

Summer 2016 Data Exchange Procedures

GCE, GCSE and Level 1/2 Certificates



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The following procedures outline the data that must be provided by awarding organisations during the summer 2016 data exchange for each qualification forming part of the data exchange process.

This is a **Regulatory Document** under **Condition B7** of the General Conditions of Recognition¹ (September 2015): Compliance with Regulatory Documents.

This Regulatory Document applies to pre and post-reform GCE qualifications, GCSE qualifications graded A* to G and Level 1/2 certificates (commonly known as international GCSEs).

¹ <http://ofqual.gov.uk/documents/general-conditions-of-recognition/>

1. GCE A level

GCE A level predictions

Each awarding organisation must create for each specification its own prediction for its specific cohort of 18-year-old matched cash-in learners². The prediction (for all subjects except French, German and Spanish) must be based on the average of the national relationship between:

1. A level outcomes in that subject for 18-year-old learners in 2010 and the GCSE outcomes for those learners in 2008;
2. A level outcomes in that subject for 18-year-old learners in 2011 and the GCSE outcomes for those learners in 2009.

For French, German and Spanish the prediction must be based on the national relationship between A level outcomes in each subject in 2015 and the GCSE outcomes for those learners in 2013.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

GCE A level reporting

Wherever actual and predicted outcomes differ beyond a given reporting tolerance (depending on entry size), the relevant awarding organisation must inform the regulators and other awarding organisations of the details. The reporting tolerances for GCE A level are given in the following table.

Graded entry (matched 18-year-olds)	Reporting tolerance for grade A
500 or less	None
501–1,000	3%
1,001–3,000	2%
3,001 or more	1%

For A*, for qualifications (except French, German and Spanish) where there are more than 500 matched entries and more than 100 of the matched entries obtain grade A cumulative overall, the allowable tolerance between predicted and actual outcomes is

² 'Learner' is defined in the General Conditions as, 'A person who is registered to take a qualification and to be assessed as part of that qualification.'

± 2 per cent. The agreed rules for moving the A* conversion point are included in this document (Appendix 1). For French, German and Spanish, the allowable tolerance between predicted and actual outcomes at A* is 0 to +2 per cent, i.e. the outcome must be on or above prediction and within 2 per cent of the prediction. Otherwise, the same rules apply.

All awarding organisations must provide Ofqual with a schedule of dates (Tuesdays and Thursdays) to show when they expect to submit A level award outcomes and provide this to Ofqual by **Monday 13th June 2016**. Submission should normally be on the first Tuesday or Thursday which is two days after the provisional sign-off of the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

Where matched outcomes for a given specification are outside the reporting tolerance (measured to one decimal place) at grade A* or A, awarding organisations must report outcomes for matched learners against predictions at grades A*, A and E together with a full technical explanation (making reference to Ofqual's 'Reviewing GCE and GCSE outcome data received from awarding organisations as part of the data exchange procedures, Summer 2016'), **using Template A** and according to the schedule provided to Ofqual.

Template B must be updated each Tuesday and Thursday, according to the schedule provided to Ofqual, to show interim A level results to date.

All GCE A level outcomes must be reported, **using Template B**, by **10 a.m., Sunday 31st July 2016**.

For specialist mathematics subjects (further mathematics, pure mathematics and statistics), data for matched learners against predictions does not have to be reported, but awarding organisations must report outcomes for all learners using template B.

For GCE A level art and design, the outcomes from the suite of options must be reported as a whole.

Awarding organisations do not have to report applied GCE A level outcomes.

In a few cases awarding organisations need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, awarding organisations must notify Ofqual via the data exchange mailbox dataexchange@ofqual.gov.uk as soon as possible and certainly by the date shown on the schedule.

2. GCE AS

Predictions for unreformed AS (subjects where there are no new qualifications being awarded in 2016)

Each awarding organisation must create for each specification its own prediction for its specific cohort of 17-year-old matched cash-in learners. The prediction (for all subjects except French, German and Spanish) must be based on the average of the national relationship between:

1. AS outcomes in that subject for 17-year-old learners in 2011 and GCSE outcomes for those learners in 2010;
2. AS outcomes in that subject for 17-year-old learners in 2012 and GCSE outcomes for those learners in 2011.

