

Analysis of Responses to our Consultation on final entries to legacy GCSEs, AS and A levels



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Executive Summary

Our consultation about final entries to legacy GCSEs, AS and A levels took place between 15th December 2015 and 2nd February 2016. The consultation questions were available to either complete online or to download. A copy of the consultation is available at www.gov.uk/government/consultations/resits-for-legacy-gcse-as-and-a-levels.

There were 398 responses to the consultation – 388 in a form that matched or broadly followed the layout of the online consultation, and 10 written submissions which were not included in the quantitative data analysis, but were reflected upon within the qualitative sections. 69 per cent of the responses were from individuals, mostly teachers, while 31 per cent were from organisations.¹

The majority of respondents (95 per cent of those who responded to the relevant question) agreed with our proposal that students taking AS and A levels should have at least one opportunity to resit their exams in the specification for which they studied. The majority of respondents (85 per cent of those who responded to the relevant question) also agreed with our proposal that students resitting their AS and A levels should be able to resit any of the AS or A level units they have previously taken (including coursework units).

The majority of respondents (96 per cent of those who responded to the relevant question) expressed the view that there should be an additional resit opportunity for legacy GCSEs in English, English language and mathematics (including the linked pair) in summer 2017.

Responses were mixed to our proposal that, with the exception of GCSEs in English, English language and mathematics (including the linked pair), there should not be a resit opportunity available for legacy GCSEs. Some respondents expressed the view that very few resit opportunities were taken up in subjects other than English, English language or mathematics, and others noted that other GCSEs were not required for progression purposes in the same way. However other respondents commented that students should not be disadvantaged by being in a year group affected by reform, and that students in other year groups had the opportunity to resit their GCSEs, so the opportunity should be made available for this year group. Other respondents, while agreeing that resit opportunities did not need to be made available for most GCSE subjects, did note specific subjects in which a resit opportunity would be beneficial, including GCSE science subject and other Ebacc subjects.

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

The majority of respondents who commented specifically on our draft General Condition of Recognition D9, and the saving and transitional provisions for AS, A level and GCSE – the draft rules that would bring into force the proposals around resits – noted that the requirements were sensible, as they would require exam boards to comply with the agreed approach. Some respondents noted that the requirements would need to be updated to reflect whatever decisions are made post-consultation. Other respondents commented that they did not understand the provisions.

The consultation proposed that the same saving and transitional provisions, amended as necessary, should be applied to further legacy AS and A level qualifications without further consultation. The response to this proposal was mixed. 40 per cent of respondents agreed with the proposal setting out that they did not see the need for further consultation on the saving and transitional provisions once the position on resits had been announced. While 14 per cent of respondents disagreed, saying that nothing should be done without consultation. 46 per cent of respondents did not express a view either way.

Respondents commented that our proposals would impact on persons who share a protected characteristic in several ways, and set out steps that could be taken to reduce the effect of these impacts, including the suggestion that more resit opportunities be made available. Respondents also commented on the impacts of our proposals more generally on students, schools, colleges and/or exam boards.

Introduction

The consultation on final entries to legacy GCSEs, AS and A levels

This report is a summary of the views expressed by those who responded to our consultation on final entries to legacy GCSEs, AS and A levels which took place between December 2015 and February 2016.

Background

Reformed GCSEs, AS and A levels are being introduced in England. Our consultation on final entries to legacy GCSEs, AS and A levels sought views on our proposals relating to resit arrangements for legacy GCSE, AS and A levels, and on the rules and guidance that we propose to put in place to give effect to our proposals.

1. Who responded?

We received a total of 398 responses to our consultation.² There were 388 responses to the consultation questions³ and 10 written submissions which did not fit the format of the consultation and were considered separately.⁴

Of those responses which followed the format of the consultation, 264 were from individuals and 124 were from organisations. All the responses were from individuals or organisations based in England or Wales.

