

# GCSE and equivalent results in Jersey



Academic year 2013/2014

---

## Introduction

This annual statistical report summarises attainment in GCSE and equivalent examinations by pupils in Jersey and the progress that pupils have made by the end of key stage 4<sup>1</sup> based upon what they achieved at the end of key stage 2<sup>2</sup>. As well as presenting GCSE results for all pupils on the Island, indicators in this report are broken down by the following pupil characteristics; gender and English as a first language/English as an additional language (EAL).

In this report, indicators of performance in GCSE and equivalent qualifications are analysed according to best practice methodology (U.K. Department for Education) allowing for a direct comparison of attainment and progress in Jersey and England. In 2014, two major methodological reforms were implemented in England that impact the analysis of GCSE and equivalent results and output performance measures. Due to these methodological changes, results in the latest year are presented according to two methodologies; '2013 methodology' and '2014 methodology' (see Technical note 6 for more details on these changes).

Performance indicators, presented in this report, will differ from those published on exam day in August. This is because the indicators published in the summer are based on summary level data provided by schools and are provisional in nature. In November, detailed information is collected from schools representing final pupil results. This data is subject to a stringent validation process and indicators are calculated according to best practice methodology (see Technical note 5 for further details).

## Summary

### In academic year 2013/2014:

- the proportion of pupils attaining 5 or more GCSEs at grade A\* to C (in any subject) was almost identical to that observed in the previous year;
- the percentage of pupils attaining 5 or more GCSEs at grade A\* to C including English and mathematics was greater than that recorded in 2012/2013 by almost 6 percentage points;
- an increase was recorded in the proportion of pupils attaining a grade A\* to C in English and mathematics (compared to 2012/2013);
- pupil progress in English and mathematics (between the end of key stage 2 and end of key stage 4) was marginally higher than in the previous year;
- the proportion of pupils making expected progress was greater in mathematics than in English;

---

<sup>1</sup> Key stage 4 describes the two years of education for pupils aged 14 to 16 (known as year 10 and year 11) which concludes with GCSE and equivalent examinations.

<sup>2</sup> Key stage 2 is the four year stage of schooling for pupils aged 7 to 11 (known as years 3 to 6, inclusive).

- females outperformed males on Key Performance Indicators of attainment;
- more than three-quarters of females made expected progress in English compared to two-thirds of males; the proportion of females and males making expected progress in mathematics was almost identical;
- a greater proportion of pupils whose first language is English achieved 5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics than pupils with English as an additional language, a difference of 15 percentage points;

### **Jersey and England comparison**

- according to '2013 methodology' the percentage of pupils achieving 5 or more GCSEs at grade A\* to C including English and Mathematics was marginally higher in Jersey than in England in the latest year;
- when applying new U.K. '2014 methodology' to the calculation of performance measures, pupils in England are seen to marginally outperform pupils in Jersey on the headline indicator of attainment;
- a greater proportion of pupils in Jersey than in England made expected progress in mathematics (between the end of key stage 2 and end of key stage 4);
- a similar proportion of pupils in Jersey and England made expected progress in English.

## **Key Performance Indicators**

In this section, attainment and progress of pupils in Jersey in the latest academic year (2013/2014) is compared to performance measures calculated in the previous academic year (2012/2013). All indicators are calculated according to U.K. Department of Education '2013 methodology'.

Key stage 4 results for Jersey pupils were collected and analysed by the Jersey Education Department prior to 2012/2013, however, data in these years was not subject to the same stringent validation process or compiled according to best practice methodology. Thus, key stage 4 results in previous years cannot be directly compared to those in academic years 2012/2013 and 2013/2014.

### Attainment

Currently the main indicator of key stage 4 performance utilised in England and Jersey is the percentage of key stage 4 pupils achieving 5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics. The percentage of key stage 4 pupils attaining 5 or more 'good' GCSE or equivalent qualifications (at grades A\* to C) in any subject is also regularly utilised to benchmark performance.

