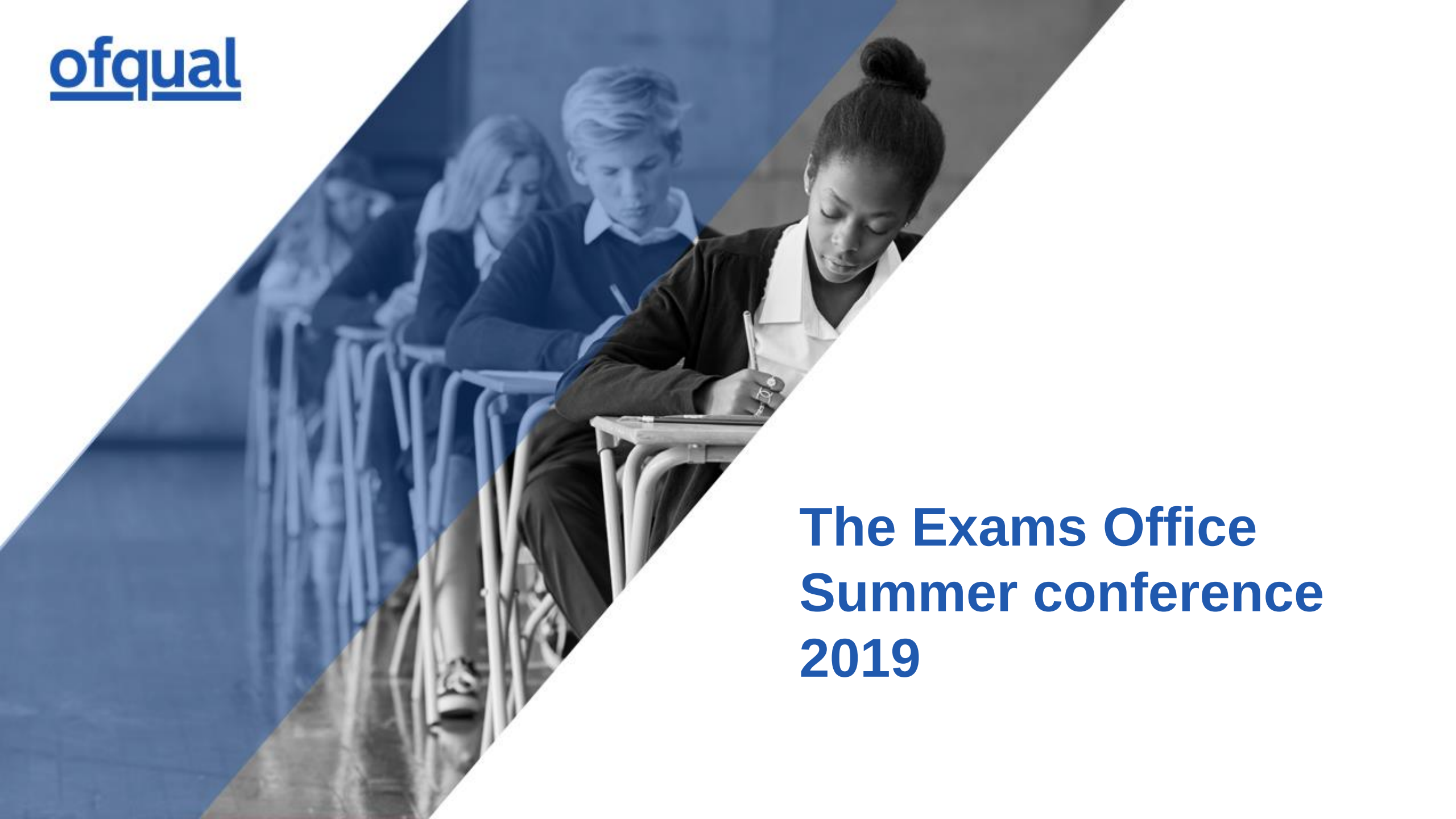


A photograph of students in a classroom, with a young woman in the foreground writing in a notebook. The image is split diagonally, with the top-left portion in blue and the bottom-right portion in white.

The Exams Office Summer conference 2019

Our role

- Independent, non-ministerial government department
- Set rules to ensure regulated qualifications will deliver valid and reliable outcomes
- Regulate exam boards to ensure they develop, deliver and award qualifications that meet our requirements
- Oversee summer series and monitor how exam boards deal with any issues and ensure that they prioritise fair outcomes for all candidates
- Publish reports and research to explain our approach
- Collect and publish data (official statistics e.g. entries, malpractice etc) to provide transparency about how the system is operating

