

A level and equivalent results in Jersey



Academic year 2017/2018

Introduction

This annual report provides an analysis of results obtained in A level and other level 3 qualifications¹ by pupils in Jersey. As well as providing statistics on annual attainment, this report provides measures of performance for pupils studying different types of qualifications.

Results in this report may differ slightly from *provisional* results published on results day in August and in response to Freedom of Information requests. This is because in November detailed information is collected from schools representing **final pupil results** after appeals, and the data is subject to a full validation process before indicators are calculated.

Summary

In academic year 2017/2018:

Participation rates

- 682 pupils (68.2%) from 'the potential end of Key Stage 5² cohort' in Jersey entered at least one substantial level 3 qualification
- the overall participation rate in level 3 qualifications was higher in Jersey than in England

A level cohort

- the average point score (APS) per A level entry increased to the equivalent of a B- grade
- the percentage of entries resulting in A* to A grades increased to almost a third (32.6%) of all entries
- English remains the most popular A level subject choice
- attainment for those undertaking A level only programmes increased across all measures

Vocational cohort

- the most popular vocational 'sector subject area' was business, administration and law followed by information and communication technology

Jersey and England comparison

- Jersey outperformed England in the following performance measures
 - average point score per entry for all qualification types
 - the percentage of entries resulting in the top grades (A* to A)
 - the percentage of pupils achieving 3 or more A* or A grades in A level examinations
 - the percentage of pupils achieving AAB or better in A level examinations
 - the average point score per entry in pupils' best 3 A levels

¹ Educational qualifications are regulated by Ofqual and have a level between entry level and level 8. For example, A level and equivalent examinations are classified as level 3, GCSE and equivalent examinations are level 2 and PhD and other doctorates are level 8.

² Key Stage 5 is a label used to describe the two years of education of pupils aged 16 to 18, or in sixth form, aligning with Key Stages as labelled for the National Curriculum and Jersey Curriculum.

Participation Rates

The department³ uses the number of Jersey pupils completing Key Stage 4 in academic year 2015/2016 as a proxy for the number of pupils in Jersey who could have potentially reached the end of Key Stage 5 in 2017/2018 (referred to as 'the potential end of Key Stage 5 cohort'). This is based on the assumption that most pupils complete Level 3 qualifications in two years.

Table 1 shows participation rates in level 3 qualifications in Jersey over the last three academic years, broken down by qualification type and by gender.

Table 1: Participation rates in level 3 qualifications in Jersey, by qualification type and by gender; academic years 2015/2016 to 2017/2018

	Gender	2015/2016	2016/2017	2017/2018
All Level 3 Qualifications	All Pupils	68.4	68.0	68.2
	Males	61.8	60.8	64.1
	Females	75.2	75.9	72.3
A level	All Pupils	48.4	46.5	47.0
	Males	44.5	41.1	41.6
	Females	52.4	52.4	52.4
Academic	All Pupils	50.2	48.2	50.5
	Males	45.5	42.4	43.4
	Females	55.2	54.5	57.6
Applied General	All Pupils	14.5	17.9	16.4
	Males	14.6	15.7	17.3
	Females	14.4	20.4	15.5
Tech Level	All Pupils	9.4	8.2	8.5
	Males	6.4	7.5	8.8
	Females	12.6	8.9	8.2

In 2017/2018, a total of 682 pupils reaching the end of Key Stage 5 in Jersey entered at least one substantial level 3 qualification. This suggests that 68.2 per cent of 'the potential end of Key Stage 5 cohort' continued with level 3 qualifications after completing Key Stage 4, which is essentially unchanged compared to the previous two years.

Female participation remains higher in A level and academic qualification types, whereas male participation is higher in vocational (applied general and tech level) qualification types.

Performance measures by cohort

Performance measures by cohort reflect cumulative level 3 results achieved by all pupils aged 16-18 that reached the end of Key Stage 5 and who entered at least one substantial level 3 qualification. Pupils may appear in more than one cohort depending on the qualification routes followed. Only results in the relevant qualification types are included in cohort performance indicators. For example, a pupil who entered two A level qualifications and one applied general qualification will appear in both the A level and applied general cohorts. However, only results obtained in A level qualifications are counted in A level cohort performance indicators

³ The Department for Children, Young People, Education and Skills.

and only results obtained in applied general qualifications are counted in applied general cohort performance indicators.

A level: A/AS levels, applied single A/AS levels, applied double A/AS levels or combined A/AS level.

Academic qualifications: includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

Applied general: applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

Tech level qualifications: tech levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.

The academic and A level cohorts are very similar in terms of their size and attainment as the majority of pupils in the academic cohort take programmes of A level study. For this reason, only measures of performance in A level, applied general and tech level qualifications are presented in this report.

