

A level and equivalent results in Jersey



Academic year 2015/2016

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.

Changes since last year

In 2016, the U.K. Department for Education (DfE) introduced a number of changes to the way that performance indicators are calculated for 16 to 18 year olds. These changes include the introduction of new performance measures, changes to vocational qualifications that can be counted in performance measures and changes to points assigned to grades (see technical note 6 for more details on 16 to 18 reforms in England).

No decision to adopt the new U.K. DfE methodology in the calculation of Level 3 performance measures has yet been made in Jersey. Therefore, results throughout this report are calculated using U.K Department for Education (DfE) 'pre-2016 methodology', unless otherwise stated. This allows for performance in Jersey in the latest year to be compared with that in previous years. However, where a comparison with England is made, the U.K. DfE's new '2016 methodology' has been used in the calculation of indicators to allow for a fair comparison between jurisdictions.

Summary

In academic year 2015/2016:

Participation rates

- 6 out of 10 pupils from 'the potential end of Key Stage 5² cohort' in Jersey had entered at least one substantial level 3 qualification;
- participation rates in each of the qualification types (A level, Academic and Vocational) were higher for females than for males;

A level cohort

- the average point score (APS) per A level entry was equivalent to a C+ grade and reflects a decrease compared to the previous year;
- the APS per entry for males was similar to that for females;

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.

- a quarter of all A level entries resulted in an A* or A grade and around four-fifths of entries resulted in an A* to C;
- a higher proportion of females achieved 3 or more A levels at grades A* or A than males;
- a higher proportion of females also achieved grades AAB (or better);

Vocational cohort

- the APS per vocational entry for females increased compared to 2014/2015 whereas the APS per vocational entry for males decreased;
- the most popular vocational 'sector subject area' was accounting and finance followed by sport, leisure and recreation;

Annual A level results

- the annual pass rate (percentage of entries resulting in an A* to E grade) was similar to in the previous year;
- the percentage of entries resulting in the top grades (A* to A) decreased to a quarter of all entries;
- the most popular A level subject choice was English;

Jersey and England comparison

- participation in all qualification types was higher in England than in Jersey;
- the average point score per entry was higher in Jersey than in England for all qualification types except the Applied General where the APS was similar;
- the percentage of pupils achieving 3 or more A* or A grades in A level examinations was higher in England than in Jersey;
- the percentage of pupils achieving grades AAB or better in A level examinations was also higher in England;
- the average point score per entry in a pupil's best 3 A levels was similar in Jersey and England.

Participation Rates

We use the number of Jersey pupils completing Key Stage 4 in academic year 2013/2014 as a proxy for the number of pupils in Jersey who could have potentially reached the end of Key Stage 5 in 2015/2016 (referred to henceforth as ‘the potential end of Key Stage 5 cohort’) as there is no local measure recorded. 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 2013/2014 to 2015/2016

	Gender	2013/2014	2014/2015	2015/2016
All Level 3 Qualifications	All Pupils	56.1	57.5	60.4
	Males	49.9	45.3	53.0
	Females	62.7	71.5	68.0
A level	All Pupils	42.0	45.8	47.4
	Males	39.1	38.0	43.0
	Females	45.0	54.8	52.0
Academic	All Pupils	44.0	47.7	49.3
	Males	39.9	38.7	43.9
	Females	48.3	57.9	54.8
Vocational	All Pupils	18.5	14.6	16.3
	Males	15.4	10.2	13.5
	Females	21.7	19.6	19.2

In the latest year, participation in level 3 qualifications was at its highest level since at least 2013/2014 (when robust data was first made available), with a total of 615 pupils reaching the end of Key Stage 5 who had entered at least one substantial level 3 qualification. This suggests that 60.4 per cent of ‘the potential end of Key Stage 5 cohort’ in Jersey continued with level 3 qualifications after completing Key Stage 4. Participation in level 3 qualifications has increased by more than 4 percentage points since 2013/2014.

Participation in all qualification types remains higher for females than for males. In 2015/2016, more than two-thirds of females (68.0%) from ‘the potential end of Key Stage 5 cohort’ entered at least one substantial level 3 qualification compared to just over half (53.0%) of males. The largest difference between genders was recorded in participation in academic qualifications; in 2015/2016 more than half of all females (54.8%) in ‘the potential end of Key Stage 5 cohort’ sat at least one substantial academic qualification compared to around two-fifths of males (43.9%).