Table 1: Breakdown of consultation responses

Personal / organisation response	Respondent type	Number	Percentage
Personal	Teacher	225	58%
Personal	Educational Specialist	25	6%
Personal	Parent / carer	6	2%
Personal	Student	4	1%
Personal	General public	4	1%
Organisation	School / college / academy chain	111	29%
Organisation	Other representative or interest group	8	2%
Organisation	Awarding organisation	4	1%
Organisation	Local authority	1	0%

² Where responses were received in hard copy we entered them into the online platform.

³ Where responses which followed the format of the consultation were received in hard copy we entered them into the online platform.

⁴ These 10 responses are not included in the quantitative analysis that follows. See section 3 on our approach to analysis

2. 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 12 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.

Data presentation

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

The consultation asked 12 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 free-form narrative comments on our proposals.

For these questions, we set out respondents' views using the 5-point scale. Where respondents provided further comments, we analyse these separately for respondents who agreed with our proposals, disagreed with our proposals, and expressed no preference.

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 free-form narrative comments. For these questions we set out whether respondents replied 'yes' or 'no' and analyse 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).

3. 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 and provide analysis of the data broken down by stakeholder.

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.

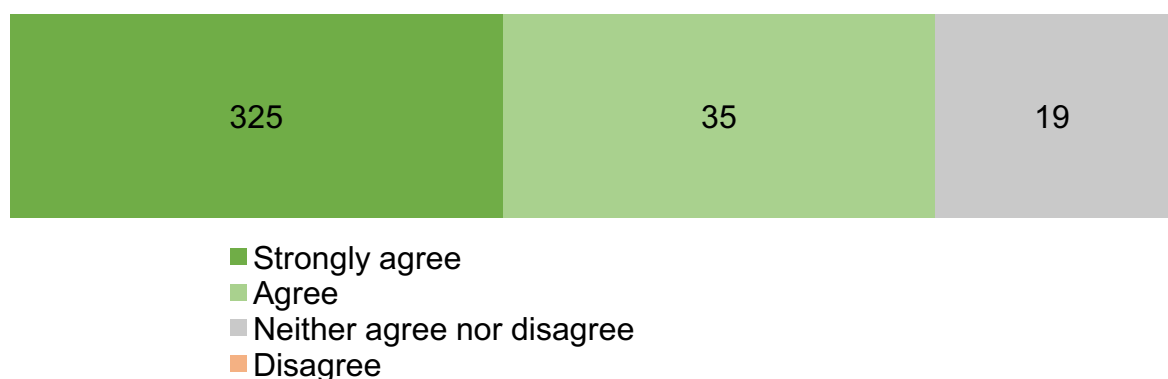
A list of the organisations that responded to the consultation is included in Appendix A.

Question 1 – To what extent do you agree or disagree that students taking AS and A levels should have at least one opportunity to resit their exams in the specification for which they studied?

As illustrated in Figure 1, 380 respondents answered Question 1, with the majority of respondents agreeing or strongly agreeing with the proposal.

Of those who responded to this question, 95 per cent (250 individuals, 110 organisations), either agreed or strongly agreed with our proposal that students taking AS and A levels should have at least one opportunity to resit their exams in the specification for which they studied. Only one respondent disagreed with the proposal. Five per cent of respondents (seven individuals, 12 organisations) neither agreed nor disagreed with the proposal.

Figure 1 Overview of responses to Question 1



Of those respondents who agreed with the proposal:

- Many commented that students should not be disadvantaged as a result of being in a year affected by reform.

- Many expressed the view that A levels are important qualifications for progression purposes, especially for advancement onto university courses, and if a student has just missed out on a grade they need, or were unable to take their final exams (for example, for medical reasons), they should have the same opportunity to resit as they would in any other year.
- Others commented that students will not have time to become familiar with the revised specifications, particularly as this would likely happen without further teaching, if a resit opportunity was not provided in the old specifications.

The respondent (an individual) who disagreed with the proposal suggested that the resit opportunity should be in November, rather than the following summer.

