

Developing New GCSEs, AS and A Levels for First Teaching in 2017 – Part 3

covering:

GCSE

Physical education (short course)

AS and A levels

Geology

Politics



November 2015

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1. Introduction

The scope of this consultation

- 1.1 As most readers will know, changes are being made to GCSEs, AS and A levels taken by students in England. The new qualifications are being introduced in three phases. New qualifications in the first phase were introduced in September 2015¹ and those in the second phase will be taught from September 2016.² We have already consulted on a number of new qualifications that will first be taught from September 2017.³ This consultation is about further new qualifications that will first be taught from September 2017.
- 1.2 In this consultation we are seeking views on the assessment arrangements and assessment objectives for new qualifications in the subjects detailed in the table below, and on whether the GCSEs in these subjects should be tiered.

Subject	GCSE – covered in this consultation?	AS and A level – covered in this consultation?
Geology	No	Yes
Physical education	Yes (short course only)	No
Politics	No	Yes

¹ New GCSEs that were introduced in September 2015: English language, English literature, mathematics. New AS and A levels that were introduced in September 2015: English language and literature, English language, English literature, physics, chemistry, biology, art and design, computer science, sociology, economics, history, business, psychology.

² New GCSEs to be taught from 2016: French, German, Spanish, ancient languages, history, geography, science, biology, chemistry, physics, art and design, dance, music, computer science, physical education, drama, religious studies, citizenship studies, food preparation and nutrition. New AS and A levels to be taught from 2016: modern foreign languages, ancient languages, mathematics, further mathematics, geography, dance, music, physical education, drama and theatre, religious studies.

³ www.gov.uk/government/consultations/development-of-new-gcse-and-a-levels-for-teaching-from-2017 covering GCSEs (astronomy, business, economics, engineering, geology, psychology and sociology) and AS and A levels (design and technology, business, environmental science, history of art, music technology and philosophy).

www.gov.uk/government/consultations/developing-new-gcse-as-and-a-levels-for-first-teaching-in-2017 covering GCSEs (ancient history, classical civilisation, electronics, film studies, media studies and statistics) and AS and A levels (accounting, ancient history, archaeology, classical civilisation, electronics, film studies, law, media studies and statistics).

- 1.3 The Department for Education (DfE) is consulting⁴ in parallel on the content for the subjects included in this consultation. If you wish to comment on the proposed content for any of the subjects please respond to that consultation.
- 1.4 We will make decisions on the structure and assessment of these qualifications in light of responses to this consultation. We will then consult on the technical regulatory requirements that exam boards wishing to design, deliver and award the qualifications must meet.
- 1.5 It is intended that the exam boards will develop new qualifications in the subjects listed above ready for first teaching by schools and colleges from September 2017. The exam boards' specifications, to be taught from that date, should be available to schools and colleges from autumn 2016.
- 1.6 We have summarised below the key features of all new GCSEs, AS and A levels. We do not repeat here the reasons why GCSEs, AS and A levels are being reformed, the options about the general approach to the structure and assessment of GCSEs, AS and A levels we have considered, or the full range of decisions we have already taken. This information can be found on our website.⁵ We also set out in Appendix A some of the documents relating to the background to these important reforms and progress so far.
- 1.7 Much of the information set out below on the purpose, key features and structure of GCSEs, AS and A levels, and in the following section on the assessment of new GCSEs, AS and A levels, is a repeat of the information included in our earlier consultations.⁶ It has been included here for the benefit of those who did not read those consultations.

GCSEs – purpose and key features

- 1.8 The primary purpose of new GCSEs is to provide evidence of students' achievements against demanding and fulfilling content, and a strong foundation for further academic and vocational study and for employment. If required, they should also be able to provide a basis for schools and colleges to be held accountable for the performance of all their students. New GCSEs should be

⁴ www.gov.uk/government/consultations/gcse-and-a-level-subject-content-reform-geology-pe-and-politics

⁵ www.gov.uk/government/organisations/ofqual

⁶ www.gov.uk/government/consultations/development-of-new-gcses-and-a-levels-for-teaching-from-2017

www.gov.uk/government/consultations/developing-new-gcses-as-and-a-levels-for-first-teaching-in-2017

accessible, with good teaching, to the range of students who take current GCSEs.

- 1.9 GCSEs will be linear qualifications, with exams taken in one period at the end of the course. The qualifications will use new and more demanding subject content than is now the case. Students' performance will be reported with a grade from a new scale – 9 to 1, with 9 being the highest grade. As now, students' performance may be unclassified (U), in which case they will not receive a certificate.
- 1.10 GCSEs should be designed to enable all students to show what they know, understand and can do, and their grades awarded accordingly. The assessments should stretch students of all abilities. Students should not be faced with assessments that are unsuitable for them.
- 1.11 Most new GCSEs will be untiered, meaning that all students will study the same content, take the same assessments and have access to the full range of grades. GCSEs will be tiered only where, because of the nature of the subject, an untiered qualification cannot both stretch the most able students and be accessible and rewarding for less able students, while also being manageable in terms of the length and costs of assessments.
- 1.12 Where possible, subjects will be assessed wholly by exam. Other forms of assessment will be used when essential subject content cannot be validly assessed in this way. If non-exam assessment is used, it should be valid, and the approach adopted appropriate for each subject. In other words, the assessment must assess what it is intended to assess. It should also be manageable for schools and students, and promote confidence in the qualification. Where non-exam assessment is used, we will specify the weighting of exam and non-exam assessment, and the aspects of the content to be assessed using non-exam assessment.
- 1.13 The only new GCSE in this consultation is a short-course GCSE. Consistent with the general approach described above, we are proposing that this should not be tiered, and that it should include non-exam assessment (weighted at 40 per cent of the total marks).