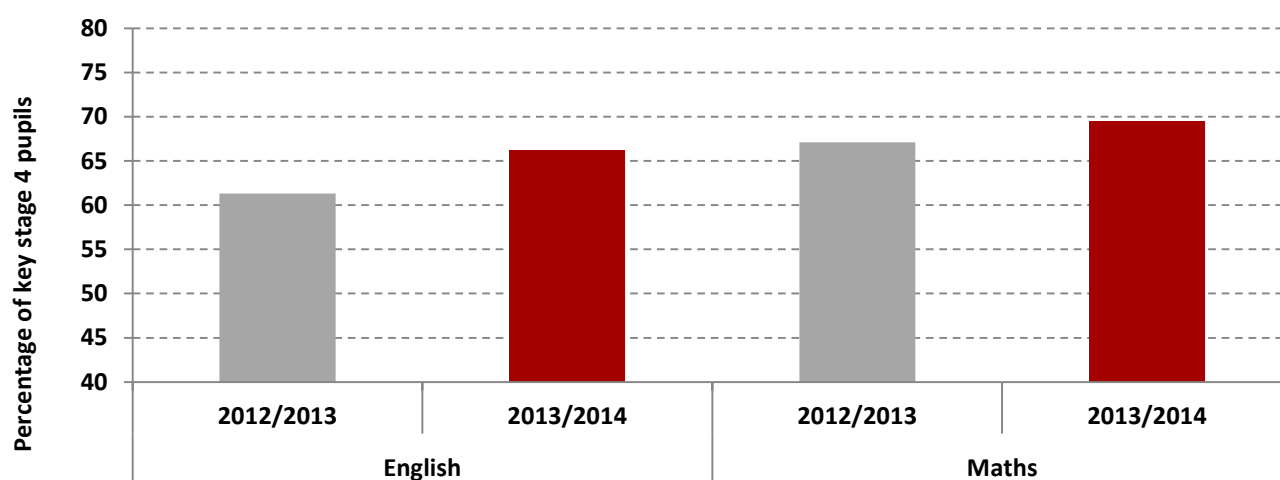
**Table 1: Key Performance Indicators of GSCE and equivalent results in Jersey; academic years 2012/2013 and 2013/2014**

Academic Year	Methodology	% of pupils achieving 5+ A* to C grades (including English and mathematics)	% of pupils achieving 5+ A* to C grades (any subjects)
2013/2014	'2013 methodology'	58.7	71.0
2012/2013	'2013 methodology'	53.1	70.6

Table 1 shows that in Jersey, the proportion of pupils attaining 5 or more GCSE or equivalent examinations at grade A\* to C including English and mathematics was almost 6 percentage points higher in academic year 2013/2014 (58.7%) than in the previous year (53.1%).

The proportion of pupils achieving 5 or more 'good' GCSE or equivalent examinations (in any subject) has been almost identical in each of the last two years. The difference in the two indicators can be attributed to an improvement in the attainment of pupils in English and mathematics in the latest year (see Figure 1 below).

**Figure 1: Percentage of pupils achieving a GCSE or equivalent qualification at grade A\* to C in English and mathematics; academic years 2012/2013 to 2013/2014**



The proportion of pupils attaining a grade A\* to C in mathematics increased slightly by around 2 percentage points, whilst an increase of around 5 percentage points was recorded in the proportion of pupils attaining a grade A\* to C in English.

#### Effects of U.K. methodological reforms

In 2014, two major methodological reforms were implemented in England that impact the analysis of GCSE and equivalent results and output performance measures.

1. **An early entry policy** was implemented to address the significant increase in early entries into examinations. According to this policy only the first result that a pupil achieves in a subject counts towards performance measures. This new rule affects only performance indicators; pupils are still accredited with every grade achieved, regardless of the number of entries made.

**2. A number of Professor Alison Wolf's Review of Vocational Education recommendations<sup>3</sup> were adopted:**

- restricting the qualifications which are counted in performance measures to those that meet new quality criteria. This led to the removal of around 3,000 unique qualifications from performance indicators;
- preventing any qualification from counting for more than one GCSE in performance measures. According to previous methodology a BTEC<sup>4</sup> qualification may have counted for up to four GCSEs. Now these large qualifications are reduced to the equivalence of a single GCSE in their contribution to performance measures;
- capping the number of non-GCSE qualifications<sup>5</sup> that count in performance measures to two per pupil.

To aid readers in understanding the potential effects of these reforms on GCSE and equivalent results in Jersey, should they be adopted here, the 2013/2014 GCSE and equivalent results are presented below according to two methodologies.

Methodology	Wolf rules applied	Early entry policy applied
2013 methodology	x	x
2014 methodology	✓	✓

In using the '2013 methodology' (current methodology in Jersey) neither the Wolf recommendations nor the early entry policy are applied.

Under the '2014 methodology' both reforms (Wolf recommendations and early entry policy) are applied.