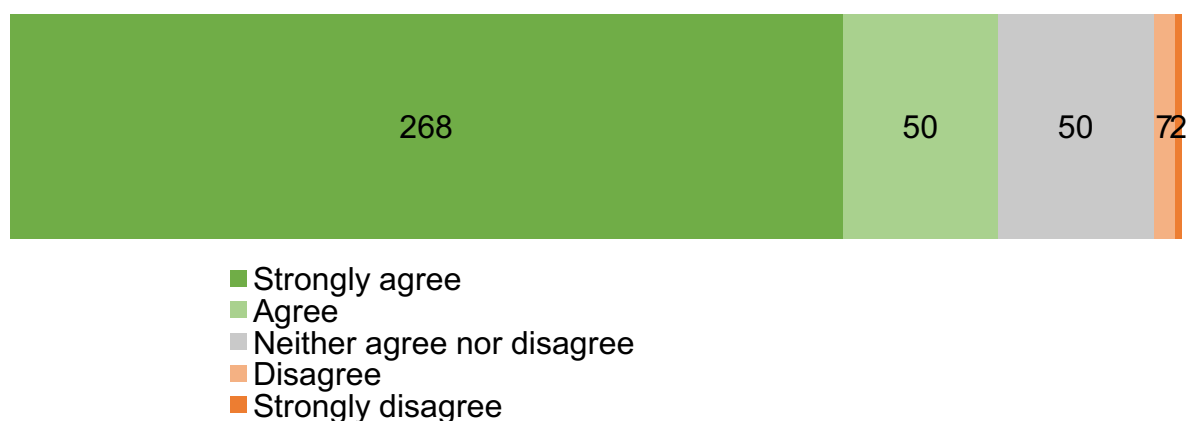
Of the respondents who did not express a preference, 13 respondents (3 individuals, 10 organisations) commented that they or their centres did not deliver A level courses, and that they were therefore not in a position to comment on the proposal.

Question 2 – To what extent do you agree or disagree that students resitting their AS and A levels in qualifications that have ceased to be accredited should be able to resit any of the AS or A level units they have previously taken (including controlled assessment units)?

As illustrated in Figure 2, 377 respondents answered Question 2, with the majority of respondents agreeing or strongly agreeing with the proposal.

Of those who responded to this question, 85 per cent (222 individuals, 96 organisations) either agreed or strongly agreed with the proposal that students resitting their AS and A levels in qualifications should be able to resit any of the units they have previously taken, including controlled assessment units. Two per cent (eight individuals, one organisation) either disagreed or strongly disagreed with the proposal. 13 per cent (26 individuals, 24 organisations) neither agreed nor disagreed with the proposal.

Figure 2 Overview of responses to Question 2



Of those respondents who agreed with the proposal, many repeated the views expressed in response to question 1 above. Other responses were as follows:

- Many respondents commented that students should not be disadvantaged as a result of being in a year affected by reform. Students currently have the opportunity to resit all units, and for fairness reasons should be allowed to within the resit opportunity. One respondent (an awarding organisation) commented that offering opportunities to resit coursework at both AS and A level would place a large burden on both exam boards and centres.
- Several respondents commented that current AS and A levels are modular, and students should be allowed to resit as the specification was intended.
- Several respondents commented that if students had to resit all exams and coursework units they would be disadvantaged as against all other years where this is not required.

Of those respondents who disagreed with the proposal:

- One respondent commented that the resit opportunity is unlikely to take place after any further teaching, and therefore is unlikely to lead to any significant improvement in grades for those students.
- Three respondents commented that coursework units should not be made available. One respondent (a school) suggested that making coursework units available would place a burden on schools.