Exam Boards' role

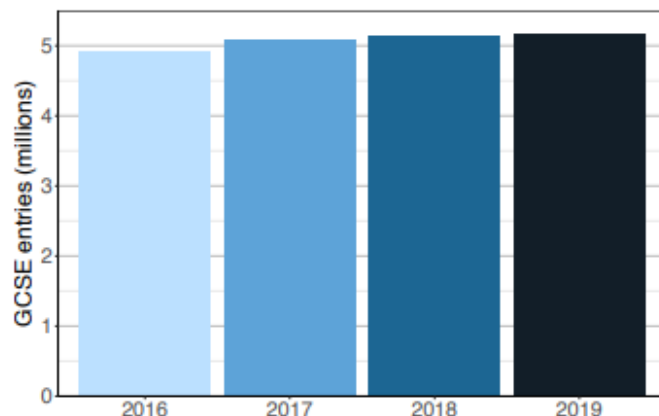
- Develop qualifications that meet government policy (curriculum) and our regulatory rules (assessment design)
- Deliver high quality exam papers to all centres
- Provide reasonable adjustments and special consideration to candidates (where necessary)
- Monitor how centres administer examinations
- Recruit, train and monitor markers (capability, quality & capacity)
- Set grade boundaries in line with statistical and qualitative evidence
- Issue accurate results on time
 - Correct any errors
 - Operate an appeals service
- Investigate malpractice and, where proven, issue proportionate sanctions

Entries for 2019

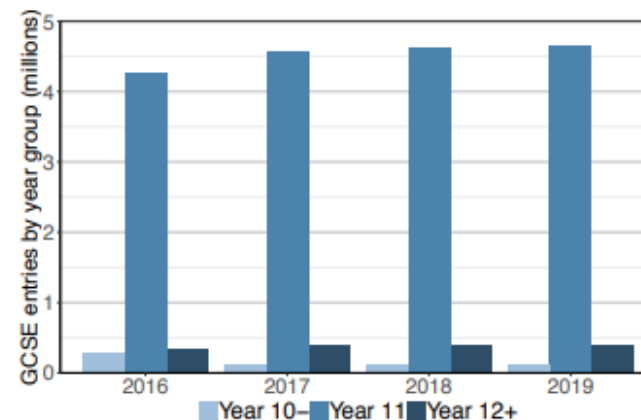
Entries

GCSE entries remain stable

GCSE entries in 2019 (5.2m) increased by just under 1% compared to 2018.



GCSE entries by year group over time

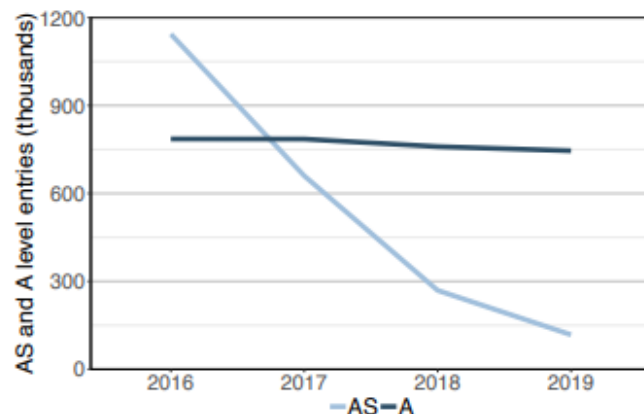


GCSE entries are mostly from year 11 students. Entries from all age groups have increased slightly in 2019 compared to 2018.

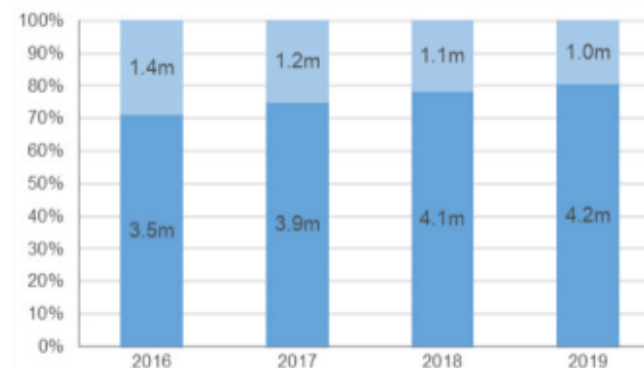
AS entries continue to decline but A level entries stable

A level entries in 2019 (0.75m) have dropped slightly, by 2% from 2018.

AS entries (0.12m) have continued to fall (almost 60% fewer than 2018).

