliable;
- 2 organisations commented on the importance of awarding preventing artificial grade inflation whilst allowing for genuine improvement over time.

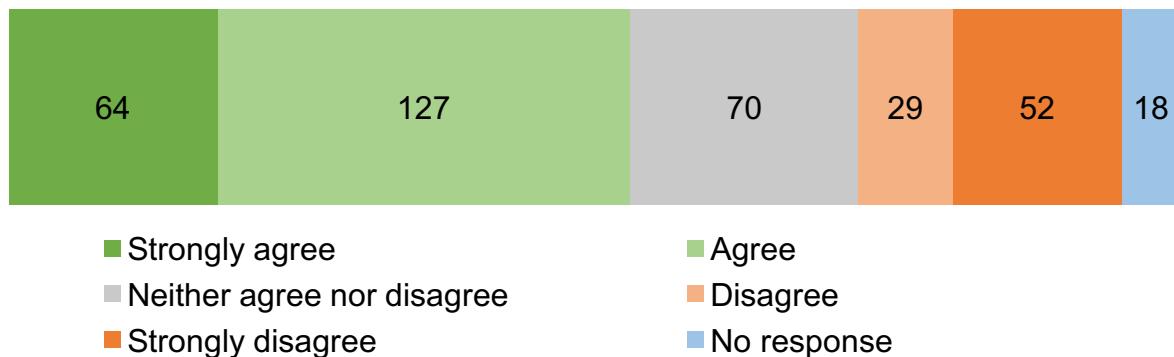
Of those respondents who neither agreed nor disagreed:

- 6 individuals commented that the approach would disadvantage those students taking low entry subjects;
- 3 individuals commented that the first year could be statistically unreliable.

**Question 3 – To what extent do you agree or disagree that we should adopt the same approach to the first award of grades 1 to 7 in all new GCSEs as we have confirmed will be adopted for new GCSEs in English language, English literature and mathematics?**

As illustrated in Figure 3, the majority of respondents (57%) agreed or strongly agreed with our proposal. 24% disagreed or strongly disagreed with our proposal. The remaining 20% neither agreed nor disagreed.

**Figure 3 Overview of responses to question 3**



Of those respondents who agreed with our proposals:

- 20 respondents (2 organisations and 18 individuals) provided comments supporting the consistency of this approach across subjects;
- 5 respondents (2 organisations and 3 individuals) commented that this is a fair approach;
- 5 respondents (3 organisations and 2 individuals) commented that the proposal will help avoid confusion amongst users of qualifications as the same approach would apply across all subjects;
- 3 respondents (1 organisation and 2 individuals) commented on the need to take into account the nature of different cohorts across subjects.

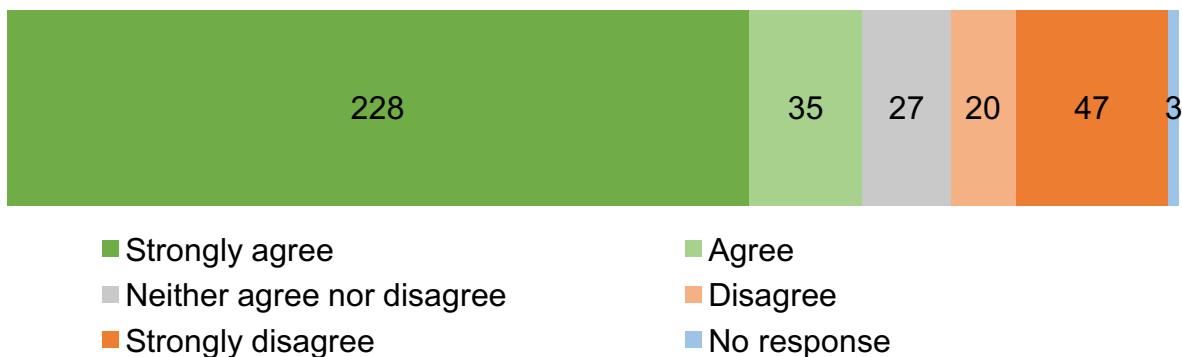
Of those respondents who disagreed with our proposals:

- 34 respondents (4 organisations and 30 individuals) commented that this proposal disadvantages subjects with low entry or higher ability cohorts, for example Latin, Classical Greek, modern foreign languages because of its use of statistics.

**Question 4 – To what extent do you agree or disagree that we should adopt the ‘tailored approach’ to awarding grade 9 in new GCSEs to be awarded from summer 2018?**

As illustrated in Figure 4, a significant majority of respondents (74%) agreed or strongly agreed with our proposal. 19% disagreed or strongly disagreed with our proposal. A remaining 8% neither agreed nor disagreed.