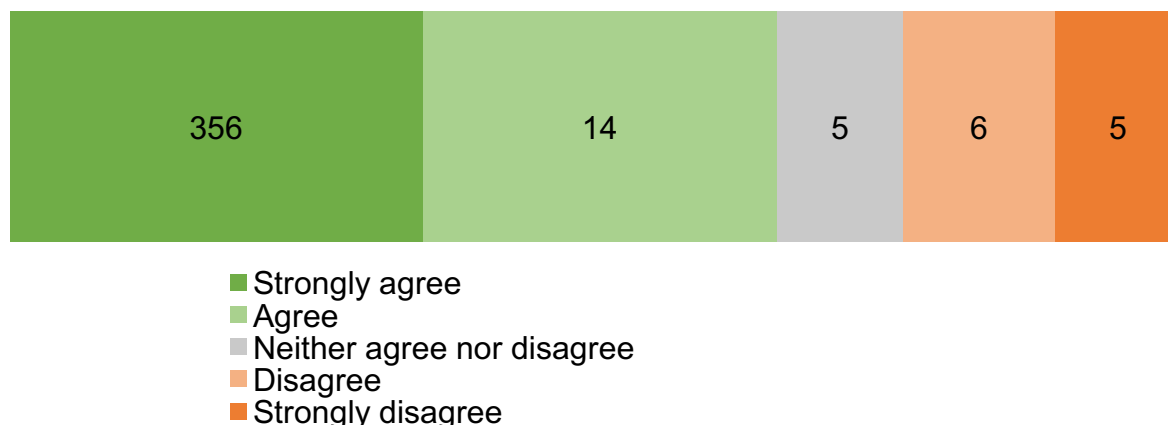
Of those respondents who neither agreed nor disagreed with the proposal, the majority commented that their schools or colleges did not offer AS or A levels, and that they did not feel in a position to comment on the proposals for these qualifications.

Question 3 – To what extent do you agree or disagree that there should be an additional resit opportunity for legacy GCSEs in English, English language and mathematics (including the linked pair) in summer 2017?

As illustrated in Figure 3, 386 respondents answered Question 3, with the majority of respondents agreeing or strongly agreeing with the proposal.

Of those who responded to this question, 96 per cent (256 individuals, 112 organisations), either agreed or strongly agreed with that there should be an additional resit opportunity for legacy GCSEs in English, English language and mathematics in summer 2017. Only three per cent of respondents (four individuals, seven organisations) disagreed or strongly disagreed with the proposal. One per cent of respondents (two individuals, three organisations) neither agreed nor disagreed with the proposal.

Figure 3 Overview of responses to Question 3



Of those respondents who agreed with the proposal:

- Many commented that students should not be disadvantaged as a result of being in a year affected by reform.
- Many commented that a single resit opportunity in November would not give centres a chance to prepare students for the assessments – particularly those students who have moved centres and/or who would have to take a different exam board’s qualification in the resit opportunity.
- A large number also referenced the fact that the new qualifications are different in terms of content from the legacy GCSEs, and that students should not be disadvantaged by having to sit a more demanding/challenging specification that they have not had the chance to study properly.
- Others commented that students must now, as a result of government rules, continue to study for GCSEs in maths and English if they have not achieved at least a C grade. This means that schools and colleges are having to deal with larger numbers of resitting students, and that only having two and a half terms to prepare those students for assessments in a new qualification, which they had not previously studied, in a limited amount of time (as those students are often studying new courses) would be extremely difficult.
- Other respondents pointed to current practice whereby some resitting students, particularly those who have missed out on a C by more than one or two grades, need a whole year to prepare for their resit opportunity based on material they have already studied. Introducing those students to a new course would mean they were even less likely to achieve.

Of those respondents who disagreed with the proposal, most commented that a single resit opportunity in November would be sufficient. The respondents raised several issues:

- Some suggested that a November resit opportunity would be closer to the teaching that the students received.

- Other respondents stated that holding a further resit opportunity in the summer could cause problems with resourcing and also confusion within centres as they would then be running alongside the new exams.
- One respondent commented that the risks of an additional resit opportunity in terms of awarding, and the overlap with the new qualifications, outweighed the benefits to students.
- One respondent suggested that moving students onto a new course if they are not successful in their November resit may be welcome, as the students would then have some new content to consider, instead of resitting the same material they had been struggling with.
- One respondent (an awarding organisation) commented that the number of students resitting these qualifications for a second time was likely to be very small, and could lead to centres continuing to focus on the legacy qualifications rather than supporting the new qualifications.