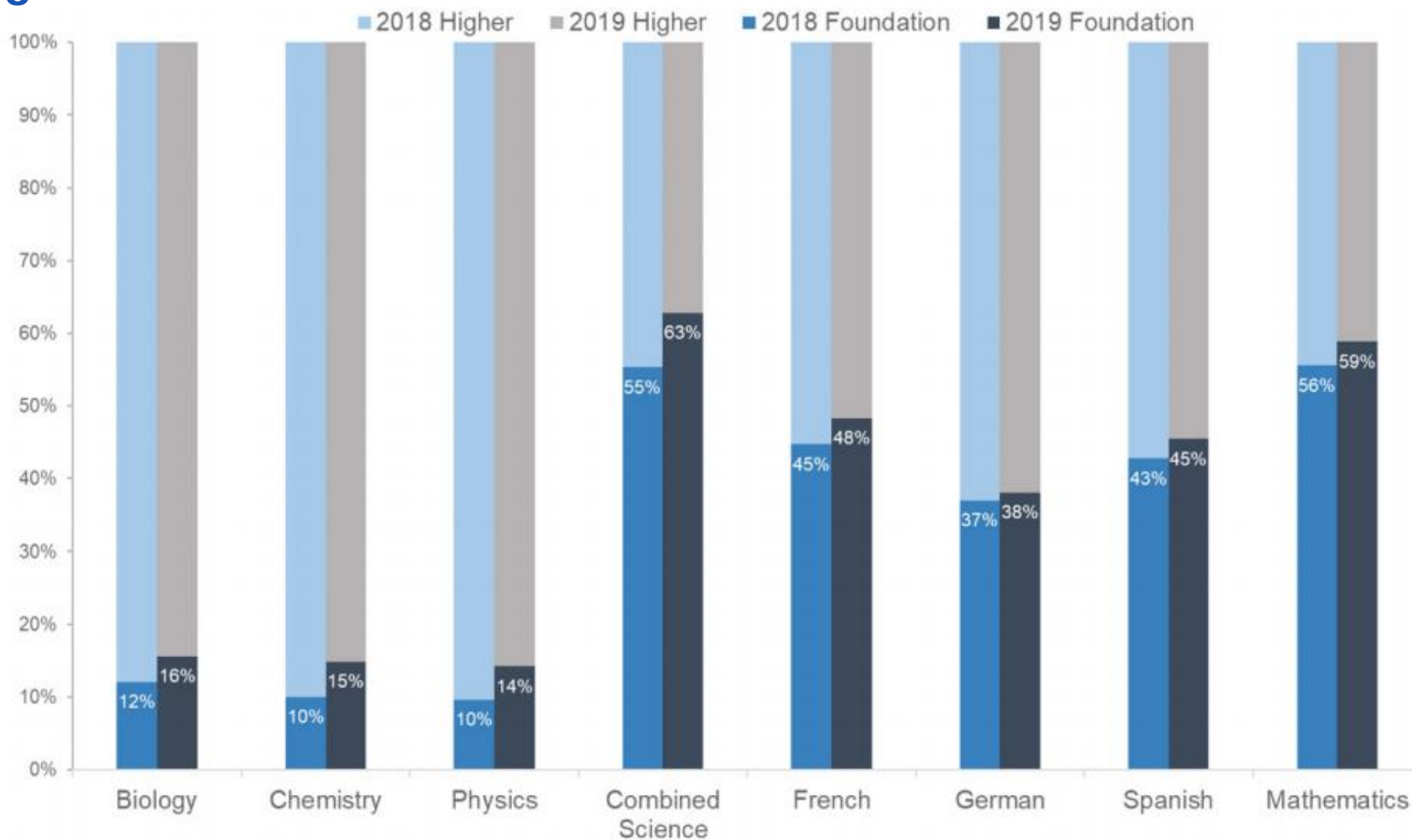


EBacc subjects increase share of GCSE entries



Entries in EBacc subjects increased (by 4%) and entries in non-EBacc subjects decreased (by 9%) compared to 2018.

Tiering decisions



Implications for results – A levels

- Generally A level entries are very stable, so we expect results to be stable nationally
- But for AS, the continued decline could mean national results look quite different from previous years
- In subjects being awarded for the first time this year (including maths*, further maths and D & T), individual schools and colleges might see more year-on-year variation in their results than in previous years

* A level maths was available for the first time in 2018 but 2019 is the first full cohort

Implications for results – GCSEs

- Most students this year will have all 9 to 1 results
- Generally entries are very stable, so we expect results to be stable nationally
- But in the reformed subjects being awarded for the first this year, individual schools/colleges might see more year-on-year variation in results than in recent years
- Some changes to tier entry patterns, with more students this year entered for foundation tier
- Exceptional arrangements for 2018 re safety net grades on higher tier will not apply this year