For French, German and Spanish the prediction must be based on the national relationship between AS outcomes in each subject in 2015 and the GCSE outcomes for those learners in 2014.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

Predictions for legacy AS (outgoing specifications in subjects where there are also new qualifications being awarded in 2016)

Each awarding organisation must create for each specification its own prediction for its specific cohort of 18-year-old matched cash-in learners who are also certificating for A level. The prediction must be based on the average of the national relationship between:

1. AS outcomes in that subject for 18-year-old learners who certificated AS and A level (in the same series) in 2011, and GCSE outcomes for those learners in 2009;
2. AS outcomes in that subject for 18-year-old learners who certificated AS and A level (in the same series) in 2012, and GCSE outcomes for those learners in 2010.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

Predictions for reformed AS qualifications in England (new specifications)

Each awarding organisation must create for each specification its own prediction for its specific cohort of 17-year-old matched cash-in learners.

The prediction must be based on the average of the national relationship between:

1. AS outcomes in that subject for 17-year-old learners in 2011 and GCSE outcomes for those learners in 2010;
2. AS outcomes in that subject for 17-year-old learners in 2012 and GCSE outcomes for those learners in 2011.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

Awarding organisations should also note the principles for using statistical and judgemental evidence detailed in Appendix 3.

Grade boundaries that are likely to cause any concern should be reported on **Template J**.

GCE AS reporting

Wherever actual and predicted outcomes differ beyond a given reporting tolerance (depending on entry size), the relevant awarding organisation must inform the regulators and other awarding organisations of the details. The reporting tolerances for GCE AS are given in the following table.

Graded entry (matched 17-year-olds ³)	Reporting tolerance for grade A
500 or less	None
501–1,000	3%
1,001–3,000	2%
3,001 or more	1%

All awarding organisations must provide Ofqual with a schedule of dates (Tuesdays and Thursdays) to show when they expect to submit AS award outcomes and provide this to Ofqual by **Monday 13th June 2016**. Submission should normally be on the first Tuesday or Thursday which is two days after the provisional sign-off of

³ 18 year-olds (who are also certificating A level) for legacy AS.

the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

Where matched outcomes for a given specification are outside the reporting tolerance (measured to one decimal place) at grade A, awarding organisations must report outcomes for matched learners against predictions at grades A and E together with a full technical explanation (making reference to Ofqual's 'Reviewing GCE and GCSE outcome data received from awarding organisations as part of the data exchange procedures, Summer 2016'), **using Template D** and according to the schedule provided to Ofqual.

Template C must be updated each Tuesday and Thursday, according to the schedule provided to Ofqual, to show interim AS results to date.

All GCE AS outcomes must be reported, **using Template C**, by **10 a.m., Sunday 31st July 2016**.

For specialist mathematics subjects (further mathematics, pure mathematics and statistics), data for matched learners against predictions does not have to be reported, but awarding organisations must report outcomes for all learners using template C.

For GCE AS art and design, the outcomes from the suite of options must be reported as a whole.

Awarding organisations do not need to report applied GCE AS outcomes.

In a few cases awarding organisations need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, awarding organisations must notify Ofqual via the data exchange mailbox dataexchange@ofqual.gov.uk as soon as possible and certainly by the date shown on the schedule.

3. GCSE

GCSE predictions

GCSE specifications that first certificated in summer 2011

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. GCSE outcomes in that subject for 16-year-old learners in 2011 and Key Stage 2 outcomes for those learners in 2006;
2. GCSE outcomes in that subject for 16-year-old learners in 2012 and Key Stage 2 outcomes for those learners in 2007⁴.

WJEC must follow the same procedure for subjects where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report outcomes against predictions based on combined data from common centres (schools and colleges) in 2011 and 2012.

CCEA must report outcomes against predictions based on combined data from common centres (schools and colleges) in 2011 and 2012.

GCSE specifications that first certificated in summer 2012

GCSE English literature, GCSE Gaelige, GCSE ICT, GCSE Welsh, GCSE Welsh literature and GCSE Welsh second language.

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the average of the national relationship between:

1. GCSE outcomes in that subject for 16-year-old learners in 2012 and Key Stage 2 outcomes for those learners in 2007.

⁴ Any exceptions to the basis of the predictions must be reported to Ofqual on **template F** underneath the final row of data in the table.

2. GCSE outcomes in that subject for 16 year-old learners in 2013 and Key Stage 2 outcomes for those learners in 2008

WJEC must follow the same procedure for subjects where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report outcomes against predictions based on combined data from common centres in 2012 and 2013.