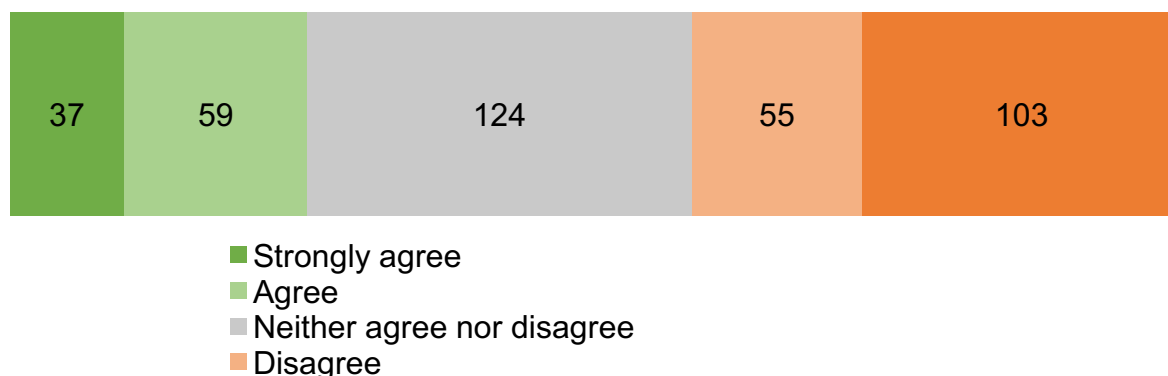
Of those respondents who neither agreed nor disagreed with the proposal, only one (a school) provided any further comment, setting out that their school only offered iGCSEs, and so they were not in a position to comment further on the proposals for GCSEs.

Question 4 – To what extent do you agree or disagree that, with the exception of English, English language and mathematics (including the linked pair), there should not be a resit opportunity available for legacy GCSEs?

As illustrated in Figure 4, 378 respondents answered Question 4. Responses to this question were mixed.

Of those who responded to this question, 25 per cent (62 individuals, 34 organisations), either agreed or strongly agreed with our proposal that, with the exception of English, English language and mathematics, there should not be a resit opportunity available for legacy GCSEs. 42 per cent of respondents (112 individuals, 46 organisations) disagreed or strongly disagreed with the proposal. 33 per cent of respondents (82 individuals, 42 organisations) neither agreed nor disagreed with the proposal.

Figure 4 Overview of responses to Question 4



Of those respondents who agreed with the proposal:

- Many expressed the view that resit opportunities are never, or very rarely taken up in GCSE subjects other than English and mathematics, and that the burden of offering resit opportunities in these other subjects would outweigh the benefits.
- Others commented that the reason for a resit opportunity being made available is for progression purposes, and that GCSE subjects other than English or mathematics are not required for progression in the same way, and so resit opportunities should not be required.
- Several respondents commented that in subjects other than English or mathematics, no teaching time will be devoted to preparing students for a resit, and as such grade improvement is likely to be limited.
- A few respondents commented that 'condition of funding rules' at colleges only apply to English and mathematics, and not to other subjects.
- Others commented on the logistical difficulties that would be involved in running an examination series that included resit opportunities for additional GCSE subjects.
- One respondent commented that when GCSEs had been subject to reform in the past, resit opportunities were only made available in English and mathematics, so the proposal is consistent with past practice.

Of those respondents who disagreed with the proposal:

- Many commented that students should not be disadvantaged as a result of being in a year affected by reform. Students in other years have had the opportunity (even if this was not taken) to resit GCSEs in other subjects, and this should be open to students in reform years too.
- Others commented that resit opportunities should be made available in 'core subjects', or Ebacc subjects, as these are important.