AS and A levels – purpose and key features

- 1.14 The objectives of A levels are to:
 - define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly

(although not only) in the same subject area, and to provide a strong foundation for further academic and vocational study and for employment;

- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;
- permit UK universities to identify accurately the level of attainment of students;
- provide a basis for school and college accountability measures at age 18; and
- provide a benchmark of academic ability for employers.

1.15 The objectives of AS qualifications are to:

- provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a subset of A level content; and
- enable students to broaden the range of subjects they study.

The structure of AS and A levels

1.16 AS and A levels will be linear. There will be less non-exam assessment than now in most subjects. A levels will continue to be graded A* to E and AS qualifications graded A to E. As now, students' performance may be unclassified (U), in which case they will not receive a certificate.

1.17 In line with government policy, the AS will be a stand-alone qualification. Students will not have to enter for an AS qualification in order to be awarded an A level. Students who do take an AS qualification and who progress to the A level will have to take all of the assessments for the A level. They will not be given credit towards the A level for any AS assessments they have taken.

1.18 The content for AS qualifications must be drawn from the content for the corresponding A level. Exam boards may design their AS and A level qualifications to facilitate co-teaching, although they must not compromise the quality of their A level qualifications in order to do so.

How to respond to this consultation

If you have an interest in GCSEs, AS and A levels we hope you will respond to this consultation.

This consultation covers three different subjects. You do not have to respond to all questions. You might prefer to answer those related to a specific subject only.

The closing date for responses is 4th January 2016.

You can respond to this consultation in one of three ways:

- Complete the online response at <http://www.surveygizmo.com/s3/2406959/Developing-new-GCSEs-AS-and-A-levels-for-first-teachingin-2017-Part-3>.
- [Download a copy of the consultation questions](#) and email your response to consultations@ofqual.gov.uk. Please include the consultation title (2017 GCSE, AS and A level subject requirements – part 3) in the subject line of the email and make clear who you are and in what capacity you are responding.
- Post your response to: 2017 GCSE, AS and A level subject requirements – part 3, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB. Make clear who you are and in what capacity you are responding.

Evaluating the responses

1.19 To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will, therefore, only consider your response if you complete the information page.

1.20 A third party may evaluate the responses on our behalf. Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

1.21 We will publish the evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us that you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

2. Assessing new GCSEs, AS and A levels

- 2.1 Assessments can take many forms, but they can broadly be divided into exams – which are taken by all students at once, under formal supervision, and which are set and marked by exam boards – and other forms of assessment.
- 2.2 Although exams are traditionally used to assess knowledge and understanding, we propose that many practical skills, such as performance in sports in physical education, should be assessed in other ways.
- 2.3 The term ‘non-exam assessment’ covers a range of different forms of assessment. Non-exam assessments are not necessarily marked by a teacher, nor undertaken over an extended period of time. A performance may, for example, be undertaken under timed conditions and marked by a visiting exam board assessor, but because not all students will be assessed simultaneously it does not fall within our definition of ‘assessment by exam’.

Assessment in current GCSEs, AS and A levels

- 2.4 GCSEs, AS and A levels are currently assessed in several ways:
 - Exams set and marked by the exam boards.
 - Written assessments completed under non-exam conditions in which students complete written assessment tasks, set either by the exam board or by the teacher. The tasks are usually marked by a teacher, with samples of marked work being checked by exam board moderators who can adjust the marks to bring them in line with national standards. For some subjects exam boards mark the tasks directly.
 - Practical assessments, such as the performance of sport in physical education, are usually marked by a teacher. In some cases, marks for these can be adjusted in a similar way to those for written non-exam assessment. In other cases, there is no evidence of each student’s performance available for moderators to check. Some exam boards visit schools and colleges to mark performances directly.

Assessment in new GCSEs, AS and A levels

- 2.5 When considering whether a qualification in a subject should include non-exam assessment, we have applied the principles that we have already adopted for other reformed GCSEs, AS and A levels. These are as follows:
 - Non-exam assessment must be used when it is the only valid way to assess essential elements of the subject.

- Non-exam assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability.
 - Any non-exam assessment arrangements must be designed to fit the requirements of the particular subject, including the relative weighting of exams and other components assigned to it.
 - Non-exam assessment must be designed so that the qualification is not easily distorted by external pressures from the wider system.
- 2.6 Where subject content can be validly assessed by exams that are set and marked by exam boards, this should be the default method of assessment. But we recognise that other forms of assessment have their place.
- 2.7 In making our proposals for GCSEs, AS and A levels, we have taken advice from experts in each subject and have considered the requirements of the new proposed subject content. We have also considered how well the current assessments are working – for example, the extent to which they are validly assessing the skills, knowledge and understanding that they are intended to assess and the effectiveness and fairness with which the assessments discriminate between students.
- 2.8 We do not in all cases propose the same assessment approach in a subject for GCSEs, AS and A levels. Subject requirements at different levels vary and, in line with our principles, the amount of non-exam assessment that we propose reflects that. In addition, in our experience, the use of GCSEs in accountability measures puts them under greater pressure than AS and A levels.
- 2.9 In general, we believe that non-exam assessment causes greater difficulty in GCSEs than in AS and A levels for the following reasons:
- The GCSE cohort is larger, which can create logistical difficulties in organising, moderating and standardising non-exam assessment and the cohort is younger so typically requires more support to carry out these assessments.
 - GCSEs are subject to greater pressures as a result of their use in accountability arrangements.
 - GCSEs are smaller qualifications for which there is less available teaching time in each subject, adding to the logistical pressures of any non-exam assessment.