**Table 2: Impact of U.K. reforms on GCSE and equivalent results in Jersey; academic year 2013/2014**

Academic Year	Methodology	% of pupils achieving 5+ A* to C grades (including English and mathematics)	% of pupils achieving 5+ A* to C grades
2013/2014	'2013 methodology'	58.7	71.0
2013/2014	'2014 methodology'	49.8	63.9

<sup>3</sup> Professor Alison Wolf's review of Vocational Education can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/180504/DFE-00031-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf)

<sup>4</sup> BTEC qualifications were originally developed by the Business and Technology Education Council and are generally vocational.

<sup>5</sup> Non GCSEs include vocational qualifications such as BTEC Level 2 Certificates, BTEC Level 2 Extended Certificates and BTEC Level 2 Diplomas.

When applying both the early entry policy and Wolf recommendations ('2014 methodology'), a fall of almost 9 percentage points is observed on the headline indicator (percentage of pupils achieving 5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics).

Further analysis has shown that applying early entry policy results in a fall of more than 5 percentage points on this indicator, due primarily to the number of resits that occur in English and mathematics. Applying the Wolf recommendations also results in a fall of around 5 percentage points which can partly be attributed to pupils in Jersey sitting non-accredited examinations (especially in English) and the restricting of all qualifications (BTECs and double award GCSEs) to the value of a single GCSE. For further details see Technical note 6.

### Expected Progress

In this section, the progress that pupils have made in English and mathematics by the end of key stage 4 (year 11) based upon what they achieved at the end of key stage 2 (year 6) is examined. To calculate expected progress, pupils' attainment in moderated teacher assessments made at the end of key stage 2 is compared to their attainment in GCSE and equivalent qualifications at the end of key stage 4.

Progress measures are built on the principle that pupils who are working at a level 4 (i.e. age-expected attainment) at the end of key stage 2 in a particular subject should attain a grade C or higher at GCSE in that subject. A pupil who is assessed as working at a level 5 (i.e. above age-expected attainment) at the end of key stage 2 is expected to attain a B or higher at GCSE (see Technical note 3 and Appendix A for further information on the calculation of expected progress measures).

Key stage 4 attainment in English and mathematics is calculated using '2013 methodology'.

Table 3 below shows the percentage of pupils making expected progress between the end of key stage 2 and end of key stage 4 in English and mathematics in the latest two academic years (2012/2013 and 2013/2014).

**Table 3: Percentage of pupils making expected progress between key stage 2 and key stage 4 in English and mathematics; academic years 2012/2013 and 2013/2014**

	Percentage of pupils making expected progress	
	English	Mathematics
<b>2013/2014</b>	<b>71.2</b>	<b>73.3</b>
2012/2013	66.5	72.1

The percentage of pupils making expected progress in both English and mathematics was marginally greater in academic year 2013/2014 than in the previous year. An improvement was recorded in the proportion of pupils making expected progress in English; around seven out ten pupils (71.2%) made expected progress in English in 2013/2014 compared to two-thirds (66.5%) of pupils in 2012/2013.

In both of the past two academic years, a greater percentage of pupils made expected progress in mathematics than in English.

## **Results by Pupil Characteristics**

In this section, information on attainment and progress is broken down by the following pupil characteristics; gender and English as a first language/English as an additional language (EAL).

All indicators of attainment and progress presented in this section are calculated according to '2013 methodology'.