**Figure 4 Overview of responses to question 4**



Of those respondents who agreed with our proposals:

- 124 respondents (31 organisations and 93 individuals) commented that the tailored approach is fairer to students taking subjects with small, higher ability cohorts. The majority of subject specific comments related to Latin and Classical Greek, though a few responses referenced to modern foreign languages and the separate sciences;
- Of those 124 respondents who commented that the tailored approach would produce fairer outcomes than the other approaches, 4 organisations and 10 individuals expressed concern about the fairness of the award of grade 9 using the tailored approach on subjects with small, higher ability cohorts;
- 12 organisations and 34 individuals commented that the 20% proposal would have a significant negative impact on the numbers of students taking low entry subjects (particularly Latin and Classical Greek) and that the tailored approach would help to address this;
- 2 organisations commented on the need to ensure that the approach is explained and communicated to stakeholders.

Of those respondents who disagreed with our proposal:

- 30 individuals commented that our proposal is unfair to subjects with low entry and higher ability cohorts. These comments mainly referred to Latin and

Classical Greek but also to classical civilisation, separate sciences and modern foreign languages;

- 2 individuals commented that they would prefer a criterion referenced approach to awarding grade 9;
- 2 individuals commented that the approach lacks clarity.

Of those respondents who neither agreed nor disagreed:

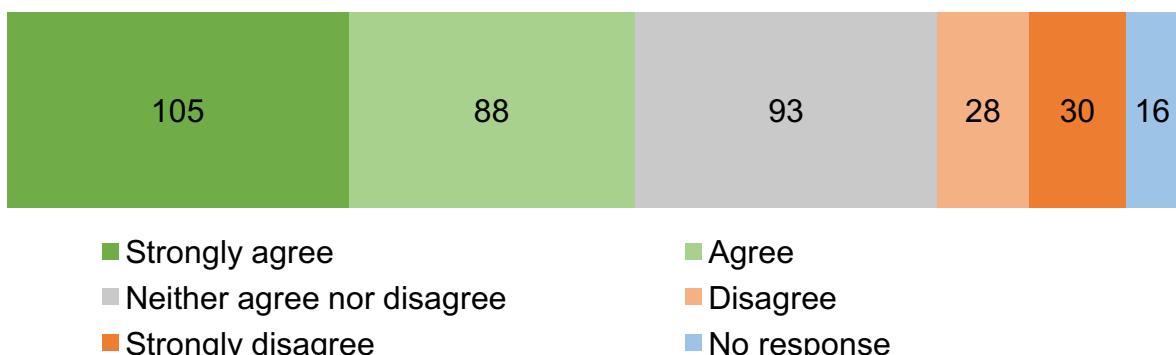
- 1 individual commented that awarding grade 9 to a percentage of the cohort each year may not always be appropriate because of variations in cohort strength;
- 1 individual commented that whilst they agreed in principle with the approach, that the balance of grades for science (grade 9 in particular) should be considered across the entire cohort of combined science and the separate sciences because science is mandatory.

Some respondents commented on the relationship between the tailored approach and comparability between subjects (these included those who agreed / disagreed and neither agreed nor disagreed).

**Question 5 – To what extent do you agree or disagree that we should also adopt the ‘tailored approach’ for those subjects to be awarded from summer 2017 – i.e. English language, English literature and mathematics?**

As illustrated in Figure 5, the majority of respondents (56%) agreed or strongly agreed with our proposal. Only 17% disagreed or strongly disagreed with our proposal. The remaining 27% neither agreed nor disagreed.

**Figure 5 Overview of responses to question 5**



Of those respondents who agreed with our proposal:

- 10 respondents (3 organisations and 7 individuals) commented on the consistency of this approach across subjects;
- 12 respondents (2 organisations and 10 individuals) commented that this is a fair approach;
- 1 organisation commented that the proposal will avoid the possibility of major discrepancies in grade 9 percentages in 2018. Although they recognised that this would mean changing an earlier Ofqual statement, it would be a fairer approach. Another organisation commented that although they agreed in principle, they were disappointed that this would be a change to a previous Ofqual statement;
- 1 organisation commented that there is no good reason for adopting a different approach for different subjects,
- 1 individual commented that good students must be stretched;
- 1 individual commented that the approach recognises the achievement of gifted and talented students;
- 2 individuals commented that the tailored approach is more nuanced than the 20% approach.

