

Pre-reform GCE Qualification Level Guidance

June 2016



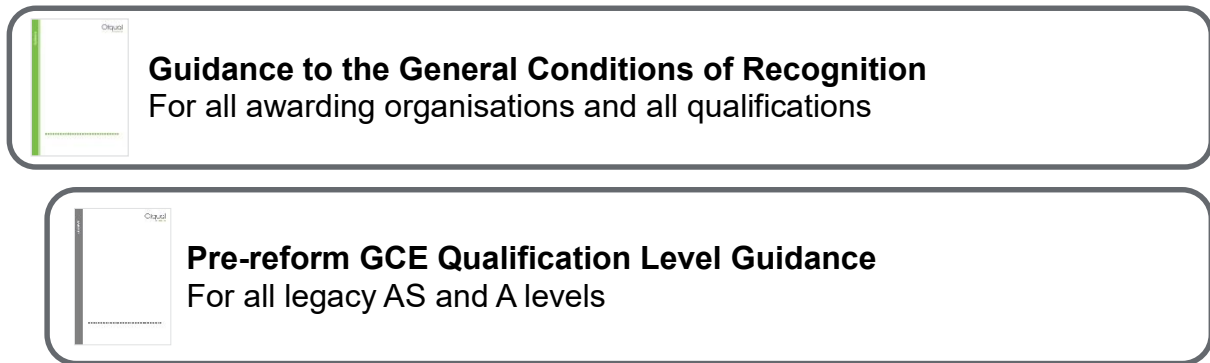
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering legacy (pre-reform) GCE Qualifications.



This document sets out guidance which applies to all legacy AS and A levels – that is, all GCE AS and A level qualifications except:

- GCE A levels awarded on or after 1st April 2017, and standalone GCE AS qualifications awarded on or after 1st April 2016 in:
 - Art and Design
 - Biology
 - Business
 - Chemistry
 - Computer Science
 - Economics
 - English Language
 - English Literature
 - English Language and Literature
 - History
 - Physics
 - Psychology

- Sociology.
- all GCE A levels awarded on or after 1 April 2018, and all standalone GCE AS qualifications awarded on or after 1 April 2017 in:
 - Classical Greek
 - Dance
 - Drama and Theatre
 - French
 - Geography
 - German
 - Latin
 - Music
 - Physical Education
 - Religious Studies
 - Spanish
- all GCE A levels in Mathematics which are both –
 - awarded on or after 1 April 2018; and
 - accredited on or after 12.01am on Saturday 9 April 2016;
- all other GCE A levels awarded on or after 1 April 2019; and
- all other standalone GCE AS qualifications awarded on or after 1 April 2018.:

This guidance supports the Pre-reform GCE Qualification Level Conditions and Requirements.¹

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition GCE(pre-reform)2.1.

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each GCSE Qualification that it makes available or proposes to make available. Condition GCE(pre-reform)2.1 imposes the same obligation in respect of the guidance below which is issued under that Condition.

¹ www.gov.uk/government/publications/gce-qualification-level-conditions-for-pre-reform-qualifications

An awarding organisation should use the guidance to help it understand how to comply with the Pre-reform GCE Qualification Level Conditions and associated requirements.

Guidance set out in this document

This document provides guidance on setting specified levels of attainment for pre-reform GCE qualifications.

Guidance on setting specified levels of attainment for GCE (Pre-reform) qualifications

Condition GCE(Pre-reform)2.1(b) allows us to specify requirements and guidance in relation to the setting of specified levels of attainment for GCE (Pre-reform) qualifications.

We set out below our guidance for the purposes of Condition GCE(Pre-reform)2.1(b).

Condition GCE(Pre-reform)2.2 states that in setting the specified levels of attainment for a GCE (Pre-reform) qualification which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

Condition GCE(Pre-reform)2.3 states that such evidence will only be appropriate if it includes evidence of –

- (a) the Level of Demand of the assessments for that qualification,
 - (b) the level of attainment demonstrated in those assessments by an appropriately representative sample of Learners taking that qualification,
 - (c) the level of attainment demonstrated by Learners taking that qualification in –
 - (i) a prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
 - (ii) a prior qualification, whether or not that qualification was a regulated qualification,
- and
- (d) the level of attainment demonstrated by Learners who have previously been awarded the qualification.

Examples of the evidence that may be used by an awarding organisation in setting the specified levels of attainment for a GCE (Pre-reform) qualification which it makes available may include –

- question papers/tasks and final mark schemes,
- senior Assessor input into decisions, for example comments on how the assessments have worked and recommendations for the setting of specified levels of attainment,

- technical information about how the assessments have functioned, for example mark distributions, mean marks, standard deviations, item-level statistics,
- samples of current Learners' work selected from a range of Centres and assessed/Moderated by Assessors/moderators whose work is known to be reliable,
- details of changes in entry patterns and choices of options,
- archive Learners' work exemplifying specified levels of attainment in previous
- assessment series for the qualification, together with the relevant question papers/tasks and mark schemes,
- inter-awarding organisation screening data for GCE (Pre-reform) qualifications,
- pertinent material deemed to be of equivalent standard from similar qualifications or other relevant qualifications,
- information on Learners' performance in previous assessment series, and
- marking guides for assessments where the evidence is of an ephemeral nature.

In determining whether it has sufficient evidence of the level of attainment demonstrated in the assessments for a GCE (Pre-reform) qualification by an appropriate percentage of the Learners taking that qualification, an awarding organisation should consider whether the marks on its system reflect –

- all possible routes through the qualification, and
- a representative proportion of Learners' marks for the qualification.

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