### Gender

**Figure 2: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, broken down by gender; academic year 2013/2014**

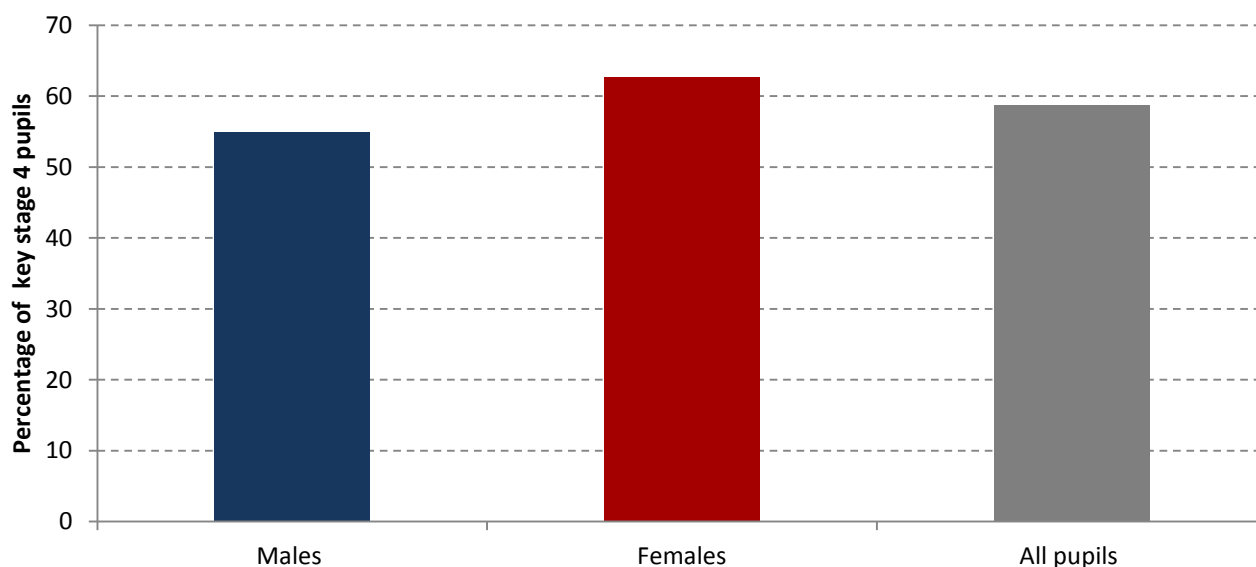
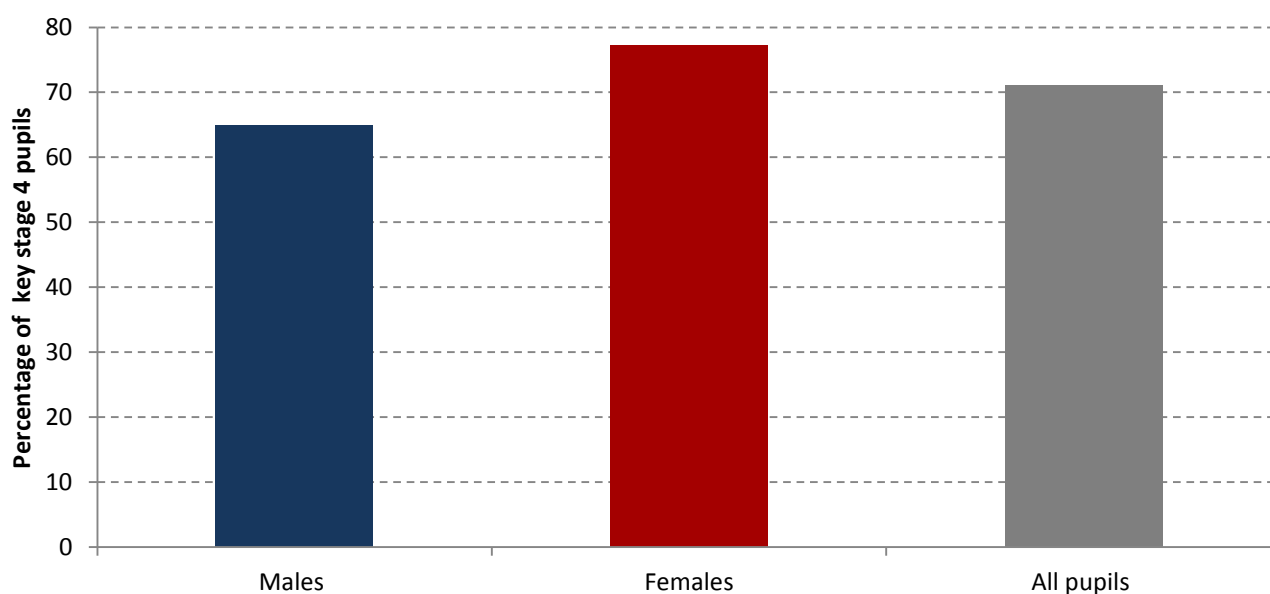


Figure 2 shows that in the latest academic year, females outperformed males on the Key Performance Indicator '5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics'. In 2013/2014, around six out of ten (62.6%) females attained this benchmark compared to around a half (54.9%) of males.

**Figure 3: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C in Jersey, broken down by gender; academic year 2013/2014**



Females were also seen to outperform males on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C'. In 2013/2014, more than three quarters (77.2%) of females attained 5 or more 'good' GCSEs compared to just under two-thirds (64.9%) of males, a difference of more than 12 percentage points.