A level cohort

The average point score (APS) per entry: is the headline measure of performance at Key Stage 5 and provides an indication of the average grade achieved by pupils and can be used to compare performance over time; the APS is not affected by fluctuations in the number of qualifications sat. This measure includes students who have entered for at least 1 qualification equivalent to at least 0.5 A levels in each of A level, academic, applied general or tech levels.

A level only cohort: includes students taking primarily A level qualifications. These students are identified using the following criteria: (a) students need to have entered for one or more full size A levels (including A levels or applied levels, not including AS levels, applied AS levels, general studies or critical thinking) and (b) if students have entered for less than three full size A levels, then they are only included in the measure if the total size of entries in other academic, applied general or tech level qualifications is less than the size of an A level.

Measures applicable to this cohort include the percentage of pupils that achieved 3 or more A* or A grades, the percentage that achieved grades AAB or better and the 'best 3' measure (which looks at average attainment across a student's best 3 A levels). The AAB measure is also calculated to include at least 2 facilitating subjects.⁴

⁴ The Russell Group of 24 universities lists 'facilitating subjects' as: mathematics and further mathematics; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). Facilitating subjects are those A levels that are most often required by universities, thus choosing facilitating subjects at A level is thought to help to keep a student's options open if they are unsure about what course to study.

Attainment in A levels

Table 2: Average point score (APS) per A level entry, broken down by gender; academic years 2015/2016 to 2017/2018

	Gender	2015/2016	2016/2017	2017/2018
Number of pupils in A level cohort	All Pupils	493	495	470
	Males	231	230	209
	Females	262	265	261
Number of entries	All Pupils	1602	1717	1611
	Males	731	794	735
	Females	872	924	877
Average point score	All Pupils	35.4	35.0	36.8
	Males	35.2	34.3	36.1
	Females	35.6	35.5	37.4
Average point score equivalent grade	All Pupils	B-	C+	B-
	Males	B-	C+	B-
	Females	B-	B-	B-

The average point score per A level entry for all pupils in the A level cohort was 36.8 in 2017/2018, an increase of 1.8 points compared to the previous year. This sees the equivalent grade change from a C+ to a B-.

In the latest year, the APS per A level entry for females (37.4) was 1.3 points higher to that recorded for males (36.1).

Pass rate and high grades

Table 3 shows that the A level pass rate in academic year 2017/2018 (i.e. the percentage of entries resulting in an A* to E grade) was similar to the previous two years at 98.9 per cent of entries.

In the latest academic year, the percentage of entries that resulted in the top grades (A* and A) increased by 5.5 percentage points to 32.6 per cent of entries. Both males (31.4%) and females (33.6%) show an increase on the previous year of 4.5 and 6.3 percentage points respectively.

Table 3: Percentage achievement of A level grades in Jersey, by gender; academic years 2015/2016 to 2017/2018

	Gender	2015/2016	2016/2017	2017/2018
Grades A* to A	All pupils	24.9	27.1	32.6
	Males	22.9	26.9	31.4
	Females	26.7	27.3	33.6
Grades A* to C	All pupils	81.6	80.7	85.4
	Males	79.1	76.8	84.5
	Females	83.7	84.1	86.2
Grades A* to E	All pupils	99.3	99.0	98.9
	Males	99.2	98.4	98.1
	Females	99.3	99.6	99.6

English, mathematics and science participation⁵

Although there has been a decline in English participation over the last three years, it remains the most popular of these A level subjects overall, accounting for 11.7 per cent of all A level entries. In comparison, mathematics and the sciences have seen an increase in participation over the last three years.

Figure 1: Percentage of all A level entries in English, mathematics and science subjects in Jersey, academic years 2015/2016 to 2017/2018