Of those respondents who disagreed with our proposals:

- 1 organisation and 8 individuals commented that as these subjects are taken by the entire cohort the percentage of those achieving a grade 9 should remain fixed;
- 1 organisation commented that it would not support a change to the methodology in English and mathematics in 2017 as an announcement has already been made. They also commented that, as a lower proportion of students would achieve a grade 9 in English and mathematics using the tailored approach, it seems unfair to change the position as the courses are already being taught in centres. However, they supported the tailored approach from 2018, with clear and timely communication;
- 1 individual commented that a change should not be made as the courses are already being taught in centres;

- 5 organisations commented that the tailored approach would have a significant impact on the proportion of grade 9s award in mathematics compared with English language;<sup>12</sup>
- 1 organisation highlighted an issue of progress in mathematics, commenting that students perform better in mathematics than in English language at key stage 2 and that this should be reflected at GCSE. They note that progress across key stage 4 would appear lower for mathematics than for English for the most able students if the ‘tailored approach’ were to be adopted and that this could affect progression in the subject. They commented that the approach to awarding grade 9 does not consider the differences in subjects across key stages and only compares subjects at the end of key stage 4. However, they acknowledge that the proportion of students obtaining grade 9 for English and mathematics would be similar using either the tailored or the 20% approach as originally proposed.
- 2 individuals commented that they did not agree with this approach for mathematics.

Of those respondents who neither agreed nor disagreed:

- 2 individuals and 1 organisation commented that the same approach should be used across subjects;
- 2 individuals commented that the 20% approach would be more suitable for these entire cohort subjects.

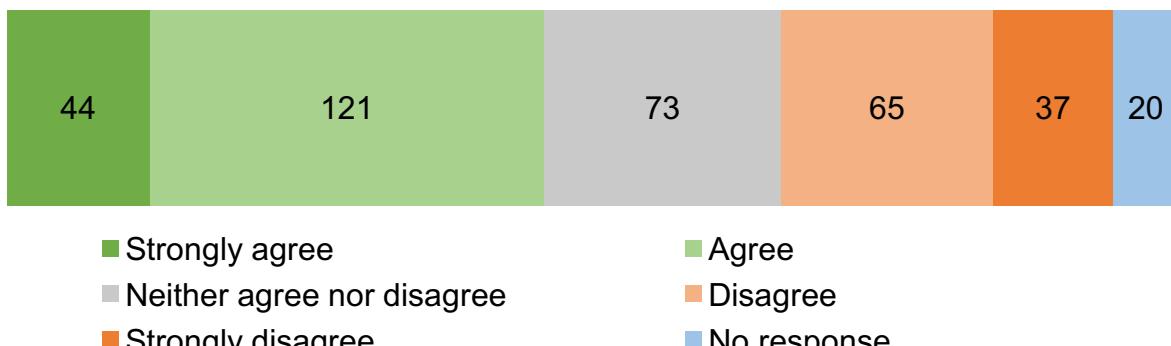
**Question 6 – To what extent do you agree or disagree that the award of grade 9 in the second and subsequent years should be based on the standard set in the first award?**

As illustrated in Figure 6, almost half of respondents (49%) agreed or strongly agreed with our proposal. 30% disagreed or strongly disagreed with our proposal. A remaining 21% neither agreed nor disagreed.

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<sup>12</sup> It should be noted that these comments were based on a comparison of mathematics with English language, not including those students that presently take GCSE English rather than GCSE English language. This analysis will be explored in our Decisions Document.

**Figure 6 Overview of responses to question 6**



Of those respondents who agreed with our proposals:

- 19 respondents (7 organisations and 11 individuals) commented that there should be the opportunity to review the outcomes of the first year to avoid carrying forward any problems;
- 4 individuals commented that they agreed with the proposal as long as there were no problems with the first award;
- 22 respondents (3 organisations and 19 individuals) supporting the consistency of this approach across years;
- 8 individuals (1 organisation and 7 individuals) commented that this is a fair approach;
- 3 organisations commented on the importance of examiner judgement;
- 2 individuals commented on the need to avoid grade inflation;
- 1 organisation commented on the need to use data from more than one year;

Of those respondents who disagreed with our proposals:

- 16 respondents (5 organisations and 11 individuals) commented that there should be flexibility to review the approach in light of lessons learnt from the first award;
- 7 respondents (1 organisation and 6 individuals) commented on the need to confirm that the correct approach was taken in the first year before committing to carrying the standard forward;
- 8 respondents (1 organisation and 7 individuals) commented that 1 year's data was not sufficient to carry forward in subsequent years;

- 7 respondents (1 organisation and 6 individuals) commented that the proposal would be unfair to students taking low entry subjects;
- 4 organisations commented on the need to avoid grade inflation whilst allowing for improvement over time.

Of those respondents who expressed neither agreed nor disagreed:

- 15 respondents (3 organisations and 12 individuals) commented that there should be flexibility to review the approach in light of lessons learnt from the first award;
- 5 respondents (2 organisations and 3 individuals) commented that the award in the first year may not be statistically representative;
- 3 respondents (2 organisations and 1 individual) commented on the need to avoid grade inflation whilst allowing for improvement over time.