- 2.10 For certain A levels, some practical or performance-based subject skills are required for progression to higher education, making it more important that these are assessed, where possible.
- 2.11 Some students will take both an AS and an A level in a subject. We do not want students who take both qualifications in a subject to duplicate non-exam assessments covering the same or similar skills. This would be both inefficient and disruptive to teaching and learning. This is why in a number of subjects where there is non-exam assessment at A level, we have not proposed any non-exam assessment in AS qualifications. However, practical skills and/or performance are so integral to some subjects that non-exam assessment will be needed for both AS and A level.
- 2.12 There is a view that subject content and other requirements that will not be assessed will not be taught. There is no doubt that the assessment structure of a qualification can lead teachers to deliver the curriculum in a way that will help their students to get the best marks. However, it is not possible to design qualifications that will assess validly and reliably all the knowledge and skills needed for a broad and deep study of each subject, so if teaching is focused narrowly on the test, the quality of education is likely to suffer. The design of assessments should not be compromised in order to regulate the delivery of the curriculum.
- 2.13 In order to strike a better balance between exam and non-exam assessment we are proposing three main changes to the way in which qualifications in the subjects on which we are consulting are assessed. We propose, in summary, to:
- define the percentage of marks to be allocated to exam and non-exam assessment, removing or reducing any current flexibility and promoting comparability between exam boards;
 - reduce or maintain the proportion of non-exam assessment that we have in the past permitted in GCSEs, AS and A levels; and
 - remove non-exam assessment from subjects where the content can be assessed by exam.
- 2.14 Where non-exam assessments are used, we will work with the exam boards to make sure that appropriate and robust arrangements are put in place. These will include the introduction of external marking where practical, strengthening the moderation of teacher marking where that is used, and other measures aimed at reducing incidents of malpractice.

Our proposals

2.15 The table below summarises the current and proposed assessment arrangements for the subjects in this consultation. These are explained in more detail in the relevant subject sections.

	Current weighting of non-exam assessment	Proposed weighting of non-exam assessment
Geology AS and A level	20–30%	0%
Physical education GCSE (short course)	60%	40%
Politics AS and A level	0%	0%

2.16 The existing regulatory requirements for assessment in these subjects were not designed to our current definition of non-exam assessment. Instead they were determined by the amount of ‘internal’ and ‘external’ assessment permitted. Therefore, in this consultation, when we describe the current weighting of non-exam assessment, we include the amount of assessment that is seen or could be permitted in current qualifications and which falls under our definition of non-exam assessment.

Changes to assessment objectives

2.17 The assessment objectives for each subject describe the principal abilities that students taking a qualification in that subject must be given the opportunity to develop and demonstrate. The assessment objectives have a key regulatory role in ensuring that:

- students are assessed on the relevant abilities for the subject and on an appropriate balance of those abilities; and
- requirements are comparable between different exam boards’ qualifications, and over time.

2.18 Assessment objectives are included within the current subject criteria for GCSEs, AS and A levels. Exam boards must design qualifications so that students are given opportunities to demonstrate that they have met the assessment objectives in the context of the subject content.

2.19 Exam boards use the assessment objectives when they are designing and setting their assessments to ensure that the key abilities for the subject are targeted consistently, appropriately and proportionately. We use assessment objectives when considering whether exam boards’ proposed qualifications

meet our expectations through our accreditation process and when we monitor the design and delivery of assessments throughout the life of the qualification.

2.20 We have worked with subject and assessment experts to develop and improve the current assessment objectives. In revising these, we have aimed to make sure that they are as clear as possible and that they:

- fulfil their core purpose of describing the abilities that a student taking the relevant qualification should be required to demonstrate;
- specify only the abilities that students should be required to demonstrate, not the content itself;
- relate to each qualification as a whole, and so address the full range and balance of abilities that are relevant;
- are sufficiently precise and detailed that they can be used consistently for setting and evaluating assessments; and
- provide a degree of flexibility in their application to enable alternative approaches where these are legitimate.

2.21 We have also developed the proposed assessment objectives so that they reflect and help promote progression between GCSEs, AS and A levels.

2.22 Following this consultation we will finalise the assessment objectives on which we are consulting. We will make it a regulatory requirement that exam boards design their qualifications and their assessments in accordance with these objectives.

2.23 The draft assessment objectives on which we are consulting are set out below. We have also included the current assessment objectives so that the proposed changes are clear. In each case, we have developed the proposed set of assessment objectives to be consistent with the content proposals on which the DfE is consulting. Changes to those content proposals may, therefore, require us to reconsider the draft assessment objectives.

Tiering of GCSEs

2.24 We have previously confirmed that new GCSEs should only be tiered where a single set of assessments cannot, in a valid and manageable way, assess students across the full ability range. We set out the technical issues and arguments for and against tiering in our June 2013 consultation on new

GCSEs.⁷ In summary, in some subjects, students of all abilities can understand and answer the same exam questions or complete the same assessment tasks. The level of their answers will, of course, vary in accordance with their abilities. In other subjects, common questions can be too easy for some students and inaccessible to others. For this latter type of subject, common assessment must include a sufficient number and range of questions or tasks to allow both the most able and the least able students to demonstrate their abilities. Such assessment can be long and potentially demotivating for students at both ends of the ability range.