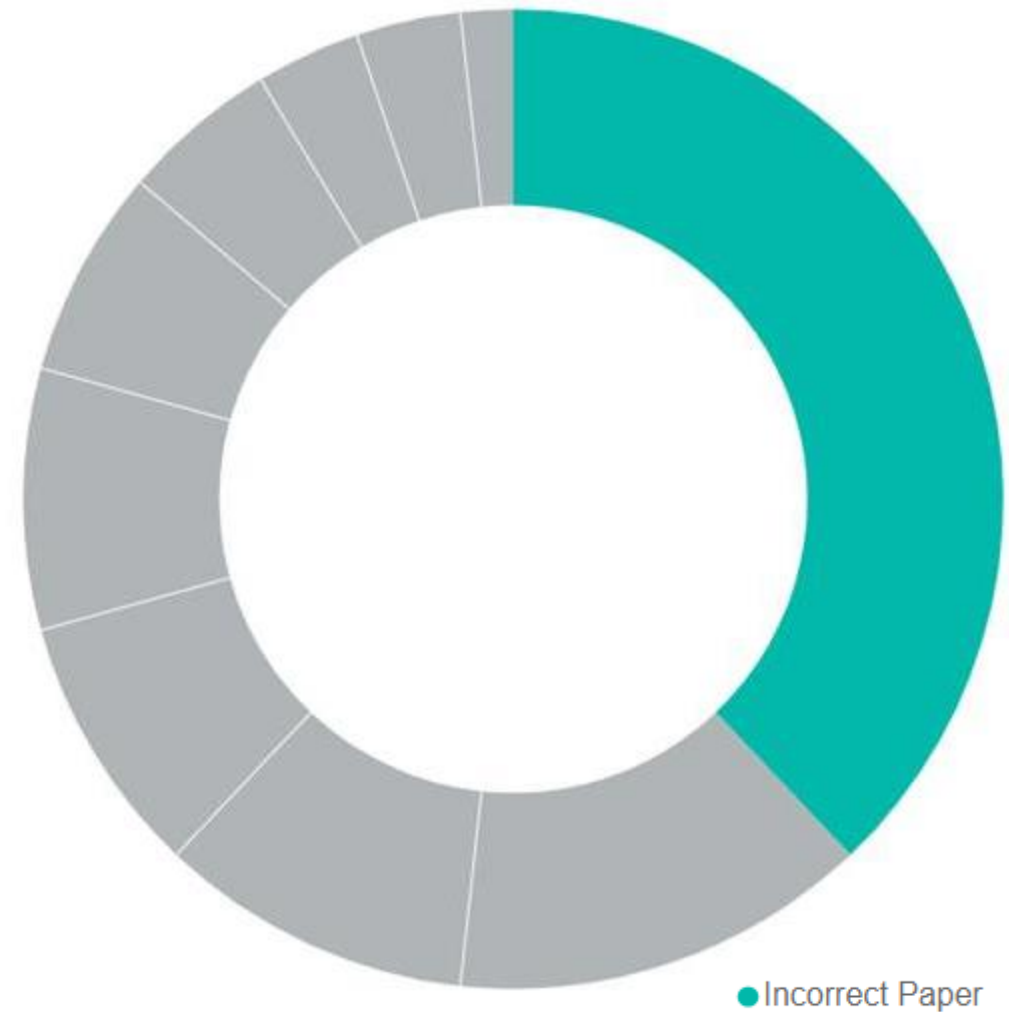
Exams 2019

Summer 2019

- In general, this summer has proceeded very smoothly
- But we have seen disappointing high-profile incidents
- We have seen significantly fewer exam paper errors than last year
- But we are not complacent – our aim is for all papers to be error free and we will continue to monitor the work of exam boards very closely in this area and have the same high expectations of them

Types of event

- Nearly three quarters of event notifications are about assessment material errors and breaches of question paper security
- Other types of events, such as the delivery of incorrect results or malpractice, are only a small minority
- This chart shows the proportion of breaches of security which are due to the incorrect paper being handed out



Malpractice

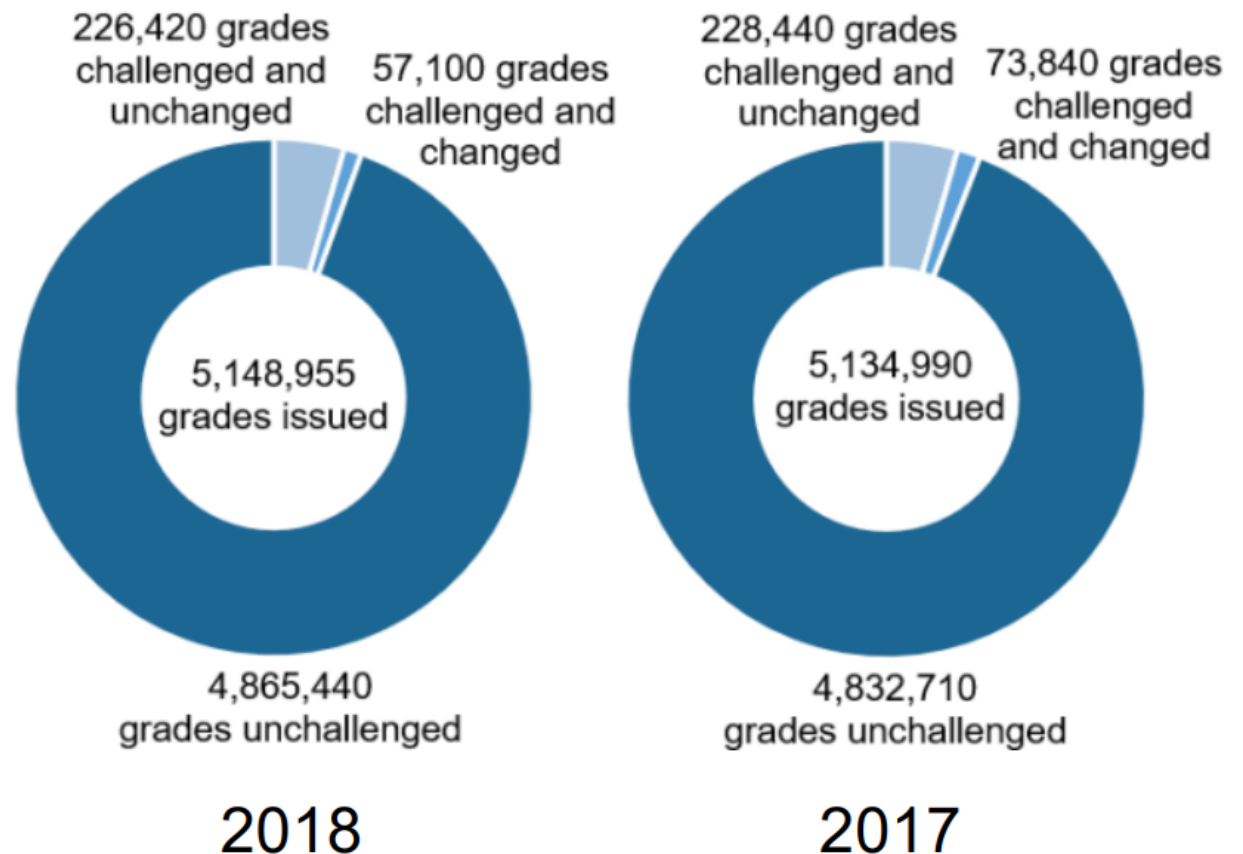
- We recognise the important role that people play in the safe running of the exam system, and exams officers in particular
- Exam delivery relies on the integrity of everyone involved, and the vast majority of those who have a role in delivering exams take seriously their responsibilities to safeguard the system for all students
- Malpractice is a whole sector responsibility and we are committed to working with schools, colleges, exam boards and other organisations to find solutions to challenges
- We need to spell out to students the dangers of engaging with social media posts – fake or real. Sharing these posts constitutes cheating and they could end up having their results permanently withheld