- Several expressed the view that students who miss their final exams in other GCSE subjects as a result of illness, disability or bereavement will be disadvantaged by resit opportunities not being made available in those subjects.
- A number of respondents commented that resits should be made available in Science GCSEs as these are required for certain career paths, for example primary teaching or onto Level 3 science courses.

Of those respondents who neither agreed nor disagreed with the proposal:

- Several respondents commented that they were not close enough to the issues in other GCSE subjects to express any views on the availability of resit opportunities in subjects other than English or mathematics.
- Several commented that they did not have strong views, but felt that the decision needed to be taken with fairness to students in mind.
- Others, who said they did not have strong views did say that they felt resit opportunities were rarely taken up in subjects other than English or mathematics, and that other subjects were not needed for progression in the same way.
- A number of further education colleges commented that they did not offer GCSEs other than English or mathematics, and so were not in a position to comment on the proposal.
- A few respondents commented that the provision of resit opportunities in subjects other than English or mathematics was likely to be onerous on the exam boards and/or schools.
- A number of respondents commented that while they would not support the provision of a resit opportunity in most legacy GCSE subjects other than English and mathematics, there may be a case for resits to be made available in GCSE science subjects, as these qualifications can be required for progression.

Question 5 – Do you have any comments on our draft General Condition D9?

21 respondents (11 individuals, 10 organisations) provided comments in relation the draft General Condition of Recognition D9 as follows:

- A number of respondents expressed approval for the Condition as drafted, saying that it was sensible to ensure that all exam boards would have to comply with the requirements around resits.
- Several respondents commented that they did not understand the Condition as worded, and others suggested that it was vague.
- One respondent queried whether the Condition was a transient provision, as the related requirements would only apply in the reform years.

Question 6 – Do you have any comments on our draft saving and transitional provisions for legacy AS and A level qualifications in the first phase of reform?

21 respondents (11 individuals, 10 organisations) provided comments in relation to the draft saving and transitional provisions for legacy AS and A level qualifications as follows:

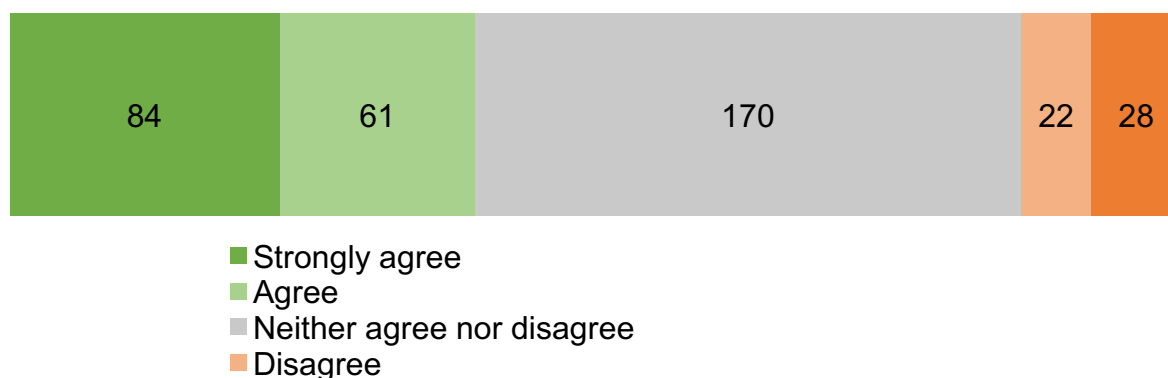
- Several respondents expressed approval for the fact that the requirements would require the exam boards to offer resit opportunities for AS and A level students, rather than allowing the exam boards to decide what is made available.
- Others expressed approval for the draft requirements, so long as they were updated in line with the outcomes of this consultation.
- One respondent queried whether the requirements were transient provisions, as they would only apply in the reform years.

Question 7 – To what extent do you agree or disagree that we adopt the same saving and transitional provisions, amended as necessary, in respect of all further legacy AS and A level qualifications, without further consultation?