- 2.25 When a GCSE is tiered, a student enters for either the higher or the foundation tier assessments. This allows the assessment to be targeted to narrower ability ranges, with the higher tier stretching the most able and the foundation tier being accessible and rewarding for students who find the subject more difficult.
- 2.26 Students entered for the foundation tier cannot achieve the highest grades however well they perform in their assessments. This creates a risk that some students who are entered for that tier will not have their full abilities recognised and rewarded.
- 2.27 We have decided that tiering should be used in new GCSEs only when essential. Current AS and A levels do not need to use tiering, and we have decided that new AS and A levels will not use tiering either.
- 2.28 Current GCSEs in physical education are untiered. The new full-course GCSEs in physical education are also untiered. In line with this, we are proposing that new short-course GCSEs in physical education should also be untiered.

⁷ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

3. Subject-specific proposals

Geology

GCSE

3.1 We consulted on the assessment arrangements for GCSEs in geology in our earlier consultation, *Developing New GCSEs, AS and A Levels for First Teaching in 2017 – Part 1*.⁸

AS and A level

3.2 The DfE is consulting on the content for AS and A levels in geology.⁹ We are consulting on the assessment arrangements for the subject.

Proposed assessment arrangements

3.3 The rules for current AS and A levels in geology are the same as those for AS and A levels in biology, chemistry and physics. This means current AS and A levels in geology are assessed through a mixture of exams (70 to 80 per cent) and non-exam assessment (20 to 30 per cent).

3.4 In our October 2013 *Consultation on New A Level Regulatory Requirements*,¹⁰ we identified a number of issues in the way that practical skills are assessed in current science AS and A levels. We also proposed a new approach to assessing practical skills in AS and A levels in biology, chemistry and physics:

- at both AS and A level, grades would be based solely on exam marks, with exams including questions that assess students' knowledge and understanding of practical work;
- at A level, students would be assessed separately on their practical skills – with a separate grade reported on their certificates, alongside the grade based on exam marks.

⁸ www.gov.uk/government/consultations/development-of-new-gcse-and-a-levels-for-teaching-from-2017

⁹ www.gov.uk/government/consultations/gcse-and-a-level-subject-content-reform-geology-pe-and-politics

¹⁰ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://comment.ofqual.gov.uk/a-level-regulatory-requirements-october-2013>

- 3.5 Following that consultation,¹¹ we decided to adopt our proposed approach to exams, but we made some changes to our proposals for assessing practical skills. We decided that practical skills should be assessed and reported separately, but using a ‘pass/fail’ model rather than a range of different grades.
- 3.6 After a further consultation in June 2015,¹² we introduced rules¹³ for reformed AS and A levels in biology, chemistry and physics, which codified these decisions.
- 3.7 The proposed subject content for AS and A levels in geology specifies practical skills in the same way as the subject content in biology, chemistry and physics. We believe the most appropriate way to assess the proposed subject content is to adopt an approach that is consistent with what we have decided for AS and A levels in biology, chemistry and physics. So, we are proposing that:
- exams for both AS and A levels in geology should include questions that assess students’ knowledge and understanding of practical work;
 - grades for both AS and A levels in geology should be based solely on exam marks; and
 - for A levels in geology only, students should be assessed separately on their practical skills – with a separate pass/fail grade reported on their certificate.
- 3.8 We believe this approach recognises the importance of practical work within geology and reflects the expectations of the proposed subject content.

Proposed assessment objectives

- 3.9 The proposed assessment objectives are similar to those for new AS and A levels in biology, chemistry and physics, but they include subject-specific detail where this is appropriate. We believe they specify the core abilities for the subject more clearly than the current assessment objectives.

¹¹ See our April 2014 update on reforms:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/375890/2014-04-08-an-update-on-the-reforms-being-made-to-as-qualifications-and-a-levels.pdf

¹² www.gov.uk/government/consultations/a-level-reform-regulations-for-biology-chemistry-and-physics

¹³ www.gov.uk/government/publications/gce-subject-level-conditions-and-requirements-for-science

	Assessment objective	Weighting	
		A level	AS level
AO1	Demonstrate knowledge and understanding of geological ideas, techniques and procedures.	30–35%	35–40%
AO2	Apply knowledge and understanding of geological ideas, techniques and procedures.	40–45%	40–45%
AO3	Analyse, interpret and evaluate geological information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> ■ make judgments and reach conclusions; ■ develop and refine practical design and procedures. 	25-30%	20-25%

Current assessment objectives

	Assessment objective	Weighting		
		AS level	A2 level	A level
AO1	Knowledge and understanding of science and of how science works: Recognise, recall and show understanding of scientific knowledge. Select, organise and communicate relevant information in a variety of forms.	30–40%	20–30%	25–35%
AO2	Application of knowledge and understanding of science and of how science works: Analyse and evaluate scientific knowledge and processes. Apply scientific knowledge and processes to unfamiliar situations including those related to issues. Assess the validity, reliability and credibility of scientific information.	30–40%	40–50%	35–45%
AO3	How science works: Demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods.	20–40%	20–40%	20–40%

	<p>Make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy.</p> <p>Analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.</p>			
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Question 1: To what extent do you agree or disagree that AS and A levels in geology should continue to assess practical skills?

Question 2: To what extent do you agree or disagree that exams for AS and A levels in geology should include questions that assess students' knowledge and understanding of practical work?

Question 3: To what extent do you agree or disagree that grades for AS qualifications in geology should be based on exam marks only?

Question 4: To what extent do you agree or disagree that grades for A levels in geology should be based on exam marks only?