Post-results 2019

Reviews

GCSE grades challenged and changed

5.5% of all GCSE grades awarded were challenged and 1.1% of grades awarded were changed (down from 5.9% and 1.4% respectively in 2017). 20.1% of all grades challenged were changed (down from 24.4% in 2017).



GCE grades challenged and changed

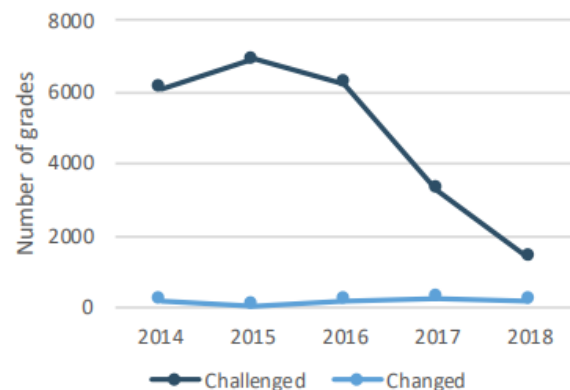
Appeals

Few grades changed due to appeal

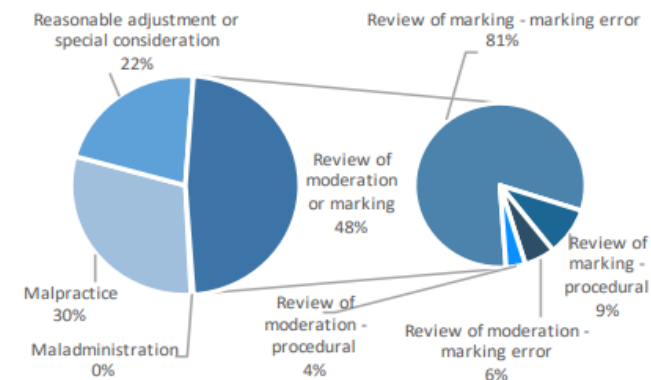
0.003%

of the 6.2 million qualification grades certified in summer 2018 were changed as a result of an appeal.

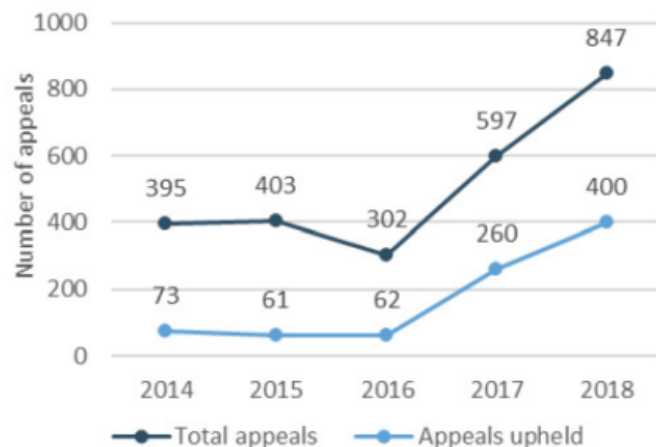
Fewer grades challenged



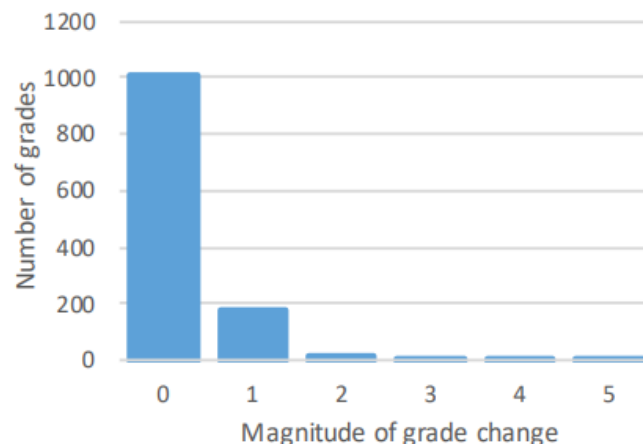
Marking error is the most common reason for appeals



Appeals submitted and upheld continue to rise



Most upheld appeals result in no grade change



A small proportion of appeals go to appeal hearings

4%

of preliminary appeals progressed to appeal hearing.