Performance measures by cohort

Performance measures by cohort reflect cumulative results achieved over two years by all pupils 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 two vocational qualifications in academic year 2015/2016 will appear in both the A level and Vocational cohorts. However, only results obtained in A level qualifications are counted in A level cohort performance indicators and only results obtained in vocational qualifications are counted in Vocational cohort performance indicators.

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 and vocational 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. This measure 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. In addition to the APS, additional measures are presented for the A level cohort such as the percentage of pupils that achieved 3 or more A* or A grades and the percentage that achieved grades AAB or better.

Attainment in A levels

Table 2: Average point score (APS) per A level entry, broken down by gender; academic years 2013/2014 to 2015/2016

	Gender	2013/2014	2014/2015	2015/2016
Number of pupils in A level cohort	All Pupils	425	472	483
	Males	203	209	223
	Females	222	263	260
Number of entries	All Pupils	1543	1505	1584
	Males	754	684	719
	Females	789	821	865
Average point score	All Pupils	224.3	229.4	224.6
	Males	220.3	222.2	225.0
	Females	228.1	235.2	224.3
Average point score equivalent grade	All Pupils	C+	B-	C+
	Males	C+	C+	B-
	Females	B-	B	C+

In the latest year, the average point score per A level entry for all pupils in the A level cohort was 224.6, equivalent to a C+ grade. The APS recorded in 2015/2016 was marginally lower than in the previous year but similar to that observed in 2013/2014.

In the latest year, 483 pupils sat at least one A level or applied single or double award A level examination. Of these pupils, around one in ten (8.7%) attained 3 or more A* to A grades and less than a fifth (18.0%) attained grades AAB or better in A level examinations.

Attainment by gender

In the latest year, the APS per A level entry for males (225.0) was similar to that recorded for females (224.3). The average point score for females decreased by 10.9 points in 2015/2016 compared to the previous year,

taking the equivalent grade achieved by females to C+. In comparison, a marginal annual increase of 2.8 points was observed in the APS recorded for males such that the average grade attained by males was a B-.

The proportion of females that achieved 3 or more A* or A grades (9.6%) was marginally higher than the proportion of males (7.6%) that achieved this benchmark. A similar picture was seen in the percentage of pupils achieving AAB or better: 18.8% of females achieved the benchmark in 2015/2016 compared to 17.0% of males.

Vocational cohort

In 2015/2016, 166 pupils (made up of 70 males and 96 females) sat at least one substantial vocational level 3 qualification. Participation in vocational qualifications has been similar over the last three years.

Attainment in vocational subjects

Table 3: Average point score per vocational entry (APS), broken down by gender; academic years 2013/2014 to 2015/2016

	Gender	2013/2014	2014/2015	2015/2016
Number of pupils in Vocational cohort	All Pupils	187	150	166
	Males	80	56	70
	Females	107	94	96
Number of entries	All Pupils	189	152	171
	Males	81	58	70
	Females	108	94	101
Average point score	All Pupils	223.7	226.4	227.1
	Males	208.2	224.9	222.1
	Females	234.7	227.4	231.0
Average point score as a grade	All Pupils	Distinction	Distinction	Distinction
	Males	Merit+	Distinction	Distinction
	Females	Distinction+	Distinction	Distinction+

The average point score per entry for all pupils in the 2015/2016 Vocational cohort was 227.1 (equivalent to a 'Distinction' grade) and similar to that recorded in the previous year (226.4).

In 2015/2016, the average point score attained by females (231.0) was around 9 points higher than that recorded for males (222.1).