Question 5: To what extent do you agree or disagree that the results of practical skills assessments for A levels in geology should be reported separately on certificates and not count towards the final grade?

Question 6: To what extent do you agree or disagree that the proposed assessment objectives are appropriate for AS and A levels in geology?

Question 7: To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for AS qualifications in geology?

Question 8: To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for A levels in geology?

Question 9: Do you have any further comments relating to the assessment of this subject?¹⁴

¹⁴ Please note that any comments relating to the subject content should be directed to the DfE.

Physical education (short-course GCSE)

- 3.10 We and the DfE have already consulted on – and confirmed our requirements for – new GCSEs,¹⁵ AS and A levels¹⁶ in physical education. These will be taught in schools and colleges from September 2016.
- 3.11 When the DfE consulted on the subject content for reformed GCSEs in physical education, it did not identify any differences in the content which would be needed for a short-course GCSE. So our current rules require all new GCSEs in physical education (both short-course and full-course) to comply with the same subject content requirements.
- 3.12 The DfE is now consulting on specific content for short-course GCSEs in physical education (which is a subset of the content it previously published).¹⁷ The current published content will continue to apply to new full-course GCSEs.
- 3.13 In this consultation, we consider how this short-course content should be assessed, and – in particular – whether we need to change the approach we have previously adopted for all new GCSEs in physical education. Our decisions will feed into a later consultation on the changes we need to make to our rules for new GCSEs in physical education.

Short-course GCSE

Proposed assessment arrangements

- 3.14 Current short-course GCSEs in physical education are assessed through a mixture of exam assessment (40 per cent of the marks) and non-exam assessment (60 per cent of the marks). For new GCSEs in physical education, we have previously decided to allocate 40 per cent of the marks to non-exam assessment, and 60 per cent to exam assessment.
- 3.15 Having reviewed the proposed subject content for the short-course GCSE, we are of the view that the proportion of content which is capable of being assessed by exams is broadly the same as for the earlier published content for

¹⁵ See www.gov.uk/government/publications/gcse-physical-education and www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance#physical-education

¹⁶ See www.gov.uk/government/publications/gce-as-and-a-level-physical-education and www.gov.uk/government/collections/new-a-level-and-as-level-qualifications-requirements-and-guidance#physical-education

¹⁷ www.gov.uk/government/consultations/gcse-and-a-level-subject-content-reform-geology-pe-and-politics

new GCSEs. Given this, we believe it would not be appropriate to change our previous decisions, and are proposing that exam assessment should account for 60 per cent of the total marks for the short-course GCSE, leaving 40 per cent of the marks to be assessed through non-exam assessment. This is a reduction in the amount of non-exam assessment compared with current qualifications, but we believe this reflects the balance of the subject content requirements.

Tiering

3.16 For physical education, current GCSEs are not tiered, and we have previously decided that new GCSEs should not be tiered. There is nothing in the proposed short-course content which suggests we should take a different approach. We believe it would not be appropriate to change our previous decisions, and are therefore proposing that the new short-course GCSEs should not be tiered either.

Proposed assessment objectives

- 3.17 We have already set assessment objectives for new GCSEs in physical education. When we consulted on these new assessment objectives, we explained that they specified the core abilities for the subject more clearly than those used for current GCSEs. We also explained that replacing the current permitted weighting ranges with an absolute weighting would enhance comparability between different qualifications in this subject.
- 3.18 The proposed short-course subject content sets expectations for students which are broadly similar to those in the published content for new GCSEs. The theoretical elements of both sets of content require broadly similar amounts of demonstrating and applying knowledge and understanding, and carrying out analysis and evaluation. Where the short-course subject content differs from the full-course is in its expectations for practical activities – the short-course only requires students to participate in physical activity and sport, whereas the full-course also requires students to analyse and evaluate actual performance.
- 3.19 We believe we need to reflect this difference in the assessment objectives for the short-course GCSE. So we propose to revise the wording for the assessment objective that covers the practical activities (AO4). However, we see no reason to change the wording of the other assessment objectives, or make changes to any of the assessment objectives' weightings. For completeness, we set out all our proposed assessment objectives for the short-course GCSE below.

	Assessment objective	Weighting
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	25%
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	20%
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	15%
AO4 (short course)	Demonstrate and apply relevant skills and techniques in physical activity and sport.	40%

Current assessment objectives

	Assessment objective	Weighting
AO1	Recall, select and communicate their knowledge and understanding of physical activity.	20–30%
AO2	Apply skills, knowledge and understanding in physical activity.	45–55%
AO3	Analyse and evaluate physical activity, and identify action to bring about improvement.	20–30%

Question 10: To what extent do you agree or disagree that, for short-course GCSEs in physical education, 60 per cent of the available marks should be allocated to exams, and 40 per cent to non-exam assessment?

Question 11: To what extent do you agree or disagree that short-course GCSEs in physical education should not be tiered?

Question 12: To what extent do you agree or disagree that the proposed assessment objectives are appropriate for short-course GCSEs in physical education?

Question 13: To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for short-course GCSEs in physical education?

Question 14: Do you have any further comments relating to the assessment of this subject?¹⁸

¹⁸ Please note that any comments relating to the subject content should be directed to the DfE.

Politics

GCSE

3.20 We are not consulting on a GCSE in politics at this time.

AS and A level

3.21 The DfE is consulting on the content for AS and A levels in politics,¹⁹ which are intended to replace existing AS and A level qualifications in government and politics.