**Question 7 – We have not identified any ways in which our proposals on setting the grade standards of new GCSEs would impact (positively or negatively) on persons who share a protected characteristic.<sup>13</sup> Are there any potential impacts we have not identified?**

18 respondents (11 individuals, 7 organisations) identified ways in which the proposals on setting the grade standards of new GCSEs would impact on persons who share a protected characteristic.

Some of the comments concerned issues that were outside the scope of the consultation and / or did not relate to persons who share a protected characteristic. These included:

- able students being disadvantaged by the ‘tailored approach’ to awarding grade 9;
- students from disadvantaged backgrounds being affected by changes to the grading system, including the benchmark of a ‘good pass’;
- the impact on teachers.

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<sup>13</sup> ‘Protected characteristic’ is defined in the Equality Act 2010. Here, it means age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The comments that related to persons who share a protective characteristic were as follows:

- 4 respondents commented on the impact of the tailored approach to the award of grade 9 on girls. They noted that the tailored approach would reduce the proportion of grade 9s in mathematics relative to the other core subjects of English language and English literature. They commented that as girls who achieve highly in mathematics tend to achieve as highly (or even higher) in other GCSEs, girls' progression in mathematics after GCSE would be undermined if grade 9 were more difficult to achieve in mathematics;

The following comments that related to persons who share a protective characteristic were made but they did not explain the potential impact:

- 1 respondent noted that the proposal could impact on the mental health of those who might otherwise have achieved A\* grades.
- 2 respondents noted that those with learning difficulties and those who have problems accessing the curriculum would be disadvantaged;
- 1 respondent noted that the proposals for grade 9 could disadvantage religious groups, particularly if they form the majority of students taking a particular route in a religious studies GCSE;
- 1 respondent commented that the proposals, particularly for grade 9, would impact negatively on students whose first language is not English.

**Question 8 – Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?**

20 respondents (12 individuals, 8 organisations) provided views on the steps that could be taken to mitigate negative impacts on those who share a protected characteristic.

Some of the comments made were outside the scope of the consultation and / or did not relate to persons who share a protected characteristic. These included comments about:

- How students should be assessed, preferring a reduction in testing;
- Fixing grade boundaries;

- Carrying out research post award.

The comments that related to persons who share a protected characteristic were as follows:

- Two respondents, both organisations, commented that the 20% approach should be used for mathematics, English language and English literature. While one individual thought the 20% approach should be used for all subjects to aid comparability across all subjects;
- One respondent thought that Ofqual should consider what is best for mathematics and the sciences to encourage greater female participation;
- One respondent commented that the proportion of students overall that will obtain a good pass should be increased;
- One organisation commented that there should be standards should be set by quality judgement not statistics;
- Some responses were about the need for clear communication and explanation of our approach.

**Question 9 – Do you have any other comments on the impacts of the proposals on students who share a protected characteristic?**

6 respondents (4 individuals, 2 organisations) commented on this question. Comments in response to this question raised similar points to those outlined in response to questions 7 and 8 (see above), we do not repeat these here.

## **Appendix A: List of organisational consultation respondents**

When completing the questionnaire, respondents were asked to indicate whether they were responding as an individual or on behalf of an organisation.

Below we list those organisations that submitted a non-confidential response to the consultation. We have not included a list of those responding as an individual; however, all responses were given equal status in the analysis.

Alleyn's School  
AQA  
Association of Teachers of Mathematics  
Bishop's Stortford College  
Bolton School  
Bruton School for Girls  
Cambridge Assessment  
Cambridge International Examinations  
Christ's Hospital School  
Cornwall Council  
Dauntsey's School  
Faculty of Classics, Oxford University  
Girls' Day School Trust  
Grammar School Heads' Association  
Girls' School Association  
Haberdashers' Aske's Girls' School  
Haileybury  
HMC (The Headmasters' and Headmistresses' Conference)  
Institute of Mathematics and its Applications  
Ipswich School  
King Edward's School, Witley  
Loughborough Grammar School  
Loughborough High School  
MEI (Mathematics in Education and Industry)  
Merchant Taylors' Prep  
Merchiston Castle School  
NAHT (National Association of Head Teachers)  
Neston High  
OCR Examinations  
Oxford High School  
Pearson  
Reigate Grammar School

*Analysis of responses to our consultation on setting the grade standards of new  
GCSEs in England – part 2*

Saint Martin's School  
Sevenoaks School  
St Albans School  
St Edward's Oxford  
St James Senior Girls School  
St Margaret's School, Bushey  
St Paul's Girls' School  
The English Association  
The King's School Gloucester  
The Kingsley School  
The Ladies' College  
The Mathematical Association  
The Maynard School  
The Perse School  
The Royal Hospital School  
The Royal Statistical Society  
Tormead School  
Truro High School  
Wallington County Grammar School  
West Sussex County Council  
WJEC

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