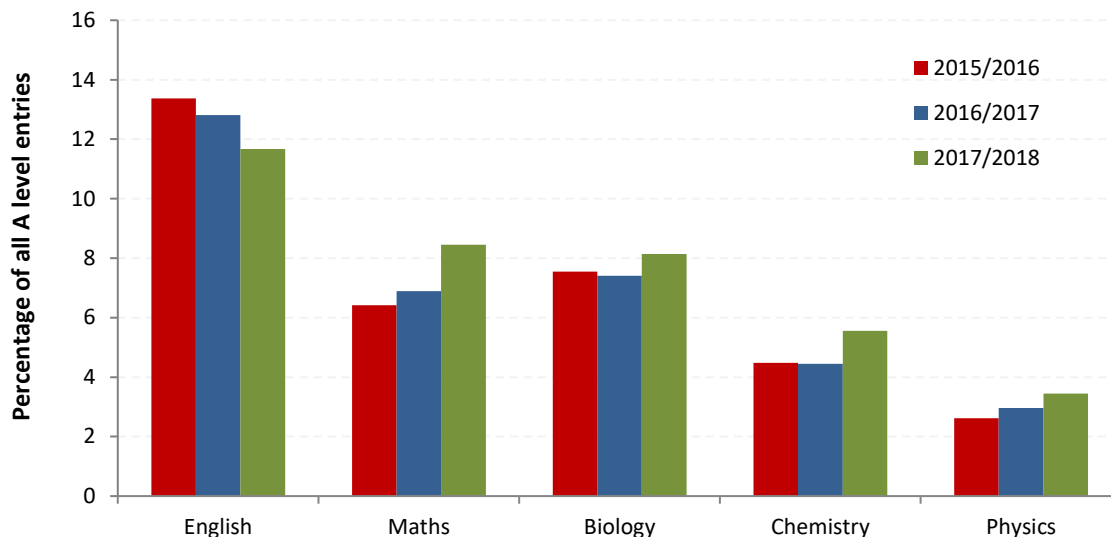
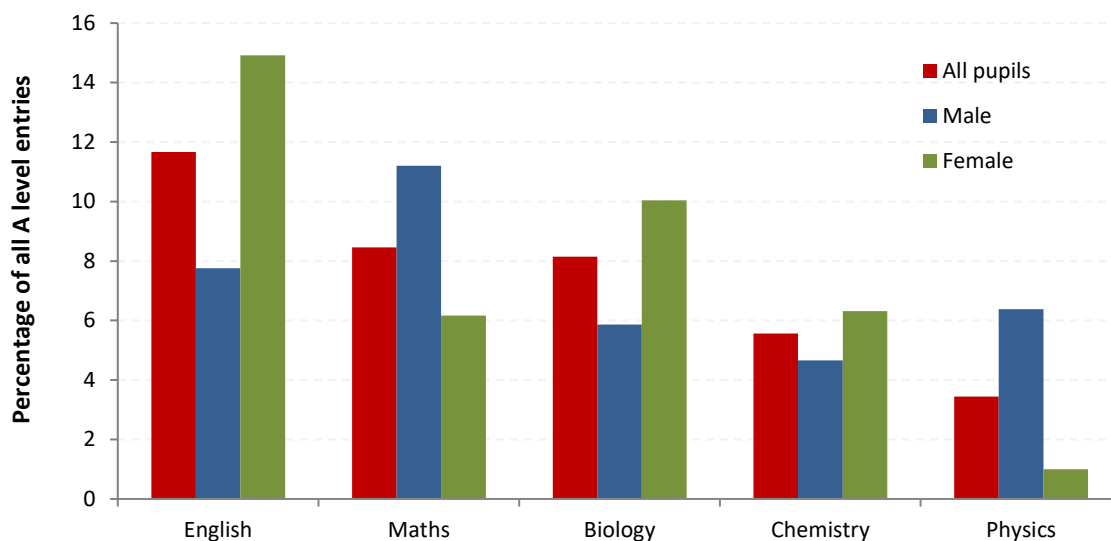


Figure 2 shows that the uptake in English and biology was significantly greater for females than for males: in 2017/2018, 14.9 per cent of all A level entries for females were in English compared to 7.8 per cent of entries for males. In contrast, the uptake of mathematics and physics was significantly higher for males than for females.

⁵ For participation in other A level subjects see Appendix 1.

Figure 2: Percentage of all A level entries in English, mathematics and science subjects in Jersey, by gender; academic year 2017/2018



Performance in A level only programmes

Table 4: Performance measures of A level only pupils, broken down by gender; academic years 2015/2016 to 2017/2018

	Gender	2015/2016	2016/2017	2017/2018
Number of pupils in A level only cohort	All Pupils	434	433	396
	Males	204	203	177
	Females	230	230	219
% achieving 3 or more A*- A	All Pupils	9.7	12.0	16.2
	Males	8.3	14.3	15.3
	Females	10.9	10.0	16.9
% achieving AAB or better	All Pupils	20.0	21.5	26.5
	Males	18.6	24.1	26.6
	Females	21.3	19.1	26.5
% achieving AAB or better at least 2 in facilitating subjects⁴	All Pupils	16.1	15.9	20.5
	Males	15.7	18.7	21.5
	Females	16.5	13.5	19.6
Average point score in best 3 A levels	All Pupils	34.9	35.1	37.7
	Males	33.7	33.4	37.1
	Females	35.9	36.6	38.2
APS in best 3 A levels equivalent grade	All Pupils	C+	B-	B-
	Males	C+	C+	B-
	Females	B-	B-	B-

Attainment for those undertaking A level only programmes continues to increase. The proportion of pupils who achieved 3 or more A*- A (16.2%) and AAB or better (26.5%) increased by 4.2 and 5.0 percentage points respectively to the previous year.

The average point score per entry in pupils' best 3 A levels increased from 34.9 in 2015/2016 to 37.7, bringing the equivalent grade up to a B-.