**Table 4: Percentage of pupils making expected progress between key stage 2 and key stage 4 in English and mathematics, broken down by gender; academic year 2013/2014**

English		Mathematics	
Male	Female	Male	Female
65.5	77.1	73.0	73.7

In the latest academic year, more than three-quarters (77.1%) of females made expected progress in English from the end of key stage 2 to the end of key stage 4 compared to around two-thirds (65.5%) of males. The proportion of males and females making expected progress in mathematics was almost identical (73.0% and 73.7% respectively).

#### English as a first language

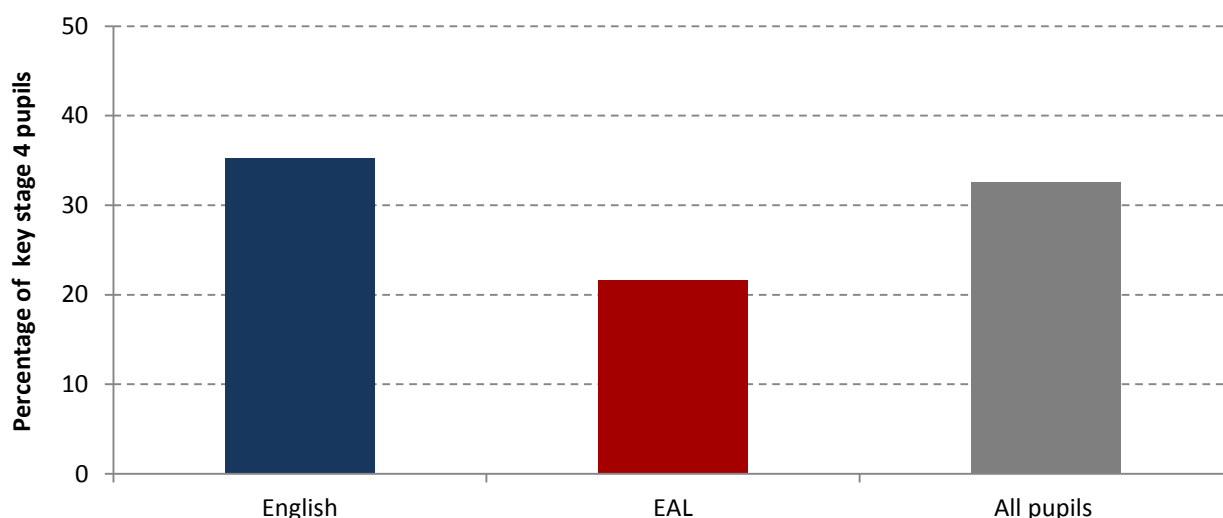
A pupil's first language is defined as 'the language that a child was exposed to during early development and continues to be exposed to in the home or community.' Many children start life with more than one language during early development (which may include English). Where a language other than English is recorded, the child is deemed to have English as an Additional Language (EAL). This is recorded irrespective of the child's proficiency in English.

The data presented in this section covers pupils at the end of key stage 4 in schools that:

- provide reliable first language information;
- record more than 5 per cent of pupils as having English as an additional language.

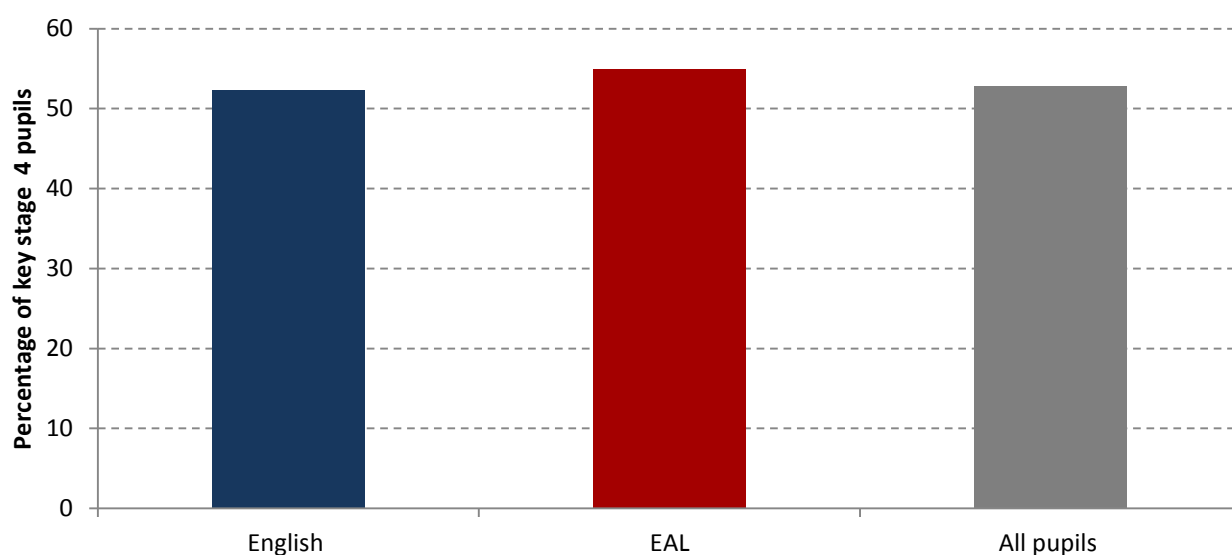
Figure 4 below shows the proportion of pupils who attained 5 or more 'good' GCSE or equivalent qualifications including English and mathematics broken down by English as a first language/English as an additional language.