As illustrated in Figure 5, 365 respondents answered Question 7. Responses to this question were mixed.

Of those who responded to this question, 40 per cent (92 individuals, 53 organisations), either agreed or strongly agreed with our proposal that the same saving and transitional provisions, amended as necessary, should be adopted in respect of all legacy AS and A level qualifications, without further consultation. 14 per cent of respondents (39 individuals, 11 organisations) disagreed or strongly disagreed with the proposal. 46 per cent of respondents (114 individuals, 56 organisations) neither agreed nor disagreed with the proposal.

Figure 5 Overview of responses to Question 7



Many respondents to this question, provided responses relating to issues they had raised under questions 1-5 above. Comments relating to the proposal in question 7 are set out below.

Of those respondents who agreed with the proposal:

- Most commented that they did not see the need for further consultation on the saving and transitional provisions once the position on resits has been announced – they requirements can be amended to reflect the decisions, and to apply to future years of reform.
- Others commented that having the same provisions apply to the resit arrangements for each year of reform would be both consistent and fair.

Of those respondents who disagreed with the proposal:

- Most commented that they felt nothing should be done without consultation.
- Several respondents commented that they did not understand the question.

Of those respondents who neither agreed nor disagreed with the proposal, most did not provide any further comment. Those who did provided the following comments:

- The approach seems reasonable.
- Their school/college did not offer A levels, and so they were not in a position to comment.

Question 8 – Do you have any comments on our draft saving and transitional provisions for legacy GCSEs in English, English language and mathematics (including the linked pair)?

52 respondents (26 individuals, 26 organisations) provided comments in relation to the draft saving and transitional provisions for legacy GCSEs in English, English language and mathematics qualifications as follows:

- Several respondents expressed approval for the draft requirements, so long as they were updated in line with the outcomes of this consultation (for example, if the decision is that there should be an additional resit opportunity in summer 2017, then the requirements should reflect this).
- Other respondents commented that the requirements should be extended to include other GCSE subjects.

However most respondents to this question provided comments that did not relate to the draft saving and transitional provisions, and instead repeated comments that they had raised in relation to earlier questions around the resit opportunities that should be available for GCSEs and A levels.

Question 9 – We have not identified any ways in which our proposals on resits would impact (positively or negatively) on persons who share a protected characteristic.⁵ Are there any potential impacts we have not identified?

62 respondents (35 individuals, 27 organisations) identified ways in which the proposals on resits would impact on persons who share a protected characteristic. Their comments were as follows:

- Several respondents noted that students who miss GCSE exams in subjects where the proposal is that no resit opportunity should be made available (i.e. subjects other than English, English language and mathematics), as a result of a protected characteristic – for example pregnancy or maternity – would be negatively impacted by no resit opportunity being made available in those subjects. These students will not have studied for the new qualifications, and it would be beneficial for them to be able to sit the assessments for the legacy qualifications rather than the new ones.
- Several respondents noted that a negative impact of only allowing a single resit opportunity for GCSE English, English language and mathematics in November 2016 would be that students who have been off long term (i.e. through disability or pregnancy and maternity) may not be ready for the resit in November, as they may not have recovered or had the time to prepare by the November, and would, in all likelihood, benefit from an additional resit opportunity the following summer.
- A number of respondents noted that students with mental health difficulties may struggle with the pressure of having only one opportunity to complete their exams.

One respondent noted that requiring resit opportunities to be made available in each unit (including coursework) of each legacy AS and A level qualification will impact positively on students who have missed their last set of exams for their A level qualifications as a result of pregnancy or maternity, as it will mean they will not have to resit all units and will therefore have to spend less time away from their baby.

Question 10 – Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

36 respondents (21 individuals, 15 organisations) provided views on the steps that could be taken to mitigate negative impacts on those who share a protected characteristic. Their comments were as follows:

⁵ '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.