Supporting exams officers

Exams officer's role

- Working with exams officers, we created a film about the role of the Exams Officer to raise awareness of the important work they do among other school staff and parents.



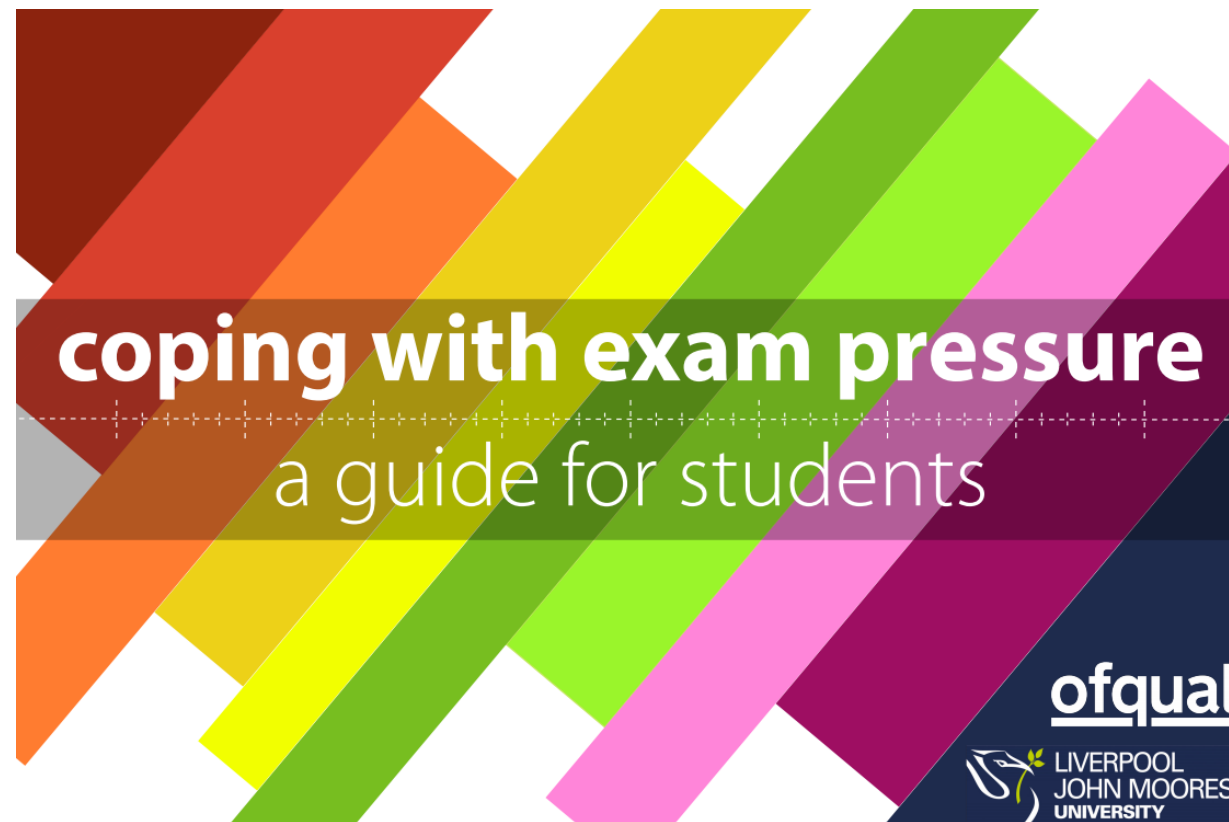
Maintaining standards

- We have also produced a film and a short animation which explain how we maintain standards between exam boards and over time.