The proportion of females that achieved 3 or more A* or A grades increased by 6.9 percentage points to 16.9 per cent. Males saw a much smaller increase of 1.0 percentage point on this same measure.

The percentage of pupils achieving AAB or better was the same for males and females.

Other academic qualifications

In 2017/2018, 38 pupils gained the International Baccalaureate Diploma. The average point score was 32.9, which is the equivalent of a C+ grade.

As well as the International Baccalaureate, 10 pupils sat other academic qualifications such as core mathematics and extended project. These pupils gained an average point score of 36.8, the equivalent to a B- grade.

Vocational cohort

In 2017/2018, 249 pupils sat at least one substantial vocational level 3 qualification. This is made up of 164 pupils in the applied general cohort and 85 pupils in the tech level cohort.

Attainment in vocational subjects

Table 5: Average point score per vocational entry (APS), broken down by gender; academic years 2015/2016 to 2017/2018

	Gender	Applied General			Tech Level		
		2015/2016	2016/2017	2017/2018	2015/2016	2016/2017	2017/2018
Number of pupils in cohort	All Pupils	148	191	164	96	87	85
	Males	76	88	87	33	42	44
	Females	72	103	77	63	45	41
Number of entries	All Pupils	153	201	172	96	87	85
	Males	76	89	91	33	42	44
	Females	77	112	81	63	45	41
Average point score	All Pupils	33.7	36.8	33.1	36.1	36.2	33.2
	Males	33.2	34.7	31.8	33.7	34.5	33.3
	Females	34.3	38.7	34.7	37.4	37.7	33.1
Average point score as a grade	All Pupils	Distinction	Distinction+	Distinction-	Distinction	Distinction	Distinction-
	Males	Distinction-	Distinction	Distinction-	Distinction	Distinction	Distinction-
	Females	Distinction	Distinction+	Distinction	Distinction+	Distinction+	Distinction-

The average point score per entry for all pupils in the 2017/2018 applied general and tech level cohorts was 33.1 and 33.2 respectively. This shows a decrease of 3.7 points for the applied general cohort and a 2.9 point decrease for the tech level cohort.

Females outperformed males in applied general qualifications with an average point score of 34.7 compared to 31.8 for males. However, males and females performed similarly in tech level qualifications with 33.3 and 33.1 respectively.

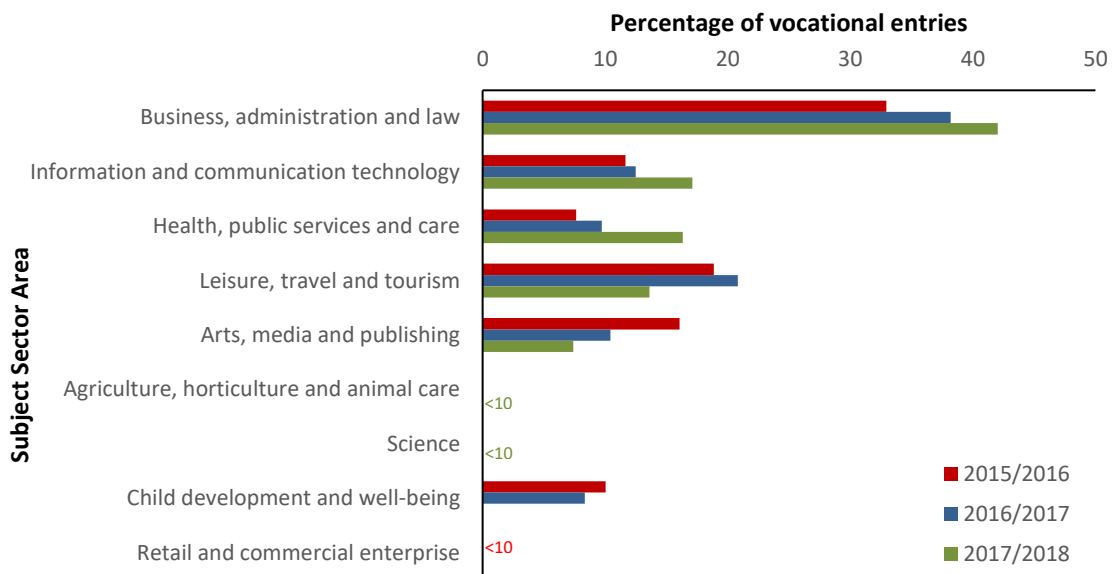
Entries by sector subject area

Figure 3 shows the percentage of entries into vocational level 3 qualifications, broken down by 'sector subject area'. 'Sector subject areas' in which there were less than ten entries are shown as '<10' for the purpose of disclosure control.

Business, administration and law remains the most popular 'sector subject area' in 2017/2018 with over two fifths (42.0%) of entries by the vocational cohort occurring within this sector. This shows an increase of 3.8 percentage points since last year.