- Allowing an additional resit for GCSEs in English, English language and mathematics in summer 2017 would mitigate negative impacts on student who have missed exams as a result of pregnancy or maternity, or who have learning difficulties.
- Allowing additional resit opportunities in all GCSE subjects would mitigate negative impacts on those students who have missed exams as a result of a protected characteristics.
- Allowing further resit opportunities to take place for two years following the end of accreditation for all legacy GCSEs, AS and A levels would ensure fair access for all students, would place them in the same position as students in current years (a single resit opportunity is not always enough for all students), and would mitigate negative impacts on those who have a protected characteristic.

Question 11 – Have you any other comments on the impacts of the proposals on students who share a protected characteristic?

2 respondents (both individuals) commented on this question:

- One of the respondents commented that students with certain protected characteristics would find the new specifications and longer examinations more challenging, and are likely as a result to need more Access Arrangements (for example, rest breaks) in the future.
- The other respondent did not respond to the question that had been asked, and instead repeated their response to question 3 above.

Question 12 – Do you have any comments on the impacts of our proposals on students, schools/colleges and/or exam boards?

112 respondents (70 individuals, 42 organisations) commented on the impacts of our proposals on students, schools, colleges and/or exam boards. These respondents expressed the following views:

- Not allowing an additional resit opportunity in summer 2017 for GCSEs in English, English language and mathematics will place a large burden on schools and colleges, who will have to put in place arrangements to teach large numbers of resitting students in a very short space of time.
- Not allowing an additional resit opportunity in summer 2017 for GCSEs in English, English language and mathematics will place a strain on students, particularly those who have moved to a different school or college and who will only have a few months to get up to speed with different teaching styles and potentially different specifications.
- Allowing resit opportunities is of benefit to students, and it is important to be as fair as possible to students who are affected by being in a reform year.

- Resit opportunities should be required in science GCSEs as these qualifications are needed for progression purposes.
- Not requiring resit opportunities to be made available in all GCSE subjects will negatively impact on students who may miss out on grades or who miss exams. There is little justification for this.
- Allowing too many resit opportunities, or allowing them to take place in all subjects will place a burden on exam boards, and on schools/colleges who will have to accommodate these assessment arrangements.

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.

Abingdon and Witney College
Allerton High School
AQA
Association of Colleges
Association of School and College Leaders
Basingstoke College of Technology
Berkshire College of Agriculture
Bolton College
Brampton College
Bridgewater College
Cambridge Regional College
Chatsmore Catholic High School
Cherwell College
Chesterfield College
Chichester College
Cirencester College
City and Islington Sixth Form Centre
City College, Southampton
College of North West London
East Norfolk Sixth Form College
Gateway Sixth Form College
Godalming College
Gosforth Academy
Haileybury Turnford School
Harlow College
Havering College of Further and Higher Education
Helsby High School
Hills Road Sixth Form College
Kent County Council
Kesgrave High School
Lansdowne College
Longfield Academy
Luton Sixth Form College

Mathematics in Education and Industry
Milton Keynes College
Mount Grace School
National Association of Head Teachers
National Extension College
New College, Nottingham
New College, Stamford
Newcastle College
North Kent College
North Shropshire College
Northampton School for Girls
OCR
Parmiter's School
Pearson
Pocklington School
Portsmouth College
Priestley College
Queen Mary's Sixth Form College
Regent College
Royal Grammar School, Guildford
Runshaw College
Rushcliffe School
Samuel Whitbread Academy
Sandwell College
Shenfield High School
Sir John Deane's College
Sixth Form Colleges' Association
Solihull College and University Centre
St Alban's High School
St Brendan's Sixth Form College
St Francis Xavier Sixth Form College
St Mary's College
St Paul's Girls' School
Suffolk New College
The Institute of Mathematics and its Applications
The Mathematical Association / Association of Teachers of Mathematics
The Sixth Form College, Farnborough
Trinity School, Belvedere
Truro and Penwith College
Tyne Metropolitan College
Walton Girls' High School

Walsall College
West Suffolk College
Weston College
WJEC

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