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| Reforming Key Stage 4 QualificationsConsultation Response FormThe closing date is: 10 December 2012 Your comments must reach us by that date. | frontPageSpacer |
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Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

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| **Please tick if you want us to keep your response confidential.** | optionBox |
| Reason for confidentiality: | |
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| Name | textBox |
| Organisation (if applicable) | textBox |
| Address: | textBoxLarge |

If your enquiry is related to the policy content of the consultation you can contact The Department on:

Telephone: 0370 000 2288

e-mail: [KS4QualReform.CONSULTATION@education.gsi.gov.uk](mailto:KS4QualReform.CONSULTATION@education.gsi.gov.uk)

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Consultation Unit by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](https://www.education.gov.uk/help/contactus) page.

Please mark the box that best describes you as a respondent.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| optionBox | School | optionBox | College | optionBox | Academy |
| optionBox | Higher Education Institute | optionBox | Further Education Institute | optionBox | Local Authority |
| optionBox | Subject Association | optionBox | Parent | optionBox | Student |
| optionBox | Union | optionBox | Employer-Business Sector | optionBox | Governor |
| optionBox | HT/Teacher | optionBox | Awarding Organisations | optionBox | Other |

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**Title**

1 Do you agree that the new qualifications should not be called "GCSEs"?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Agree | optionBox | Disagree | optionBox | Not sure |

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2 a) Do you agree that the new qualifications should be called English Baccalaureate Certificates?

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| optionBox | Agree | optionBox | Disagree | optionBox | Not sure |

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2 b) If not, what alternative title should be adopted?

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**High expectation of performance and accurate grading**

3 Do you agree with our expectations for grading structures, set out in paragraphs 5.4 to 5.5?

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| optionBox | Agree | optionBox | Disagree | optionBox | Not sure |

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4 Do you believe that we should insist on a common grading structure for all English Baccalaureate Certificates or should we allow Awarding Organisations the freedom to innovate?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Common Grading Structure | optionBox | Freedom to innovate | optionBox | Other |

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**No tiering**

5 Do you agree that it will be possible to end tiering for the full range of subjects that we will be creating new qualifications for?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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6 Are there particular approaches to examinations which might be needed to make this possible for some subjects?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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**Assessed 100% by examination, or minimising reliance on internal assessment**

7 a) We intend that English Baccalaureate Certificates should be assessed 100% by externally marked examinations.  Do you agree?

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| --- | --- | --- | --- | --- | --- |
| optionBox | All | optionBox | English | optionBox | mathematics |
| optionBox | sciences | optionBox | history | optionBox | geography |
| optionBox | languages | optionBox | None |  |  |

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7 b) If not, which aspects of English, mathematics, the sciences, history, geography or language do you believe absolutely require internal assessment to fully demonstrate the skills required, and why?

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**Size requirement for syllabus**

8 Should our expectation be that English Baccalaureate Certificates take the same amount of curriculum time as the current GCSEs?  Or should schools be expected to place greater curriculum emphasis on teaching the core subjects?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Same amount of curriculum time | optionBox | Greater curriculum emphasis | optionBox | Other |

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**Examination aids**

9 Which examinations aids do you consider necessary to allow students to fully demonstrate the knowledge and skills required?

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**Subject suites**

10 Do you agree that these are appropriate subject suites?  If not, what would you change?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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11 Is there also a need for a combined science option covering elements of all three sciences?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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**Track Record**

12 What qualities should we look for in English Baccalaureate Certificates that will provide evidence that they will support students to be able to compete internationally?

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**Assurance of literacy and numeracy**

13 Do you agree that we should place a particular emphasis on the successful English language and mathematics qualifications providing the best assurance of literacy and numeracy?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Agree | optionBox | Disagree | optionBox | Not sure |

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**School and Post-16 institution Support**

14 In order to allow effective teaching and administration of examinations, what support do you think Awarding Organisations should be:

a)  Required to offer?

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14 b) Prevented from offering?

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15 How can Awarding Organisations eliminate any unnecessary burdens on schools and post-16 institutions relating to the administration of English Baccalaureate Certificates?

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**Qualification supports progression of lower achievers**

16 Which groups of students do you think would benefit from a "Statement of Achievement" provided by their school?

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17 How should we ensure that all students who would benefit from a "Statement of Achievement" are provided with one?

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**Equalities**

18 a) Do you believe any of the proposals in this document have the potential to have a disproportionate impact, adverse or positive, on specific pupil groups?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Adverse impact | optionBox | Positive impact | optionBox | Both |
| optionBox | No impact |  |  |  |  |

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18 b) If they have potential for an adverse impact, how can we reduce this?

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**Implementation**

19 Should we introduce reformed qualifications in all six English Baccalaureate subjects for first teaching in secondary schools in 2015, or should we have a phased approach, with English, mathematics and sciences introduced first?

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| --- | --- | --- | --- | --- | --- |
| optionBox | In all six subjects from 2015 | optionBox | Phased approach | optionBox | Other |

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20 How best can we prepare schools for the transition to these reformed, more rigorous qualifications?

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21 How long will schools need to prepare to teach these reformed qualifications?

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| --- | --- | --- | --- | --- | --- |
| optionBox | Up to 12 months | optionBox | 12 - 18 months | optionBox | More than 18 months |
| optionBox | Other |  |  |  |  |

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**Languages**

22 Should all languages in which there is currently a GCSE be included in our competition?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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23 Should the number of languages for which English Baccalaureate Certificates are identified be limited? If so, which languages should be included?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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24 Given the potential number of new languages qualifications to be developed, should they be introduced to a later timescale than history and geography English Baccalaureate Certificates?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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**Post-16**

25 Should we expect post-16 institutions to be ready to provide English Baccalaureate Certificates at the same time as secondary schools?

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| optionBox | Yes | optionBox | No | optionBox | Not Sure |

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26 How best can we support post-16 institutions to prepare to provide English Baccalaureate Certificates?

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**Choosing the best qualification in each subject**

27 Do you agree that five years is an appropriate period for the new qualifications to feature in the performance tables before the competition is rerun?

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| optionBox | Agree | optionBox | Disagree | optionBox | Not sure |

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28 Please let us have your views on responding to this call for evidence (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

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Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply optionBox**

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

|  |  |
| --- | --- |
| optionBoxYes | optionBoxNo |

All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](http://www.cabinetoffice.gov.uk/resource-library/consultation-principles-guidance)

The key Consultation Principles are:

* departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
* departments will need to give more thought to how they engage with and consult with those who are affected
* consultation should be ‘digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
* the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed and emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator,  
Tel: 0370 000 2288 / email: [carole.edge@education.gsi.gov.uk](mailto:carole.edge@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 10 December 2012

Send by post to:   
  
Public Communications Unit  
Level 1 Area C  
Castle View House  
East Lane Runcorn  
WA7 2GJ

Send by e-mail to: [KS4QualReform.CONSULTATION@education.gsi.gov.uk](mailto:KS4QualReform.CONSULTATION@education.gsi.gov.uk)