CCEA must report outcomes against predictions based on combined data from common centres (schools and colleges) in 2012 and 2013.

GCSE English and GCSE English language in England

AQA, Pearson, OCR and WJEC must create their own predictions for their specific cohort of 16-year-old matched cash-in learners. Predictions must be based on the national relationship between GCSE outcomes for 16-year-old learners across both GCSE English and GCSE English language in the academic year 2013/2014 and Key Stage 2 outcomes for those learners in 2009. Separate predictions for GCSE English and GCSE English language must also be provided based on national GCSE outcomes in the respective subjects for 16-year-old learners in the academic year 2013/2014.

Outcomes relative to the aggregate predictions across both GCSE English and GCSE English language are subject to the reporting tolerances quoted on page 12 (including ± 2 per cent at grade A*).

AQA, Pearson, OCR and WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

The outcomes must be reported against predictions as follows:

1. For GCSE English
2. For GCSE English language
3. For GCSE English and GCSE English language combined.

For the speaking and listening endorsement of GCSE English and GCSE English language, AQA, Pearson, OCR and WJEC must report outcomes for matched 16-year-old learners excluding partial absences and for all learners including partial absences.

There are no reporting tolerances applied to outcomes for speaking and listening.

The outcomes must be reported for speaking and listening, using **Template K** as follows:

1. For GCSE English
2. For GCSE English language
3. For GCSE English and GCSE English language combined.

GCSE English and GCSE English language in Northern Ireland

For specifications available to learners in Northern Ireland which share all of the same assessments with specifications available to learners in England, awarding organisations need only report outcomes for all candidates and not against a specific prediction.

For specifications available to learners in Northern Ireland which have different assessments to specifications available to learners in England, awarding organisations must report outcomes against predictions based on data from common centres in 2014.

WJEC GCSE English language in Wales

WJEC must report outcomes for 16-year-olds in Wales, against outcomes for 16-year-olds in Wales in summer 2014. Qualification outcomes for 16-year-olds in Wales must be comparable with the outcomes achieved by the 16-year-old cohort in summer 2014, unless WJEC has evidence of a compelling reason for change.

This is a continuation of the Welsh Government's requirements from summer 2013 carried forward by Qualifications Wales, and reflects both WJEC's position as sole provider for this qualification in Wales and Qualification Wales' requirements of comparable outcomes between years. A 1 per cent reporting tolerance will be applied at key grade boundaries.

GCSE mathematics

AQA, Pearson and OCR must create their own predictions for their specific cohort of 16-year-old matched cash-in learners. Predictions must be based on the national relationship between GCSE outcomes for 16-year-old learners across both the (previously) modular and linear GCSE mathematics specifications in the academic year 2013/2014 and Key Stage 2 outcomes for those learners in 2009. Separate predictions for each GCSE mathematics specification must also be provided based on national GCSE outcomes in the aggregate of (previously) modular and linear specifications for 16-year-old learners in the academic year 2013/2014.

Outcomes relative to the aggregate predictions across both GCSE mathematics specifications are subject to the reporting tolerances quoted on page 12 (including \pm 2 per cent at grade A*).

WJEC must follow the same procedure for GCSE mathematics where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report summer 2016 outcomes for 16 year olds against predictions based on data from common centres in summer 2014.

The outcomes must be reported against predictions as follows:

1. For GCSE mathematics – previous modular specification
2. For GCSE mathematics – previous linear specification
3. For GCSE mathematics combined

CCEA must report outcomes against predictions based on data from common centres in 2014.

GCSE applications of mathematics and GCSE methods in mathematics (linked pair)

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the national relationship between GCSE outcomes for 16-year-old learners in that subject in the academic year 2013/2014 and Key Stage 2 outcomes for those learners in 2009.

WJEC must follow the same procedure for the linked pair where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report outcomes against predictions based on data from common centres in 2014.

GCSE science suite⁵, GCSE environmental and land-based science

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the national relationship between GCSE outcomes for 16-year-old learners in that subject in 2014 and Key Stage 2 outcomes for those learners in 2009.

WJEC must follow the same procedure where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report outcomes against predictions based on data from common centres in 2014. For GCSE Science, this will be for 15 year old learners, for GCSE Additional Science and the separate sciences, this will be for 16 year old learners.