**Figure 4: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey, broken down by English as a first language; academic year 2013/2014**



A greater proportion of pupils whose first language is English attained 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics than pupils who have English as an additional language, a difference of around 15 percentage points.

**Figure 5: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C in Jersey, broken down by English as a first language; academic year 2013/2014**



This pattern is not seen on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C in any subject'. In the latest academic year (2013/2014), a similar proportion of pupils whose first language is English and pupils who have English as an additional language attained 5 or more 'good' GCSE or equivalent qualifications.

**Table 5: Percentage of pupils making expected progress between key stage 2 and key stage 4 in English and mathematics, broken down by English as first language; academic year 2013/2014**

English		Mathematics	
English	EAL	English	EAL
54.5	48.9	57.6	51.6



Table 5 shows that in 2013/2014, 54.5 per cent of pupils whose first language is English made the expected level of progress in English (key stage 2 to key stage 4). This compares to 48.9 per cent of pupils who have English as an additional language. A similar gap is seen for progress in mathematics; a greater proportion of pupils whose first language is English made expected progress in this subject than pupils who have English as an additional language.

## Jersey and England comparison

### Attainment

Table 7 below shows the percentage of pupils in Jersey and England attaining 5 or more GCSE or equivalent qualifications including English and mathematics in academic year 2013/2014. Indicators are presented according to both the '2013 methodology' and '2014 methodology' (early entry policy and Wolf recommendations applied).

**Table 7: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C including English and mathematics in Jersey and England; academic year 2013/2014**

Academic Year	Methodology	Jersey	England
2013/2014	'2013 methodology'	<b>58.7</b>	56.8
2013/2014	'2014 methodology'	<b>49.8</b>	53.4

When applying the '2013 methodology' pupils in Jersey were shown to perform similarly to pupils in England on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics'; in the latest academic year 58.7 per cent of pupils in Jersey achieved this benchmark compared to 56.8 per cent in England.

However, a different picture is observed when applying '2014 methodology'. According to this methodology, pupils in England marginally outperformed pupils in Jersey by 3.6 percentage points in the latest academic year. This phenomenon can be largely attributed to some Jersey schools entering pupils into non-accredited examinations (mostly in English). It is likely that schools in England have already changed teaching practices (i.e. qualifications offered) to align with U.K. performance table criteria.

**Table 8: Percentage of pupils attaining 5 or more GCSE and equivalent qualifications at grade A\* to C in Jersey and England; academic year 2013/2014**

Academic Year	Methodology	Jersey	England
2013/2014	'2013 methodology'	<b>71.0</b>	75.8
2013/2014	'2014 methodology'	<b>63.9</b>	63.8

Applying the early entry policy and Wolf recommendations ('2014 methodology') results in a fall of 12 percentage points on the indicator '5 or more GCSE or equivalent examinations at grade A\* to C in any subject' in England. This compares to a fall of 7 percentage points in Jersey. This is likely to be the result of more vocational BTEC qualifications being offered in schools in England compared to in Jersey.

#### Expected progress

Table 9 shows the percentage of pupils in Jersey and England making expected progress between the end of key stage 2 and the end of key stage 4 in English and mathematics.

*Key stage 4 attainment in English and mathematics is calculated using '2013 methodology'.*

**Table 9: Percentage of pupils making expected progress between key stage 2 and key stage 4 in English and mathematics in Jersey and England; academic year 2013/2014**

	Percentage of pupils making expected progress	
	English	Mathematics
<b>Jersey</b>	<b>71.2</b>	<b>73.3</b>
England	73.8	67.8

Table 9 shows that the percentage of pupils making expected progress in mathematics was higher in Jersey than in England (73.3% and 67.8% respectively) in academic year 2013/2014.