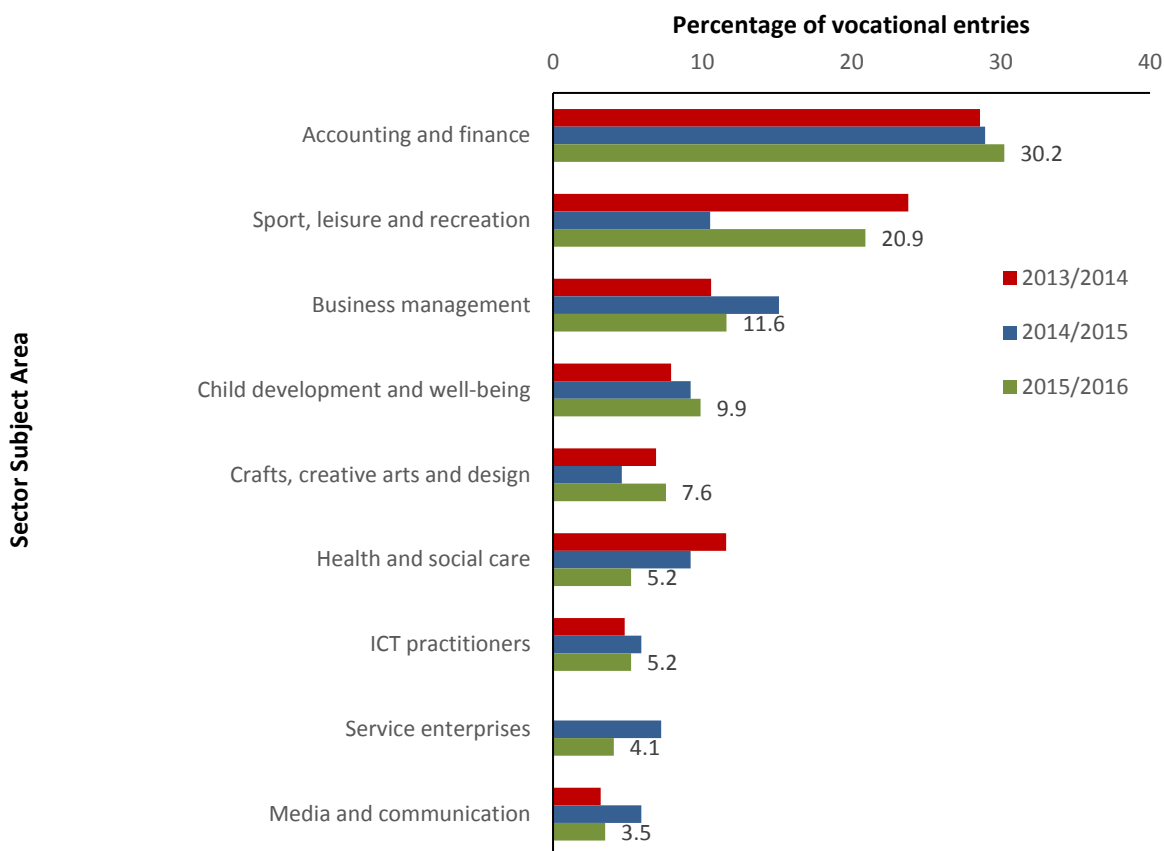
Entries by sector subject area

Figure 1 shows the percentage of entries into vocational level 3 qualifications, broken down by 'sector subject area'. 'Sector subject areas' in which there were a small number of entries (5 or fewer) have been omitted for clarity and for the purpose of disclosure control.

Accounting and finance continues to be the most popular 'sector subject area' in 2015/2016 with almost a third (30.2%) of entries by the Vocational cohort occurring within this sector.

Other popular vocational subjects were sport, leisure and recreation (20.9% of entries), business management (11.6%) and child development and well-being (9.9%).

Figure 1: Percentage of entries into vocational level 3 qualifications by sector subject area in Jersey; academic years 2013/2014 to 2015/2016



Annual A level results

The cohort performance indicators presented in the previous section of this report represent results accumulated over a two-year period for pupils reaching the end of Key Stage 5 study. In contrast, indicators in this section refer to all results obtained in a single academic year (2015/2016) by all pupils aged 16 to 18 years on 31 August 2015.

Pass rate and high grades

Table 4 shows that the A level pass rate in academic year 2015/2016 (i.e. the percentage of entries resulting in an A* to E grade) was similar to in the previous two years at 99.3 per cent of entries.

In the latest academic year, the percentage of entries that resulted in the top grades (A* and A) fell marginally to 24.8 per cent of entries, representing a decrease of 3.4 percentage points compared to in the previous year. The annual decrease in entries resulting in top grades was driven by a fall in female attainment.

Table 4: Percentage achievement of annual A level grades in Jersey, by gender; academic years 2013/2014 to 2015/2016

	Gender	2013/2014	2014/2015	2015/2016
Grades A* to A	All pupils	25.6	28.2	24.8
	Males	22.6	22.6	22.8
	Females	28.7	32.7	26.5
Grades A* to C	All pupils	80.2	83.0	81.4
	Males	77.1	78.3	78.7
	Females	83.4	86.7	83.7
Grades A* to E	All pupils	99.2	99.0	99.3
	Males	99.0	98.0	99.2
	Females	99.5	99.6	99.3

Entries into facilitating subjects

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.