Proposed assessment arrangements

3.22 AS and A levels in government and politics are currently assessed wholly by exam. The draft subject content includes only knowledge, understanding and skills that could be validly assessed by exam. We therefore propose that reformed AS and A levels in politics should also be assessed by exam only.

Proposed assessment objectives

3.23 The proposed assessment objectives specify the core abilities for the subject more clearly than the current assessment objectives. The proposed weighting ranges are narrower and more specific, which should enhance comparability between different qualifications in this subject.

	Assessment objective	Weighting	
		A level	AS level
AO1	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.	40%	50%
AO2	Comprehend and interpret political information to construct and communicate arguments and explanations.	20%	20%
AO3	Analyse and evaluate the areas of politics studied in order to identify parallels, connections, similarities and differences, leading to reasoned conclusions.	40%	30%

¹⁹ www.gov.uk/government/consultations/gcse-and-a-level-subject-content-reform-geology-pe-and-politics

Current assessment objectives

	Assessment objective	Weighting		
		AS level	A2 level	A level
AO1	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.	40–50%	40–50%	40–50%
AO2	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.	30–40%	30–40%	30–40%
AO3	Construct and communicate coherent arguments, making use of a range of appropriate political vocabulary.	10–20%	10–20%	10–20%

Question 15: To what extent do you agree or disagree that AS qualifications in politics should be assessed entirely by exams?

Question 16: To what extent do you agree or disagree that A levels in politics should be assessed entirely by exams?

Question 17: To what extent do you agree or disagree that the proposed assessment objectives are appropriate for AS and A levels in politics?

Question 18: To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for AS qualifications in politics?

Question 19: To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for A levels in politics?

Question 20: Do you have any further comments relating to the assessment of this subject?²⁰

²⁰ Please note that any comments relating to the subject content should be directed to the DfE.

4. Equality analysis

Ofqual's role, objectives and duties

- 4.1 We are subject to the public sector equality duty. We have set out in Appendix B how this duty interacts with our statutory objectives and other duties.

Equality analysis relating to proposed changes to GCSEs, AS and A levels

- 4.2 We have considered in some detail the potential impact on students who share protected characteristics²¹ of the application of the principles and features that will apply to all new GCSEs, AS and A levels. We have also considered specific issues that have arisen for the subjects on which we have already consulted. Our equality impact analyses for our earlier consultations on GCSE, AS and A level reform are therefore of interest and we encourage you to read them.²²
- 4.3 We do not repeat here all of the evidence we have considered, as this can be found in our earlier reports. We focus instead on the specific issues that are relevant to the subjects on which we are now consulting.
- 4.4 During this consultation we will continue to seek and consider evidence and feedback to our proposals that might help us identify any potential subject-specific impacts on students who share a protected characteristic. We will also seek views from interested groups during the period of this consultation, including the Access Consultation Forum and our External Advisory Group for Equalities.

²¹ For the purposes of the public sector equality duty, the protected characteristics are sex, disability, racial group, age, religion or belief, pregnancy or maternity, sexual orientation and gender reassignment.

²² <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

<http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/a-level-regulatory-requirements-october-2013>

www.gov.uk/government/consultations/gcses-as-and-a-levels-reform-of-subjects-for-september-2016

www.gov.uk/government/consultations/gcses-as-and-a-levels-new-subjects-to-be-taught-in-2016

www.gov.uk/government/consultations/religious-studies-gcses-as-and-a-levels-new-qualifications-for-2016

AS and A level geology

- 4.5 A levels in geology are currently assessed through a mixture of exam assessment (70 to 80 per cent) and non-exam assessment (20 to 30 per cent).
- 4.6 As we have previously done for A levels in biology, chemistry and physics, we are proposing that new A levels in geology should assess practical skills in a different way, with:
- exams including questions which assess students' knowledge and understanding of practical work;
 - grades being based solely on exam marks, with students being assessed separately on their practical skills and a separate pass/fail grade for practical skills being reported on their certificates.
- 4.7 We think the impacts of our proposals will be broadly similar to the impacts we identified in our earlier consultation on A levels in biology, chemistry and physics.²³ In particular:
- Separate reporting of practical skills will have a mainly positive impact on students whose disability makes it difficult for them to handle science equipment in an assessment context – because their overall grade will no longer be reduced if they cannot perform certain physical tasks.
 - Separate reporting of practical skills may have a negative impact on some students who find written exams difficult because of their disability, and who have in the past been able to gain marks towards their overall grade from the practical work.
 - There will be no impact on students whose disability means they cannot perform certain aspects (or any aspect) of the practical assessment. They will be given an exemption from this assessment, or have the use of a practical assistant (where this will not affect the validity of the assessment), as is now the case. We will consult separately on how an exemption should be reported on the student's certificate and will consider what equality impacts this may have.
 - We have not identified anything about our proposals that would have a negative impact on students because of their sex, disability, racial group,

²³ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://comment.ofqual.gov.uk/a-level-regulatory-requirements-october-2013/>

age, religion or belief, pregnancy or maternity, sexual orientation or as a result of gender reassignment.

- 4.8 AS qualifications in geology are currently assessed through a mixture of exam-assessment and non-exam assessment. We are proposing to change this position, with all new AS qualifications assessed solely by exam.
- 4.9 As with the A level, we think this will have a mainly positive impact on students whose disability makes it difficult for them to handle science equipment in an assessment context, as this will no longer be required. But it may also have a negative impact on some students who find written exams difficult because of their disability.
- 4.10 We have not identified anything about our proposals for AS qualifications in geology that would have a negative impact on students because of their sex, disability, racial group, age, religion or belief, pregnancy or maternity, sexual orientation or as a result of gender reassignment.