Increases were also observed in information and communication technology (17.1%) and health, public services and care (16.3%).

Figure 3: Percentage of entries into vocational level 3 qualifications by sector subject area in Jersey; academic years 2015/2016 to 2017/2018



Jersey and England comparison

Although England's 2016 methodology has been employed in the calculation of indicators presented in this section, it should be noted that England only include qualifications recognised in the 2018 performance tables (see [16-18 Accountability Measures Technical Guide](#)), whereas Jersey include all qualifications regardless of being on England's approved list.

Participation rates

Table 6 shows participation rates in level 3 qualifications for Jersey and England, broken down by qualification type and gender.

Table 6: Participation rates in level 3 qualifications in Jersey and England by cohort; academic year 2017/2018

	Gender	Jersey	England
All Level 3	All Pupils	68.2	54.4
	Males	64.1	48.3
	Females	72.3	60.9
A level	All Pupils	47.0	49.9
	Males	41.6	44.3
	Females	52.4	55.7
Academic	All Pupils	50.5	50.9
	Males	43.4	45.3
	Females	57.6	56.7
Applied General	All Pupils	16.4	7.6
	Males	17.3	7.1
	Females	15.5	8.2
Tech level	All Pupils	8.5	2.1
	Males	8.8	1.9
	Females	8.2	2.4

In 2017/2018, the overall participation rate in level 3 qualifications in Jersey was 13.8 percentage points higher than in England. Participation in A level and academic qualification types was lower in Jersey than in England. In contrast, participation in vocational qualifications was significantly higher in Jersey than in England.

Performance measures by cohort

Table 7 below shows that the average point score per entry is higher in Jersey than in England for pupils following all qualification pathways.

In 2017/2018, the average point score per entry for the A level cohort in Jersey (36.8) was 3.5 points higher than that recorded in England (33.3); on average pupils in Jersey attained a B- in A level qualifications, whereas pupils in England attained a C+.

Table 7: Average point score (APS) per entry for the A level, academic, applied general and tech level cohorts in Jersey and England; academic year 2017/2018

	Gender	Jersey	England
All Level 3	All Pupils	35.6 B-	33.1 C+
	Males	34.9 C+	32.3 C+
	Females	36.2 B-	33.8 C+
A level	All Pupils	36.8 B-	33.3 C+
	Males	36.1 B-	32.6 C+
	Females	37.4 B-	34.0 C+
Academic	All Pupils	36.4 B-	33.7 C+
	Males	35.9 B-	32.9 C+
	Females	36.7 B-	34.3 C+
Applied General	All Pupils	33.1 Dist-	28.5 Merit+
	Males	31.8 Dist-	26.9 Merit+
	Females	34.7 Dist	29.8 Merit+
Tech Level	All Pupils	33.2 Dist-	28.1 Merit+
	Males	33.3 Dist-	28.5 Merit+
	Females	33.1 Dist-	27.8 Merit+

A Level achievement

Table 8: A level entries in Jersey and England by grade achieved; academic year 2017/2018

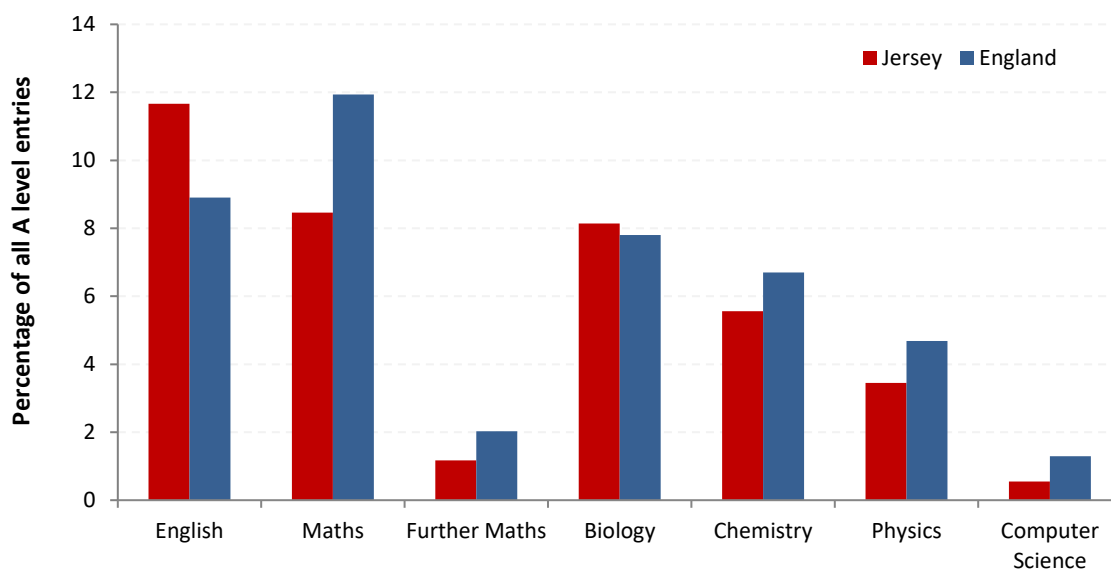
	Gender	No. Entries	A*	A	B	C	D	E	U	A* to A	A* to E
Jersey	All pupils	1277	10.6	22.0	29.5	23.3	11.4	2.1	1.1	32.6	98.9
	Males	580	10.2	21.2	27.2	25.9	11.9	1.7	1.9	31.4	98.1
	Females	697	10.9	22.7	31.4	21.2	10.9	2.4	0.4	33.6	99.6
England	All pupils	733175	8.3	18.5	26.5	24.0	14.5	6.1	2.1	26.9	97.9
	Males	329987	8.8	18.2	24.8	23.5	15.2	6.9	2.6	27.1	97.4
	Females	403185	7.9	18.8	27.8	24.3	13.9	5.4	1.8	26.7	98.2

