

November 2014 Data Exchange Procedures

GCSE and Level 1/2 Certificates



The following procedures outline the data that must be provided by awarding organisations during the November 2014 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 (November 2014): Compliance with Regulatory Documents.

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

GCSE

GCSE predictions

AQA, Pearson and OCR must create their own cohort-specific prediction for matched learners,² following the subject-specific requirements listed below.

WJEC must follow the same procedure where their England entry is more than 50 per cent of their total entry 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 GCSE English and GCSE English Language qualifications, awarding organisations must create the following predictions:

- (a) Aggregated GCSE English and GCSE English Language outcomes for 17-year-olds across all awarding organisations for November 2013 as the basis for aggregated GCSE English and GCSE English Language outcomes for 17-year-olds.

¹ www.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'.

- (b) GCSE English outcomes for 17-year-olds across all awarding organisations for November 2013 as the basis for GCSE English outcomes for 17-year-olds.
- (c) GCSE English Language outcomes for 17-year-olds across all awarding organisations for November 2013 as the basis for GCSE English Language outcomes for 17-year-olds.
- (d) Aggregated GCSE English and GCSE English Language outcomes for 16-year-olds across all awarding organisations for the academic year 2012/13 (using latest result for learners who have more than one) as the basis for aggregated GCSE English and GCSE English Language outcomes for 17-year-olds.
- (e) GCSE English outcomes for 16-year-olds across all awarding organisations for the academic year 2012/13 (using latest result for learners who have more than one) as the basis for GCSE English outcomes for 17-year-olds.
- (f) GCSE English Language outcomes for 16-year-olds across all awarding organisations for the academic year 2012/13 (using latest result for learners who have more than one) as the basis for GCSE English Language outcomes for 17-year-olds.
- (g) Aggregated GCSE English and GCSE English Language outcomes for 16-year-olds across all awarding organisations for June 2014 as the basis for aggregated GCSE English and GCSE English Language outcomes for 17-year-olds.
- (h) GCSE English outcomes for 16-year-olds across all awarding organisations for June 2014 as the basis for GCSE English outcomes for 17-year-olds.
- (i) GCSE English Language outcomes for 16-year-olds across all awarding organisations for June 2014 as the basis for GCSE English Language outcomes for 17-year-olds.

Please note: The November 2014 GCSE English and GCSE English Language results of 17-year-olds must be compared with GCSE English and GCSE English Language results of the same learners in June 2014, where those learners have taken the assessments in both June and November 2014.

For the speaking and listening endorsement for GCSE English and GCSE English Language, awarding organisations must report outcomes both for matched 17-year-old learners and for all learners.

GCSE Mathematics

With respect to GCSE Mathematics qualifications, awarding organisations must create the following predictions:

- (a) Aggregated modular and linear outcomes for 17-year-olds across all awarding organisations for November 2013 as the basis for linear outcomes for 17-year-olds.
- (b) Aggregated modular and linear outcomes for 16-year-olds across all awarding organisations for the academic year 2012/13 (using latest result for learners who have more than one) as the basis for linear outcomes for 17-year-olds.
- (c) Aggregated modular and linear outcomes for 16-year-olds across all awarding organisations for June 2014 as the basis for linear outcomes for 17-year-olds.

Please note: The November 2014 Mathematics results of 17-year-olds must be compared with the Mathematics results (any specification) of the same learners in June 2014, where those learners have taken the assessments in both June and November 2014.

If there are sufficient entries in specifications labelled modular for predictions to be viable, the same process as in (a), (b) and (c) must be followed, i.e. three sets of predictions must be generated for 17-year-olds, based on aggregated modular and linear outcomes.

If there are sufficient entries in GCSE Mathematics linked pair specifications for predictions to be viable, a similar process to that in (a), (b) and (c) must be followed. Three sets of predictions must be generated for 17-year-olds, based on outcomes in the same GCSE Mathematics linked pair subject.

GCSE reporting

All GCSE English and GCSE English Language outcomes at grades A*, A, C and F must be reported, **using Template 1, by 12 noon, Tuesday 16th December 2014.**

All GCSE Mathematics (including linked pair) outcomes at grades A*, A, C and F must be reported, **using Template 2, by 12 noon, Tuesday 16th December 2014.**

Awarding organisations 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/concerns in the context of maintaining standards.
- D **Significant differences in grade boundary positions.** Awarding organisations must report any instances where GCSE unit/component level key grade boundary positions are significantly different from the previous series and/or November 2013 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.

All GCSE English and GCSE English Language speaking and listening outcomes at grades 5, 3 and 1 must be reported, **using Template 3, by 12 noon, Tuesday 16th December 2014.**

Level 1/2 certificates (IGCSEs)

WJEC must report outcomes for its Level 1/2 Certificate in English Language. Outcomes must be reported for 2013 and 2014.

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 16th December 2014.**

Sending data

Awarding organisations must confirm their data exchange contacts with Ofqual before the process begins. All data are to be uploaded to the secure collaborative portal.

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 17th December 2014.

Appendix 1

Rules for moving the A* conversion/boundary point

1. In both A level and GCSE, the A* raw mark conversion point (A level) or raw mark boundary (GCSE) is provisionally set on each unit 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 on some units.
3. If adjustments are needed, the maintenance of subject standards at the judgemental grades must be the first priority.
4. For specifications 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. Adjustments to the A* conversion points/boundaries should not normally be made in winter series, even if the thresholds in paragraph 4 are exceeded. Possible exceptions must be discussed in advance with Ofqual and the other awarding organisations that award GCSE qualifications graded A*–G.
6. 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. Subject outcomes at the judgemental grades must, of course, remain within tolerance.
7. Because of the large numbers of internally assessed units, for which boundaries are normally carried forward, tolerances are not normally used for the judgemental grades in Applied GCEs. Therefore, the ± 2 per cent tolerance is not used for grade A* in these specifications.

8. Adjustments to the A* boundaries/conversion points must be agreed by the Chair of Examiners but do not need to be discussed by the whole awarding committee.

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 11122014-WJEC-Template 1–08.30. 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.