In 2015/2016, the overall percentage of annual A level entries that were in facilitating subjects was the same as in non-facilitating subjects (50.0%). The uptake of facilitating subjects was found to be similar for both males (48.8%) and females (51.0%).

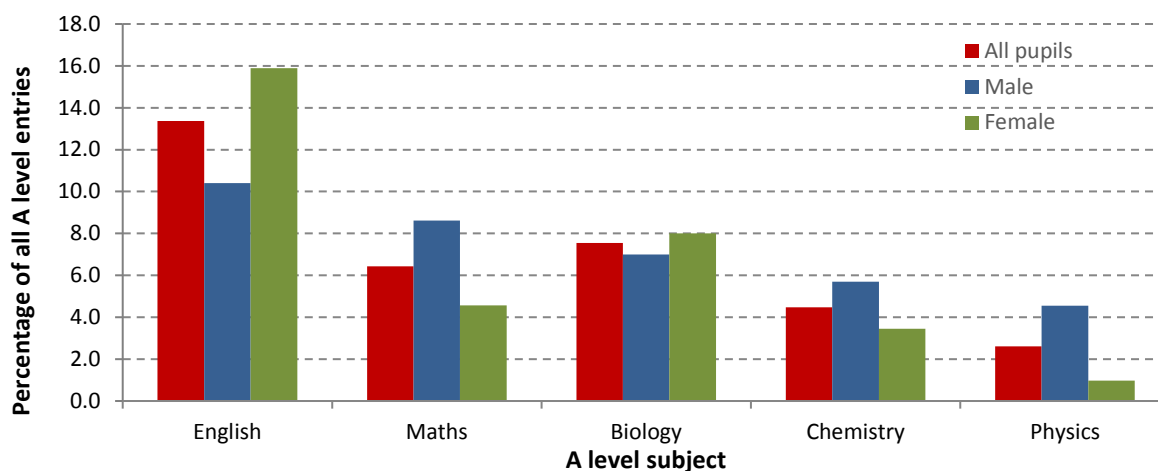
Table 5: Percentage of annual A level entries in facilitating and non-facilitating subjects in Jersey, by gender; academic years 2014/2015 and 2015/2016

	Gender	2014/2015	2015/2016
Facilitating Subjects	All pupils	49.3	50.0
	Males	48.4	48.8
	Females	50.1	51.0
Non-facilitating Subjects	All pupils	50.7	50.0
	Males	51.6	51.2
	Females	49.9	49.0

English, mathematics and science participation by gender

In 2015/2016, the most popular A level subject overall was English, with 13.4 per cent of all A level entries occurring in this subject. The uptake in English was significantly greater for females than for males: in the latest academic year, 15.9 per cent of all A level entries for females were in English compared to 10.4 per cent of entries for males. English was the most popular subject choice for males as well as females. In contrast, the uptake of mathematics, chemistry and physics A levels was higher for males than for females.

Figure 2: Percentage of all A level entries in English, mathematics and science subjects in Jersey, by gender; academic year 2015/2016



Jersey and England comparison

In order to compare performance in Jersey with that in England, the new U.K. DfE (2016) methodology has been employed in the calculation of performance indicators presented in this section. For more information on reforms to 16 to 18 performance tables in England, see technical note 6.

Although new U.K. 2016 methodology has been employed in the calculation of indicators presented in this section, it should be noted that restrictions on qualifications that can be counted in performance measures in England and Jersey are not the same.

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 2015/2016

	Gender	Jersey	England
All Level 3	All Pupils	61.4	71.2
	Males	54.3	66.4
	Females	68.8	76.3
A level	All Pupils	48.6	52.3
	Males	44.5	46.5
	Females	52.8	58.3
Academic	All Pupils	50.4	53.1
	Males	45.5	47.3
	Females	55.6	59.1
Applied General	All Pupils	11.4	20.3
	Males	11.4	19.7
	Females	11.4	20.8
Tech level	All Pupils	5.4	11.2
	Males	2.1	12.7
	Females	8.8	9.6

In 2015/2016, the overall participation rate in level 3 qualifications in Jersey was almost 10 percentage points lower than in England.

Participation in all qualification types was lower in Jersey than in England in the latest year. In previous years, under 'pre-2016 methodology', participation in A level and academic qualifications was higher in Jersey than in England.