Table 8 shows that in 2017/2018, the overall proportion of entries into A level examinations resulting in the top grades (A* to A) was higher in Jersey (32.6%) than in England (26.9%).

In England, the proportion of A level entries resulting in A* or A grade was higher for males (27.1%) than females (26.7%). However, in Jersey, females (33.6%) outperformed males (31.4%) on this indicator.

English, mathematics and science uptake

Figure 4: Percentage of all A level entries in English, mathematics and science subjects in Jersey and England; academic year 2017/2018



In the latest academic year, English was the most popular A level subject in Jersey, followed by mathematics; whereas the opposite is seen in England.

Performance in A level only programmes

Table 9: Percentage of pupils achieving 3 or more A* to A in Jersey and England; academic year 2017/2018

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
16.2	15.3	16.9	12.9	14.2	11.9

Table 9 shows that in the latest year, 12.9 per cent of pupils in England achieved 3 or more A* to A grades in A level examinations. In Jersey, the comparable proportion was 16.2 per cent of pupils, a difference of 3.3 percentage points.

A higher proportion of males in England achieved 3 or more A* to A grades (14.2%) than females (11.9%). In contrast, females (16.9%) outperformed males (15.3%) in Jersey on this measure.

Table 10: Percentage of pupils achieving grades AAB or better in Jersey and England; academic year 2017/2018

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
26.5	26.6	26.5	21.1	21.7	20.6

In Jersey, over a quarter (26.5%) of pupils attained grades AAB or better in A level examinations. In England, the percentage of pupils who achieved AAB or better was 21.1 per cent, 5.4 percentage points lower than in Jersey.

In Jersey, the proportion of males and females in the A level cohort achieving grades AAB or better was the same (26.6% and 26.5% respectively). In England, a higher proportion of males (21.7%) achieved the AAB benchmark than females (20.6%).

Table 11: Average point score (APS) per entry in best 3 A levels in Jersey and England; academic year 2017/2018

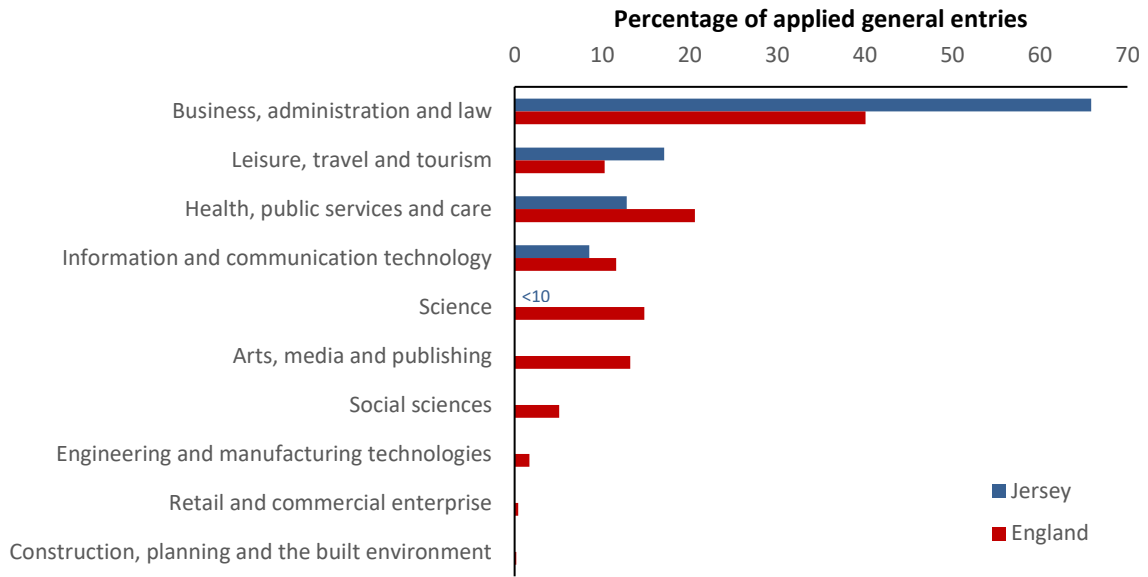
Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
37.7 (B-)	37.1 (B-)	38.2 (B-)	33.6 (C+)	33.0 (C+)	34.1 (C+)

Table 11 shows the average point score and grade achieved by pupils in their best three A levels. In the latest year the average point score per entry in pupils' best 3 A levels was 4.1 points higher in Jersey (37.7) than in England (33.6).