GCSE physical education (short course)

- 4.11 Physical performance is an essential element of physical education. The current and proposed assessment arrangements and assessment objectives reflect this.
- 4.12 As we have previously decided for full-course GCSEs, we are proposing to reduce the percentage of non-exam assessment in short-course GCSEs from 60 per cent to 40 per cent. This proposed reduction in non-exam assessment is in line with our general principles for GCSE reform that we have considered in detail in our previous equality analyses.
- 4.13 The performance skills required for the qualifications can be demonstrated in different ways, making the qualifications accessible to most disabled students with or without the need for a reasonable adjustment. We have specified, using our powers under the Equality Act 2010,²⁴ that a disabled student can be exempt from a maximum of 40 per cent of the assessments for a GCSE and have his or her marks scaled up from the assessments he or she is able to take. The proposed reduction in the element of performance-based assessment at GCSE could make it possible for a disabled student unable to undertake that assessment to be awarded the qualification nevertheless. The proposed reduction in the percentage of marks allocated to assessing a student's

²⁴ www.gov.uk/government/publications/specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications

performance may therefore make the qualification more accessible to some disabled students.

- 4.14 Students' experience of, and performance in, different sports may vary according to their gender, racial group, religion or belief. However, the required performance skills can be demonstrated in a wide range of sports, giving choice to students.
- 4.15 We have not identified anything in addition to the impacts discussed in our earlier consultations²⁵ about our proposals that would have a negative impact on students because of their sex, disability, racial group, age, religion or belief, pregnancy or maternity, sexual orientation or as a result of gender reassignment.

AS and A level politics

- 4.16 AS and A levels in government and politics are currently assessed wholly by exam. We are not proposing to change this position, but we are proposing clearer wording for the assessment objectives.
- 4.17 We have not identified anything about our proposals that would have a negative impact on students because of their sex, disability, racial group, age, religion or belief, pregnancy or maternity, sexual orientation or as a result of gender reassignment.

Question 21: We have identified a number of ways the proposed requirements for reformed GCSEs, AS and A levels may impact (positively or negatively) on persons who share a protected characteristic. Are there any other potential impacts we have not identified? If so, what are they?

Question 22: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

Question 23: Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

²⁵ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

Appendix A: Background to the reforms

GCSE

Government policy

On 6th February 2013, in a letter to Ofqual, the Secretary of State set out the government's policy intentions for new GCSEs.²⁶

In summary, the intention was that new GCSEs in England should remain accessible, with good teaching, to the same proportion of students who currently take them; there must be an increase in demand at the level of what is widely considered to be a pass (currently indicated by a grade C) to reflect that of high-performing jurisdictions; there was a strong case for the new GCSEs to have a new grading scale.

Controlled assessment

In June 2013 we published a report on the use of controlled assessments in GCSEs. The report was largely informed by feedback from teachers and highlighted a number of weaknesses with the current controlled assessment arrangements.²⁷

Consultation on new GCSEs

In June 2013 we published a consultation on the principles that should apply to all new GCSEs and on proposals for the new qualifications in English language, English literature, mathematics, geography, history and the sciences.²⁸

YouGov report on responses to the consultation

In November 2013 we published a summary of responses to the consultation.²⁹

²⁶ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://ofqual.gov.uk/news/gcse-reform-6th-february-2013>

²⁷ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://ofqual.gov.uk/news/ofqual-launches-consultation-on-gcse-reform>

²⁸ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

²⁹ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

Our equality impact assessment

In November 2013 we published our equality analysis of the impact of the reforms on students who share protected characteristics.³⁰

Subjects for first teaching 2015

On 1st November 2013 we published our decisions on the features of all GCSEs and on specific arrangements for English language, English literature and mathematics.³¹ We have published our Conditions and Guidance documents.³²

Grading consultation

On 2nd April 2014 we published a consultation on setting the grade standards for new GCSEs.³³

Consultation on subjects for first teaching 2016

In July, September and November 2014 we consulted and published our decisions on the design and assessment arrangements for those GCSE subjects to be taught first in 2016.³⁴ Subsequently we consulted on and then published our Conditions and Guidance documents for these subjects.³⁵

³⁰ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/gcse-reform-june-2013>

³¹ <http://webarchive.nationalarchives.gov.uk/20141031163546/http://ofqual.gov.uk/news/design-details-of-new-gcse-in-england>

³² www.gov.uk/government/collections/gcse-9-to-1-requirements-and-guidance

³³ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/setting-the-grade-standards-of-new-gcse-april-2014>

³⁴ www.gov.uk/government/consultations/gcse-as-and-a-levels-reform-of-subjects-for-september-2016

www.gov.uk/government/consultations/gcse-as-and-a-levels-new-subjects-to-be-taught-in-2016

www.gov.uk/government/consultations/religious-studies-gcse-as-and-a-levels-new-qualifications-for-2016

³⁵ www.gov.uk/government/collections/gcse-9-to-1-requirements-and-guidance

Consultation on subjects for first teaching 2017

In July and September 2015 we consulted on our proposals for the design and assessment arrangements for a number of GCSE subjects to be taught first in 2017.³⁶

Subject content

The government has published the content for all GCSEs for first teaching in September 2015 and September 2016.³⁷ In July and September 2015 the government consulted on the subject content for a number of GCSE subjects to be taught first in 2017.³⁸

AS and A level

November 2010

In the White Paper *The Importance of Teaching*, the DfE said: “we are working with Ofqual... to ensure universities and learned bodies can be fully involved in the development [of A levels]” (paragraph 4.47).