In comparison, almost three-quarters (73.8%) of pupils in England made expected progress in English between the end of Key Stage 2 and end of Key Stage 4 compared to around one in seven (71.2%) pupils in Jersey.

## Appendix A

Matrix showing how expected progress between 2 and 4 is calculated

	No KS4 result	U	G	F	E	D	C	B	A	A*
<b>Working towards level 1</b>	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
<b>Level 1</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
<b>Level 2</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
<b>Level 3</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
<b>Level 4</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
<b>Level 5</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
<b>Level 6</b>	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made

No KS2 teacher assessment	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
---------------------------	----------------------------	----------------------------	--------------	--------------	--------------	--------------	--------------	------------------------	------------------------	------------------------

### Technical Notes

#### 1. Data sources

Indicators of attainment and progress at key stage 4 in Jersey were compiled using the following principal data sources:

- School census records;
- GCSE and equivalent results extracted directly from the Management Information System (CMIS);
- GCSE and equivalent results data provided to the department by Independent fee-paying schools;
- Key stage 2 teacher assessment data extracted directly from CMIS;
- Key stage 2 teacher assessment data provided to the department by Independent fee-paying schools.

The above information was checked by schools and validated using an online performance analysis tool (EPAS) produced by NCER CIC for local authorities.

#### 2. Data coverage

Indicators in this statistical report cover results attained by pupils at the end of key stage 4.

Attainment and progress measures for Jersey represent results achieved by pupils in all schools offering key stage 4 provision. These include States schools, States fee-paying schools, Independent fee-paying schools and Jersey’s special school, pupil referral unit and Alternative provision.

Attainment measures for England represent results achieved by pupils in State-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.

Progress measures for England represent results achieved by pupils in State-funded schools only. These include academies, free-schools, city technology colleges and State funded special schools.

Qualifications covered in this report include level 1 and level 2 qualifications e.g. GCSEs, iGCSEs, and BTECs.

#### 3. Calculating expected progress measures

The table in Appendix A shows how levels at key stage 2 are mapped to GCSE grades in English or mathematics to determine whether a pupil has made the expected progress between the end of 2 and 4 in that subject. The measure of expected progress is built on the principle that pupils achieving a level 4 (age-expected attainment) in English or in mathematics by the end of key stage 2 should be expected to achieve at least a C grade at GCSE in that subject.

Pupils who were not entered for a GCSE in English or mathematics or those who were ungraded are classified as not having made expected progress.

If the prior attainment of a pupil at key stage 2 is unknown, that pupil is not counted in progress measures unless the pupil attained a grade A\* to B at GCSE. Pupils attaining level 5 or level 6 at key stage 2 are expected to achieve at least a grade B at GCSE. Therefore all pupils achieving an A\*-B are deemed to have made the expected progress, whether or not their prior attainment is known.

#### 4. Calculating attainment in English and Mathematics GCSEs

To be counted as attaining an A\* to C grade in English and mathematics a pupil must;

##### *English*

- achieve an A\* to C grade in GCSE English **or**
- enter both English language and English literature GCSEs, achieving an A\* to C grade in the English language and an A\* to G grade or U in English literature

##### *Mathematics*

- achieve an A\* to C grade in GCSE mathematics **or**
- achieve an A\* to C grade in GCSE additional mathematics **or**
- entered both GCSE applications of mathematics and GCSE methods in mathematics and achieved A\* to C in either

#### 5. How do indicators in this statistical report differ from those published on exam day (21<sup>st</sup> August 2014)?

On exam day, summary data on GCSE performance is collected from schools and collated to provide a breakdown of entries by grade and Key Performance Indicators. The data collected on exam day is provisional i.e. it reflects GCSE results before resits and appeals occur and is un-validated by the Department.

In comparison, the data used in the production of this statistical report is collected from schools in November (after resits and appeals, etc.) and is at the result and pupil level of detail i.e. individual results in GCSE and equivalent qualifications are collected as well as information pertaining to pupils, such as age, gender, first language, etc. This information is subject to a stringent validation process and indicators included in this report are calculated according to best practice (U.K. Department for Education) methodology.

#### 6. Effects of applying U.K. reforms to the calculation of Key Performance Indicators

There have been two major reforms in England that have impacted the calculation of GCSE and equivalent results in 2014.