Vocational entries by sector subject area

Figure 5 shows that business, administration and law was the most popular 'sector subject area' in applied general qualifications for both Jersey (65.9%) and England (40.1%).

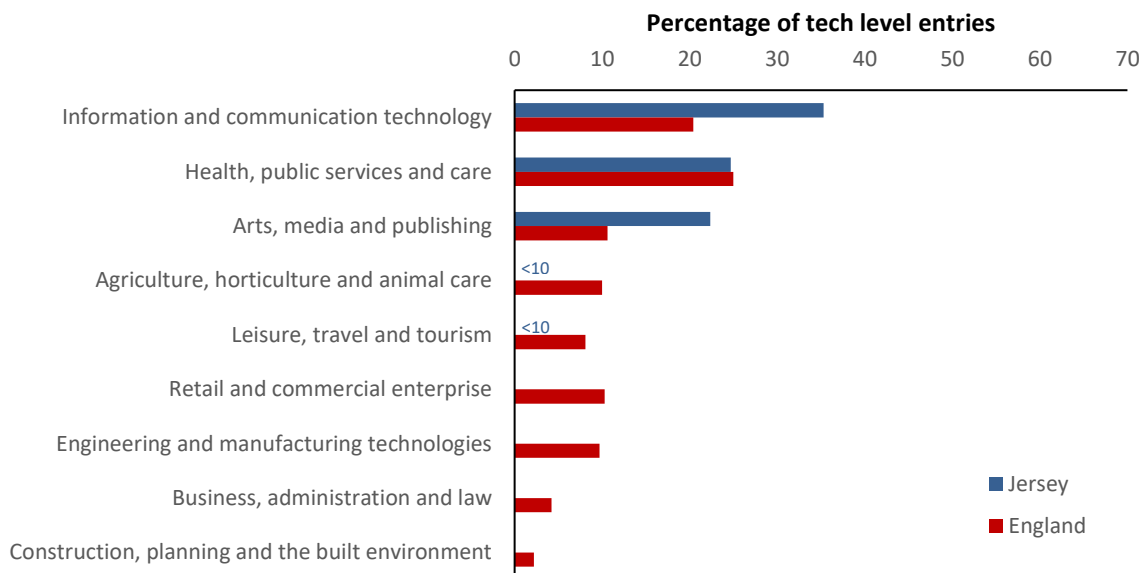
Figure 5: Percentage of entries into applied general qualifications by sector subject area in Jersey and England; academic year 2017/2018⁶



As shown in Figure 6, the percentage of entries into Jersey’s most popular ‘sector subject area’ in tech level qualifications, information and communication technology (35.3%) was 14.9 percentage points higher than in England (20.4%).

England’s most popular ‘sector subject area’ in tech level qualifications was health, public services and care with 25.0 per cent of entries which was very similar to Jersey with 24.7 per cent of entries.

Figure 6: Percentage of entries into tech level qualifications by sector subject area in Jersey and England; academic year 2017/2018⁵



⁶ ‘Sector subject areas’ in which there were less than ten entries are shown as ‘<10’ for the purpose of disclosure control.

Technical Notes

Data sources

Indicators of performance in level 3 qualifications in Jersey were compiled using two principal data sources:

- information extracted directly from the Management Information System (SIMS) in use by Jersey schools
- results and entries data provided to the department by schools and the Island's further education college

The above information was validated by schools.

Data coverage

Students are included in overall performance measures if:

- they have entered for at least 2 qualifications, each of which is at least the size of an A level or they have entered for at least 1 qualification the size of at least 2 A levels, in the reporting year
OR
- they have been allocated to the same provider for the last two years
OR
- they are 18 and have not previously been reported in the A level and equivalent results in Jersey analysis

Performance measures for Jersey represent results achieved by pupils in all schools (Government and Private) offering Level 3 qualifications and the Island's further education college.

Qualification discounting

To avoid the double counting of results, qualification discounting has been applied where a pupil achieves an AS en route to achieving an A level in the same subject. In these cases only the A level result is included in performance measures.

Average point score per entry

The average point score (APS) per entry is calculated by dividing the total number of points achieved by pupils by the total number of entries made.