CCEA must report outcomes against predictions based on data from common centres in 2014.

GCSE further additional science

For GCSE further additional science specifications that share the same or very similar assessments with GCSEs in the separate sciences (biology, chemistry and physics)⁶, awarding organisations must report outcomes against the predictions created for the aggregate of the separate sciences and use test equating as appropriate to check that the standards set are comparable.

For GCSE further additional science specifications that have unique assessments, awarding organisations must create their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the relationship between GCSE outcomes for 16-year-old learners in that awarding organisation's own GCSE further additional science specification in 2014 and Key Stage 2 outcomes for those learners in 2009.

⁵ Including GCSE Science, GCSE Additional Science, GCSE Biology, GCSE Chemistry and GCSE Physics.

⁶ The same assessments having identical questions or very similar assessments where most of the questions are the same.

GCSEs in computing and computer science ⁷

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction will be based on the national relationship between GCSE outcomes in that subject for 16-year-old learners in 2014 and Key Stage 2 outcomes for those learners in 2009.

WJEC must follow the same procedure where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners.

AQA, Pearson and OCR must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above.

WJEC must report outcomes against predictions based on the GCSE/Key Stage 2 relationships described above where Key Stage 2 data are used. Where Key Stage 2 data are not used, WJEC must report outcomes against predictions based on data from common centres in 2014.

GCSE citizenship

AQA, Pearson and OCR must create for each specification their own prediction for their specific cohort of 16-year-old matched cash-in learners. The prediction must be based on the national relationship between GCSE outcomes for 16-year-old learners in GCSE citizenship in 2014 and Key Stage 2 outcomes for those learners in 2009.

Awarding organisations must prioritise bringing full course outcomes into line with predictions.

Other GCSEs

For GCSE art and design, the outcomes from the suite of options must be reported as a whole.

Awarding organisations do not need to report GCSE double-award outcomes.

⁷ OCR GCSE Computing first certificated in summer 2011.

GCSE reporting

Wherever actual and predicted outcomes differ for grades A and C beyond a given reporting tolerance, depending on entry size, the relevant awarding organisation must inform the regulators and other awarding organisations of the details. The reporting tolerances for GCSE full course are given in the following table (reporting tolerances do not apply to short course outcomes).

Graded entry ⁸	Reporting tolerance for grades A & C
500 or less	None
501 – 1,000	3%
1,001 – 3,000	2%
3,001 or more	1%

For A*, where there are more than 500 matched entries and more than 100 of the matched entries obtain grade A cumulative overall, the allowable tolerance between predicted and actual outcomes is ± 2 per cent for full course specifications. The agreed rules for moving the A* conversion point are included in this document (Appendix 1).

All awarding organisations must provide Ofqual with a schedule of dates (Tuesdays and Thursdays) to show when they expect to submit GCSE award outcomes and provide this to Ofqual by **Monday 13th June 2016**. Submission should normally be on the first Tuesday or Thursday which is two days after the provisional sign-off of the award (for example, if the provisional sign-off takes place on a Monday the outcomes should be submitted on the following Thursday), but there may be exceptions, for example when the outcomes for a suite of specifications need to be reviewed together before the awards are finalised.

Where matched outcomes for a given full course specification are outside the reporting tolerance (measured to one decimal place) at grade A*, A or C, awarding organisations must report outcomes for matched learners against predictions at grades A*, A, C and F together with a full technical explanation (making reference to Ofqual's 'Reviewing GCE and GCSE outcome data received from awarding organisations as part of the data exchange procedures, Summer 2016'), **using Template G** and according to the schedule provided to Ofqual.

- AQA, Pearson and OCR must report on **Template G** any outcomes that are out of tolerance against Key Stage 2 based predictions.

⁸ Matched 16-year-olds for Key Stage 2 predictions and 16-year-olds from common centres for common centre predictions.

- WJEC must follow the same procedure for subjects where the England entry is more than 50 per cent of the total entry and where there are more than 1,000 Key Stage 2 matched learners. Where this does not apply, WJEC must report out-of-tolerance outcomes against common centre predictions.
- CCEA must report any out-of-tolerance outcomes against common centre predictions.

All awarding organisations must update **Template F** each Tuesday and Thursday, according to the schedule provided to Ofqual, to show GCSE data based on predictions, excluding partial absences, to date.