Spring/summer 2012

We published our research on A levels.³⁹ For this research, we spoke to teachers, employers and other higher education representatives. We also looked at the

³⁶ www.gov.uk/government/consultations/development-of-new-gcse-and-a-levels-for-teaching-from-2017

www.gov.uk/government/consultations/developing-new-gcse-as-and-a-levels-for-first-teaching-in-2017

³⁷ www.gov.uk/government/collections/gcse-subject-content

³⁸ www.gov.uk/government/consultations/gcse-and-a-level-reform-content-for-teaching-from-september-2017

www.gov.uk/government/consultations/further-gcse-and-a-level-content-for-teaching-from-september-2017

³⁹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/377930/2012-04-03-fit-for-purpose-a-levels.pdf

standards and methods that other countries use to assess students at this point in their education.⁴⁰

June to September 2012

We ran an open consultation⁴¹ where we asked education specialists and the general public for their opinions on possible changes to A levels, including removing exams in January. This consultation was supplemented with face-to-face events across the country with a wide range of stakeholders including higher education representatives, teachers and representatives of disability groups.

November 2012

We confirmed that we would remove January exams. There were no A level exams in January 2014.

March 2013

The DfE confirmed that AS qualifications would be ‘decoupled’ from the new A levels.

September 2013

We published a report by Professor Mark Smith, the independent chair of a group established by the government to review the current curriculum requirements for some A levels and confirm whether they are fit for purpose or need to change.

We also confirmed the timetable for reform (which has since been updated):

- First teaching in 2015: English language, English literature, English language and literature, biology, chemistry, physics, psychology, art and design, business studies, computing, economics, history, sociology.
- First teaching in 2016: ancient languages, dance, design and technology, drama, geography, mathematics, further mathematics, modern foreign languages, music, physical education and religious studies.

October 2013

We launched a consultation on assessment arrangements for each subject to be introduced for first teaching in 2015. This consultation included geography but the

⁴⁰

<http://webarchive.nationalarchives.gov.uk/20141031163546/http://ofqual.gov.uk/documents/international-comparisons-in-senior-secondary-assessment-full-report/all-versions>

⁴¹ <http://webarchive.nationalarchives.gov.uk/20141110161323/http://comment.ofqual.gov.uk/a-level-reform>

government has since confirmed that this subject will be introduced in 2016. In the consultation we set out proposals for the role of non-exam assessment in each subject. The proposals are based on the principle that assessment should be by exam only, except where non-exam assessment is needed to test a skill essential to the subject (for example, art and design). This principle comes from our aims:

- to create a better balance between exam and non-exam assessment;
- to give clear reasons why non-exam assessment is needed; and
- to have greater consistency across the qualifications set by different exam boards.

Subjects for first teaching 2015

On 9th April we published our decisions on the features and specific arrangements for A levels to be taught first from September 2015.⁴² We have published our Conditions and Guidance documents.⁴³

Consultation on subjects for first teaching 2016

In July, September and November 2014 we consulted and published our decisions on the design and assessment arrangements for those AS and A level subjects to be taught first in 2016.⁴⁴ Subsequently we consulted on and then published our Conditions and Guidance documents for these subjects.⁴⁵

⁴² <http://webarchive.nationalarchives.gov.uk/20141110161323/http://ofqual.gov.uk/news/gcse-a-level-as-qualification-updates-ofqual>

⁴³ www.gov.uk/government/collections/new-a-level-and-as-level-qualifications-requirements-and-guidance

⁴⁴ www.gov.uk/government/consultations/gcse-as-and-a-levels-reform-of-subjects-for-september-2016
www.gov.uk/government/consultations/gcse-as-and-a-levels-new-subjects-to-be-taught-in-2016
www.gov.uk/government/consultations/religious-studies-gcse-as-and-a-levels-new-qualifications-for-2016

⁴⁵ www.gov.uk/government/collections/new-a-level-and-as-level-qualifications-requirements-and-guidance

Consultation on subjects for first teaching 2017

In July and September 2015 we consulted on our proposals for the design and assessment arrangements for a number of AS and A level subjects to be taught first in 2017.⁴⁶

Subject content

The government has published the content for all AS and A levels for first teaching in September 2015 and September 2016.⁴⁷ In July and September 2015 the government consulted on the subject content for a number of AS and A level subjects to be taught first in 2017.⁴⁸

⁴⁶ www.gov.uk/government/consultations/development-of-new-gcses-and-a-levels-for-teaching-from-2017

www.gov.uk/government/consultations/developing-new-gcses-as-and-a-levels-for-first-teaching-in-2017

⁴⁷ www.gov.uk/government/collections/gce-as-and-a-level-subject-content

⁴⁸ www.gov.uk/government/consultations/gcse-and-a-level-reform-content-for-teaching-from-september-2017

www.gov.uk/government/consultations/further-gcse-and-a-level-content-for-teaching-from-september-2017

Appendix B: Ofqual’s role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
 - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
 - (ii) a consistent level of attainment (but not over time) between qualifications that we regulate and comparable qualifications (including those awarded outside of the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeships, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty.⁴⁹ This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The exam boards that design, deliver and award GCSEs, AS and A levels are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

⁴⁹ Equality Act 2010, section 149.

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred; and
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding, and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely that might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way that the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award the reformed GCSEs, AS and A levels, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

It should be noted that with respect to the public sector equality duty under section 149 of the 2010 Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.

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