APS per A level entry	Total A level points/Total A level entries
APS per academic entry	Total academic points/Total academic entries
APS per vocational entry	Total vocational points/Total vocational entries

Fine Grades

Average grade per A level or academic qualification

Grade	Point score	APS Band	Fine grade
A*	60	58.34 – 60.00	A*
		55.00 – 58.33	A*-
A	50	51.67 – 54.99	A+
		48.34 – 51.66	A
		45.00 – 48.33	A-
B	40	41.67 – 44.99	B+
		38.34 – 41.66	B
		35.00 – 38.33	B-
C	30	31.67 – 34.99	C+
		28.34 – 31.66	C
		25.00 – 28.33	C-
D	20	21.67 – 24.99	D+
		18.34 – 21.66	D
		15.00 – 18.33	D-
E	10	11.67 – 14.99	E+
		8.34 – 11.66	E
		5.00 – 8.33	E-
U	0	Below 5.00	U

Average grade per vocational qualification

Grade	Point score	APS Band	Fine grade
Distinction*	50	46.67 – 50.00	Dist*
		41.67 – 46.66	Dist*-
Distinction	35	36.67 – 41.66	Dist+
		33.34 – 36.66	Dist
		30.00 – 33.33	Dist-
Merit	25	26.67 – 29.99	Merit+
		23.34 – 26.66	Merit
		20.00 – 23.33	Merit-
Pass	15	16.67 – 19.99	Pass+
		13.34 – 16.66	Pass
		10.00 – 13.33	Pass-
U	0	Below 10.00	U

How indicators in this statistical report differ from those published on results day (16th August 2018)

On results day, summary data on A level performance is collected from schools and colleges and collated to provide a breakdown of entries by grade (this is published annually on the gov.je website). The data collected on results day is provisional i.e. it reflects A level results before resits and appeals. The grade breakdown, published on results day, reflects all entries into A level examinations that occur in that academic year, regardless of the age of pupils or which academic year they belong to.

In comparison, the data used in the production of this statistical report is collected from schools and colleges in November (after resits and appeals) and is at the result and pupil level of detail i.e. individual results in all level 3 qualifications are collected as well as information pertaining to pupils, such as age and gender. In this report,

the breakdown of A level entries by grade presented on page 10 represents the cumulative attainment (over two years) of pupils in the 2017/2018 A level cohort i.e. those that satisfy the criteria listed above.

Changes to England's Department for Education 16 to 18 methodology

In 2016, Key Stage 5 performance indicators were reformed in England such that:

- attainment for a vocational cohort is no longer calculated and presented in the 16 to 18 performance tables. Instead attainment for pupils studying applied general and tech level qualifications is now reported:
 - applied general qualifications are those that provide study of a general vocational subject area such as business or applied science
 - tech level qualifications are for pupils who wish to specialise in a technical area such as bricklaying
- a new point score system has been introduced where an A* grade is given 60 points and an E grade is given 10 points. The new system reduces the size of the gap between the fail grade (0 points) and the lowest pass grade (10 points). Previously the gap here was bigger than between other grades
- the threshold for inclusion in each cohort has been reduced to the size of half an A level. Previously pupils were excluded from the calculations if they had not sat a relevant qualification the size of an A level
- additional attainment measures for the A level cohort such as the percentage of pupils achieving AAB or better or the percentage of pupils achieving three A levels at A* or A grades now include pupils that have entered A level qualifications only; pupils that have sat a combination of A level and vocational qualifications are no longer included
- a new measure has been introduced for the A level only cohort which shows the average grade attained by pupils in their best 3 A levels

Contact Details

For further information or feedback, please contact:

Insight Team
Children, Young People, Education and Skills
PO Box 142
Highlands Campus
Jersey
JE4 8QJ
escdata@gov.je

Appendix 1

Number of entries into A level qualifications by subject in Jersey; academic years 2015/2016 to 2017/2018⁷

A level subject	2015/2016	2016/2017	2017/2018
English	179	173	149
Art and Design	116	145	112
Mathematics	86	93	108
History	132	90	106
Biology	101	100	104
Psychology	124	101	85
Business Studies	75	67	74
Chemistry	60	60	71
Geography	50	56	54
Physical Education	36	33	51
Drama	<10	11	46
Physics	35	40	44
Media/Film/Television Studies	68	107	42
ICT	33	31	32
Music	37	40	27
Sociology	17	21	27
French	39	27	26
Other social studies	14	23	23
Economics	15	18	19
Spanish	22	17	18
Design and Technology	29	24	17
Further mathematics	10	11	15
Portuguese	13	17	10
Computer Science	<10	14	<10
Religious Studies	21	27	<10
Italian	<10	<10	<10
German	<10	0	0

⁷ Subjects in which there were less than ten entries are shown as '<10' for the purpose of disclosure control.