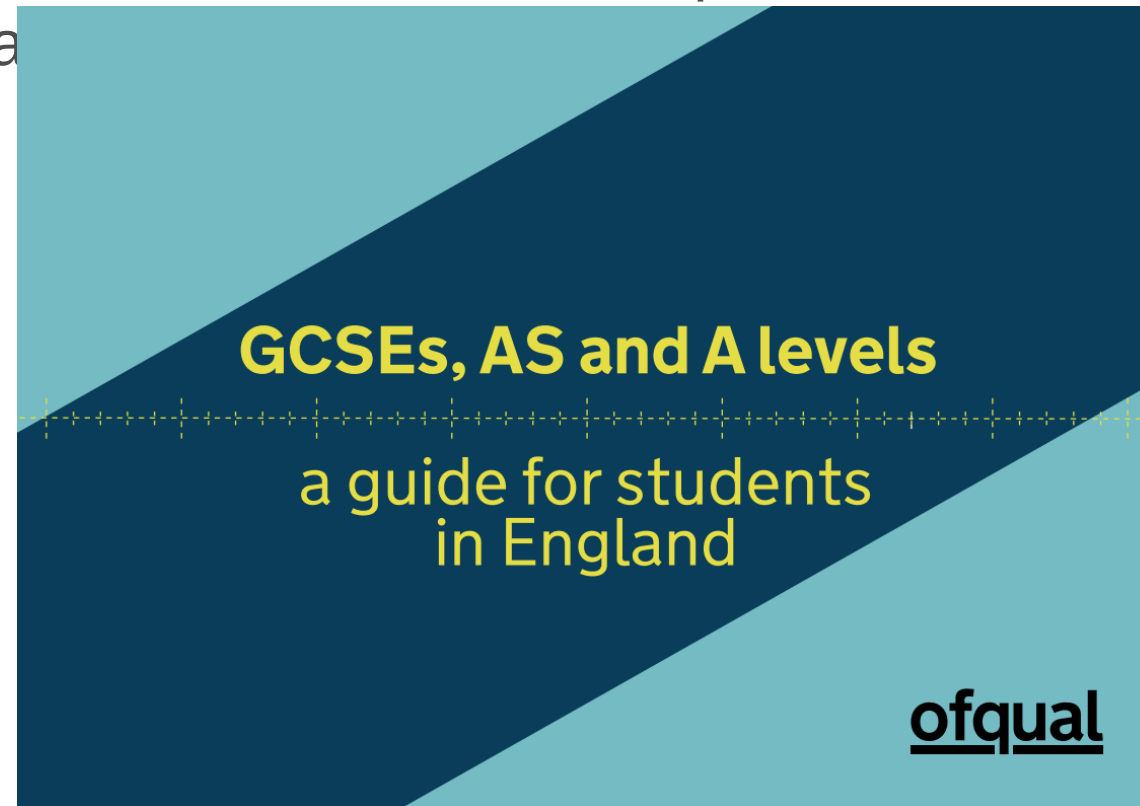
Exam stress

- We have produced a helpful document for students about coping with exam pressure. We worked on this in conjunction with Professor Dave Putwain, a researcher (and a former school and college teacher) at Liverpool John Moores University.



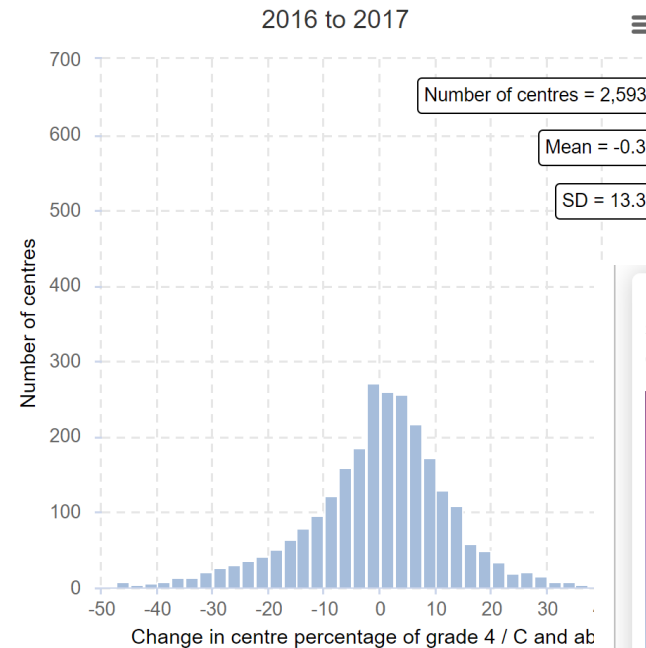
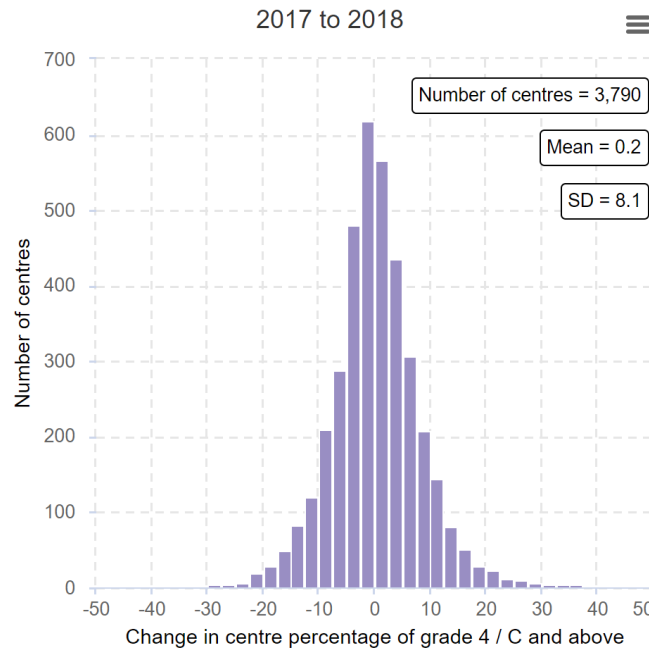
Students' guide

- We've also produced a brief guide for students about GCSEs, AS and A levels.
- This contains useful information about who students should speak to before, during and after the exam season, and explains the roles of Ofqual, schools and the exam board