- 1) An early entry policy** was implemented to address the significant increase in early entries into examinations. According to this policy only the first result that a pupil achieves in a subject

counts towards performance measures. This new rule affects only performance indicators; pupils are still accredited with every grade achieved, regardless of the number of entries made.

**2) A number of Professor Alison Wolf's Review of Vocational Education recommendations<sup>6</sup> were adopted:**

- restricting the qualifications which are counted in performance measures to those that meet new quality criteria. This led to the removal of around 3,000 unique qualifications from performance indicators;
- preventing any qualification from counting for more than one GCSE in performance measures. According to previous methodology a BTEC<sup>7</sup> qualification may have counted for up to four GCSEs. Now these large qualifications are reduced to the equivalence of a single GCSE in their contribution to performance measures;
- capping the number of non-GCSE qualifications<sup>8</sup> that count in performance measures to two per pupil.

To aid readers in understanding the potential effects of these reforms on results in Jersey (should they be adopted here), the 2013/3014 GCSE and equivalent results have been calculated according to both the 2013 and 2014 methodologies. In addition, the impact of applying just the Wolf recommendations or just the early entry policy on GCSE results in Jersey has also been examined.

Methodology	Wolf rules applied	First entry policy applied
2013 methodology	x	x
2014 Wolf methodology	✓	x
2014 first entry methodology	x	✓
2014 methodology	✓	✓

In using the '2013 methodology' (current methodology in Jersey) neither the Wolf recommendations nor the first entry policy are applied.

Under the '2014 best entry methodology', only the Wolf recommendations are applied (i.e. only qualifications that meet the new criteria are counted, all qualifications count for one GCSE and the number of non-GCSEs is capped at two per pupil); a pupil's best entry into examinations is still counted.

According to the '2014 first entry methodology', only a pupil's first entry into examinations is counted (early entry policy) but the Wolf recommendations are not implemented.

Under the '2014 methodology' both reforms (Wolf recommendations and early entry policy) are applied.

<sup>6</sup> Professor Alison Wolf's review of Vocational Education can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/180504/DFE-00031-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf)

<sup>7</sup> BTEC qualifications were originally developed by the Business and Technology Education Council and are generally vocational.

<sup>8</sup> Non GCSEs include vocational qualifications such as BTEC Level 2 Certificates, BTEC Level 2 Extended Certificates and BTEC Level 2 Diplomas.

## Impact of U.K. reforms on GCSE and equivalent results in Jersey; academic year 2013/2014

Academic Year	Methodology	% of pupils achieving 5+ A* to C grades (including English and mathematics)	% of pupils achieving 5+ A* to C grades
2013/2014	'2013 methodology'	58.7	71.0
2013/2014	'2014 Wolf methodology'	53.3	64.2
2013/2014	'2014 first entry methodology'	53.0	69.6
2013/2014	'2014 methodology'	49.8	63.9

In applying the recommendations from the Wolf review to 2013/2014 performance measures a fall of around 5 percentage points is observed on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics'. A slightly larger fall of around 7 percentage points is recorded on the indicator '5 or more GCSE or equivalent examinations at grade A\* to C'.

Falls on these indicators can be partly explained by the removal of non-accredited qualifications i.e. those not deemed to meet the new quality criteria according to the Wolf recommendations. For example in the latest year, entry of pupils into non-accredited English examinations in some schools in Jersey accounted for a fall of 3 per cent on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics'.

In addition, results obtained in BTEC qualifications which according to '2013 methodology' could count for up to 4 GCSEs in their contribution to performance measures, are reduced to the equivalence of a single GCSE under the '2014 Wolf methodology'. Restricting the value of all qualifications to 1 GCSE has the biggest impact on the indicator '5 or more GCSE or equivalent examinations at grade A\* to C'.

Counting results obtained in a pupil's first entry into an examination rather than their best entry ('2014 first entry methodology') has little impact on the indicator '5 or more GCSE or equivalent qualifications at grade A\* to C' (a fall of 0.4 percentage points is recorded from results obtained under the '2013 methodology'). However, a greater impact of the first entry policy is observed on the percentage of pupils attaining 5 or more GCSE or equivalent qualifications at grade A\* to C including English and mathematics; a fall of almost 6 percentage points is recorded from '2013 methodology'. This can largely be attributed to the number of resits that occur in English and mathematics examinations by pupils in Jersey.

Falls of 7 to 8 percentage points are observed on indicators of GCSE attainment in Jersey when applying both the first entry policy and wolf recommendations ('2014 methodology').