Inter-board screening data should be used, if consistent over two years, as a steer to be slightly positive or negative, although an adjustment should not normally take a specification out of tolerance. In exceptional cases, where a specification is flagged as being out of tolerance at grades A or C, screening data can be used as an explanation providing that the data are consistent over two years and support the out-of-tolerance outcome.

All GCSE outcomes (including those for short courses) at grades A*, A, C and F, including partial absences, must be reported, **using Template E**, by **10 a.m., Monday 8th August 2016** at the latest.

All GCSE English and English Language speaking and listening outcomes at grades 5, 3 and 1, must be reported, using **Template K**, by **10 a.m., Monday 8th August 2016** at the latest.

In a few cases awarding organisations need to carry out further analyses post-award in order to establish the security of the outcomes. If there is to be a delay in submission, awarding organisations must notify Ofqual via the data exchange mailbox dataexchange@ofqual.gov.uk as soon as possible and certainly by the date shown on the schedule.

4. Level 1/2 certificates (commonly known as international GCSEs)

Awarding organisations must report outcomes for those level 1/2 certificates that are included in DfE performance tables, accredited by Ofqual, qualify for Section 96 funding and/or count towards the Ebacc performance measure. Outcomes must be reported for 2015 and 2016.

There are no reporting tolerances applied to outcomes for these level 1/2 certificates.

Outcomes at grades A*, A, C and F, including partial absences, must be reported, **using Template H**, by **10 a.m., Monday 8th August 2016** at the latest.

5. Reporting concerns with grade boundary positions

For **A level, AS and GCSE**, awarding organisations must report any concerns with unit-/component-/subject-level key grade boundary positions, including boundary positions that are significantly different from the previous series and/or summer 2015 series for on-going specifications. (A significant difference might be one that could cause concern with centres or which would be considered to be an exception to normal trends.) These must be reported as soon as possible after the award and sign-off by the Responsible Officer, together with an explanation, **using Template J**.

6. Sending data

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

Where data are re-run, awarding organisations must supply the re-run data to Ofqual on each appropriate template. Awarding organisations should clearly highlight any rows where data have changed to go into or out of tolerance.

All returns are subject to the final ratification of the awards by the awarding organisation.

On receipt of the above GCE, GCSE and Level 1/2 certificate information, Ofqual:

1. will review the data on the basis of its published procedure,

2. may contact awarding organisations to ask for additional information or clarification, and will aim to do this within 24 hours of receipt, and
3. will hold twice weekly teleconferences in July (Wednesdays and Fridays at noon) with awarding organisation technical colleagues, as necessary, to review data and explore any implications.
4. will discuss outcomes with awarding organisations at the Maintenance of Standards meetings on **1st August 2016 (AS and A level) and 9th August 2016 (GCSE and Level 1/2 Certificates)**.

7. Appendix 1: Rules for moving the A* conversion/boundary point

1. In both A level and GCSE, the A* raw mark conversion point (A level) or raw mark boundary (GCSE) is provisionally set on each unit as follows.
 - (i) Where the mark width from the grade A raw mark boundary to the maximum mark is more than twice the width from A to B, A* is the same width above A as B is below A.
 - (ii) Where the mark width from the grade A raw mark boundary to the maximum is less than or equal to twice that from A to B, A* is halfway between A and the maximum, rounded down where necessary to the nearest whole number below.
2. In order to maintain standards for A* at subject level, it may be necessary to adjust the A* conversion point/boundary on some units.
3. If adjustments are needed, the maintenance of subject standards at the judgemental grades must be the first priority.
4. For specifications where there are more than 500 matched entries and where the cumulative number of matched learners at grade A is more than 100, the tolerance between predicted and actual (matched) outcomes at grade A* is ± 2 per cent (0 to +2 per cent in A level French, A level German and A level Spanish, i.e. the (matched) outcome must be on or above prediction and within 2 per cent of prediction). There is no tolerance where one or both numbers do not exceed these thresholds.
5. Adjustments to the A* conversion points/boundaries should not normally be made in series where the majority of learners are not cashing in, even if the thresholds in paragraph 4 are exceeded. Possible exceptions should be discussed in advance with the regulators and other awarding organisations.
6. Before any changes are made to an A* conversion point/boundary, consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A* within tolerance. Subject outcomes at the judgemental grades must, of course, remain within tolerance.
7. Because of the large numbers of internally assessed units, for which boundaries are normally carried forward, tolerances are not normally used for the judgemental grades in Applied GCEs. Therefore, the ± 2 per cent tolerance is not used for grade A* in these specifications.