Results apps

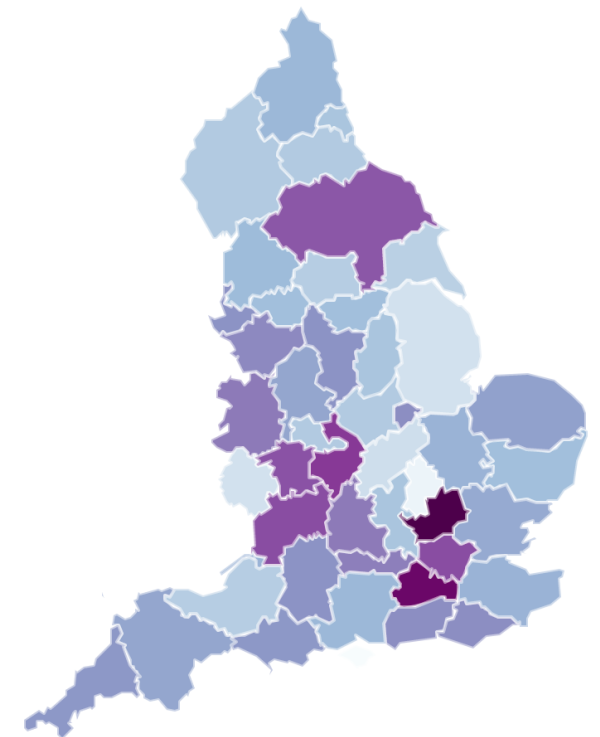
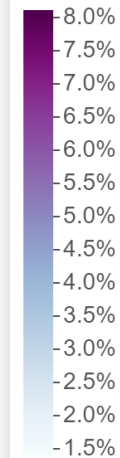
Centre variability for all ages in GCSE English language for grades 4 / C and above for all centres with 25+ students



- Centre variability in results
- Results by county
- Grade distributions (9 to 1)

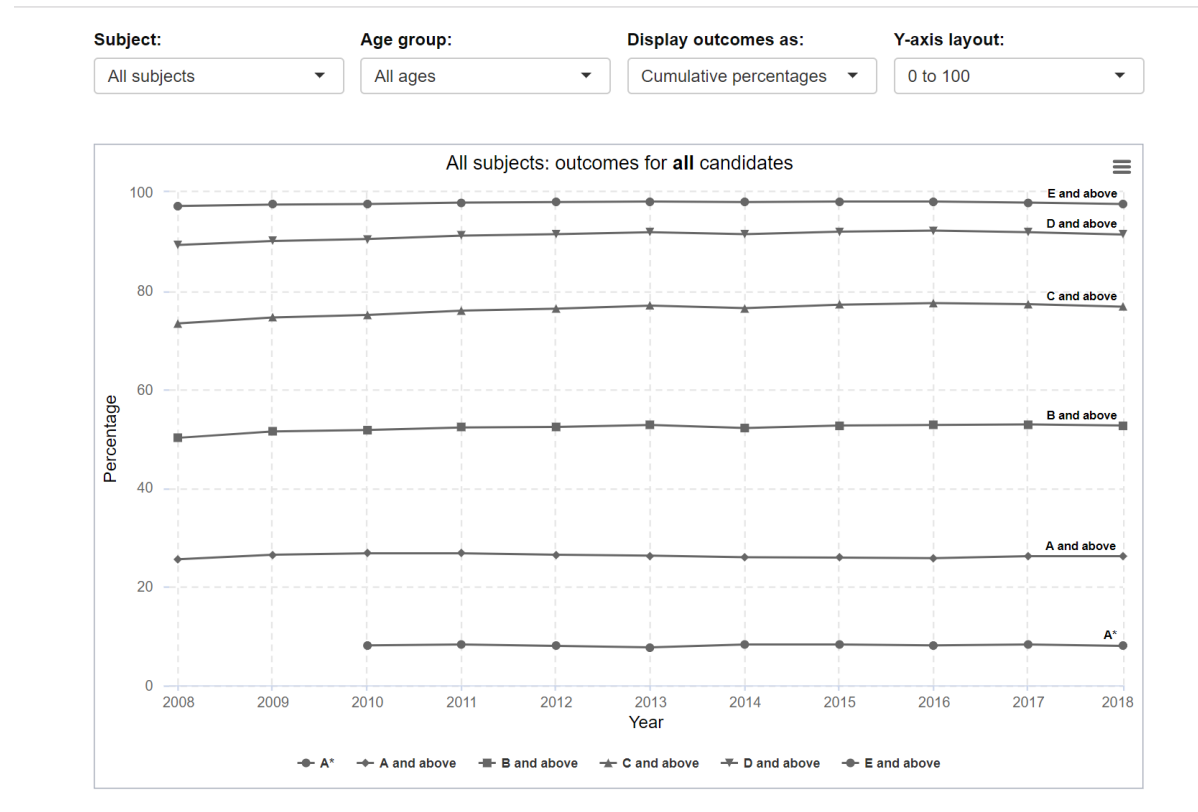
Updated with 2019 on results days
[Analytics.ofqual.gov.uk](https://analytics.ofqual.gov.uk)

Percentage of students achieving grades selected



Results apps – new for 2019

Historic results over time, by subject, for all students, male/female, separate age groups...



Links

- Website: <https://www.gov.uk/government/organisations/ofqual>
- Blog: <https://ofqual.blog.gov.uk/>
- Exam matters newsletter: <http://bit.ly/exammatterssignup>
- YouTube: <https://www.youtube.com/user/ofqual>
- Analytics: <https://analytics.ofqual.gov.uk/>
- Supporting exams officers: <https://www.gov.uk/government/news/supporting-exams-officers>

Contact us: public.enquiries@ofqual.gov.uk