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

8. Appendix 2: Principles for using the secure collaborative portal

1. The portal is to be used for sensitive data relating to the data exchange that was previously sent to Ofqual by email as an encrypted attachment.
2. Email should be used as usual where no sensitive data is included or attached. All email correspondence should be sent to dataexchange@ofqual.gov.uk.
3. Where appropriate, notification alerts should be set up by individual users to notify them when folders or documents are added or changed.
4. In terms of version control, all templates must be uploaded using the date as a prefix, for example 01072016-WJEC-Template 1–08.30. Therefore, whenever a revised data template is uploaded, please create this as a new document using the date as a prefix and the time as a suffix where necessary.
5. Old versions of templates must not be deleted from the portal.
6. Awarding organisation users must not create extra folders within the data exchange library of the portal without consulting Ofqual first.

9. Appendix 3: Principles for using statistical and judgemental evidence when awarding reformed AS qualifications in summer 2016 in England

1. Prior to summer awarding, awarders should be briefed on the risks to awarding posed by the introduction of reformed AS specifications – primarily, that the change in entry may result in statistical predictions being less robust than usual. Awarders should also be briefed that, even bearing that in mind, in these first awards the statistical evidence provides the best estimate of where the subject grade boundaries should lie. However, awarding organisations will be relying on their awarding committees to identify instances where the proposed boundary marks suggested by the statistics are not acceptable.
2. Predictions will be used to generate statistically recommended boundaries at subject level for the reformed AS specifications. The statistical evidence will be common across awarding bodies and will provide a common starting point for script scrutiny.
3. Awarders will be tasked with using their professional judgement and the archive material available to determine whether the subject-level statistically recommended boundaries are acceptable at each key grade. In doing this, awarding organisations may pose the following question to their awarders, ‘based on the evidence you have seen, is the subject-level statistically recommended boundary acceptable?’
4. Where awarders are content that the subject-level statistically recommended boundary is acceptable, that boundary should be confirmed, since the limits of judgement suggest that awarders are not able to differentiate between subject-level standards within a few marks of one another⁹. However, if the awarders are not content with the balance of outcomes across the components (or entry options), they may adjust the component boundaries while keeping the subject-level boundaries at the statistically recommended positions.¹⁰

⁹ See Ofqual (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/451321/2015-08-05-summer-series-gcse-as-and-a-level-grade-standards.pdf.

¹⁰ However, the awarders must be made aware that, where the assessment pattern has changed, carrying forward judgemental standards at component level will not necessarily maintain standards at subject level.

5. Where awarders are not content that a subject-level statistically recommended boundary is acceptable, additional script scrutiny will be required¹¹. It is suggested that, on each component, awarding organisations increase the range for scrutiny incrementally away from the statistically recommended boundary, in the direction suggested by the awarders. This will ensure a common approach across awarding organisations. Sufficient work should be provided until the awarders are content that their final recommended subject boundary is acceptable.
6. Standard reporting tolerances will be applied to subject outcomes in the reformed AS specifications. However, awarders should identify instances where the statistical evidence does not reflect an acceptable subject standard.
7. In all cases, a detailed Chair's report will be expected to support the outcomes of the award. This should consider the statistical and judgemental evidence that has guided awarders to their decisions. Where the statistical evidence does not align with the judgemental evidence (and the subject outcomes therefore fall outside of tolerance), a detailed report covering the statistical and judgemental evidence must be provided to Ofqual providing evidence of why this is the case.
8. Ofqual will consider the outcomes of awards based on the statistical and judgemental evidence provided. Where subject outcomes differ from the statistical predictions but in different directions or of a different magnitude for each awarding organisation, this evidence will be particularly important. Such instances could be indicative of a shift in entry for one board but not others and might therefore be entirely legitimate. Further investigation of entry trends and the profile of entrants would be necessary to confirm this.

¹¹ This refers to instances where awarders are concerned that the *overall standard* for the qualification is not reflected by the statistically recommended boundaries. If awarders wish to re-balance component outcomes within a qualification (but keep the same overall outcomes), then additional scrutiny of appropriate ranges of scripts will similarly be necessary.

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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346