As part of the U.K. reforms to 16 to 18 performance tables, the threshold for inclusion in performance measures has been lowered to include pupils if they have sat only an AS level (half an A level) or equivalent qualification by the end of Key Stage 5 (in the past pupils were not included unless they had sat at least one qualification the size of an A level). This change in methodology has resulted in a substantial increase in A level and academic participation rates in England; implementing the new methodology to 2014/2015 data in England resulted in an increase in the A level participation rate of around 10 percentage points. In Jersey, the change in methodology increases the A level participation rate by around 1 percentage point in the latest year.

Table 7 below shows that the average point score per entry is higher in Jersey than in England for pupils following all qualification pathways except the Applied General qualification route where the APS is very similar.

In 2015/2016, the average point score per entry for the A level cohort in Jersey (35.42) was 3.63 points higher than that recorded in England (31.79); on average pupils in Jersey attained a B- in A level qualifications compared to a C+ grade in England.

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 2015/2016

	Gender	Jersey		England	
A level	All Pupils	35.42	B-	31.79	C+
	Males	35.22	B-	30.74	C
	Females	35.58	B-	32.65	C+
Academic	All Pupils	35.22	B-	32.11	C+
	Males	34.87	C+	31.05	C
	Females	35.51	B-	32.96	C+
Applied General	All Pupils	34.28	Dist	34.69	Dist
	Males	33.26	Dist-	32.58	Dist-
	Females	35.65	Dist	36.69	Dist+
Tech Level	All Pupils	37.66	Dist+	30.77	Dist-
	Males	36.97	Dist+	30.04	Dist-
	Females	37.85	Dist+	31.84	Dist-

A level cohort

Table 8: Percentage of pupils in the A level cohort achieving 3 or more A* to A in Jersey and England; academic year 2015/2016

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
9.6	8.3	10.8	13.2	14.3	12.4

Table 8 shows that in the latest year, 13.2 per cent of pupils in the A level cohort in England achieved 3 or more A* to A grades in A level or applied single or double award A level examinations. In Jersey, the comparable proportion was 9.6 per cent of pupils.

A higher proportion of males in England achieved 3 or more A* to A grades (14.3%) than females (12.4%). In contrast, females (10.8%) were seen to outperform males (8.3%) on this indicator in Jersey.

Table 9: Percentage of pupils in the A level cohort achieving grades AAB or better in Jersey and England; academic year 2015/2016

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
20.0	18.6	21.1	22.1	22.6	21.7

In Jersey and England, a fifth (20.0% and 22.1% respectively) of pupils in the A level cohort attained grades AAB or better in A level or applied single or double award A level examinations.

In England, the proportion of males and females in the A level cohort achieving grades AAB or better was similar (22.6% and 21.7% respectively). In Jersey, a gender gap is more apparent; in 2015/2016 a higher proportion of females (21.1%) achieved the AAB benchmark than males (18.6%).

Table 10: Average point score (APS) per entry in best 3 A levels in Jersey and England; academic year 2015/2016

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
34.73 (C+)	33.74 (C+)	35.60 (B-)	34.97 (C+)	34.32 (C+)	35.48 (B-)

Table 10 shows the average point score and grade achieved by pupils in their best three A levels. In 2015/2016 the average grade attained was a C+ in both Jersey and England.

Annual A level results

Table 11: Annual A level entries in Jersey and England by grade achieved; academic year 2015/2016

	Gender	No. Entries	A*	A	B	C	D	E	U	A* to A	A* to E
Jersey	All pupils	1339	7.0	17.8	29.8	26.8	14.0	3.9	0.7	24.8	99.3
	Males	615	6.0	16.7	29.8	26.2	15.9	4.6	0.8	22.8	99.2
	Females	724	7.9	18.6	29.8	27.3	12.3	3.3	0.7	26.5	99.3
England	All pupils	744161	8.4	18.1	27.1	24.7	14.6	5.9	1.2	26.5	98.8
	Males	333360	8.9	17.5	25.2	24.1	15.7	7.0	1.5	26.5	98.5
	Females	410801	8.0	18.5	28.5	25.2	13.7	5.0	0.9	26.5	99.1

Table 11 shows that in 2015/2016, the overall proportion of entries into A level examinations resulting in the top grades (A* to A) was higher in England (26.5%) than in Jersey (24.8%).

In England, the proportion of annual A level entries resulting in A* or A grade was the same for both males and females at more than quarter of entries (26.5%). In Jersey, an attainment gap of 3.7 percentage points was recorded on this indicator as a result of gender.

The annual pass rate (percentage of entries resulting in A* to E grade) in academic year 2015/2016 was higher in Jersey than in England (99.3% and 98.8% respectively).

Annual entries in facilitating subjects

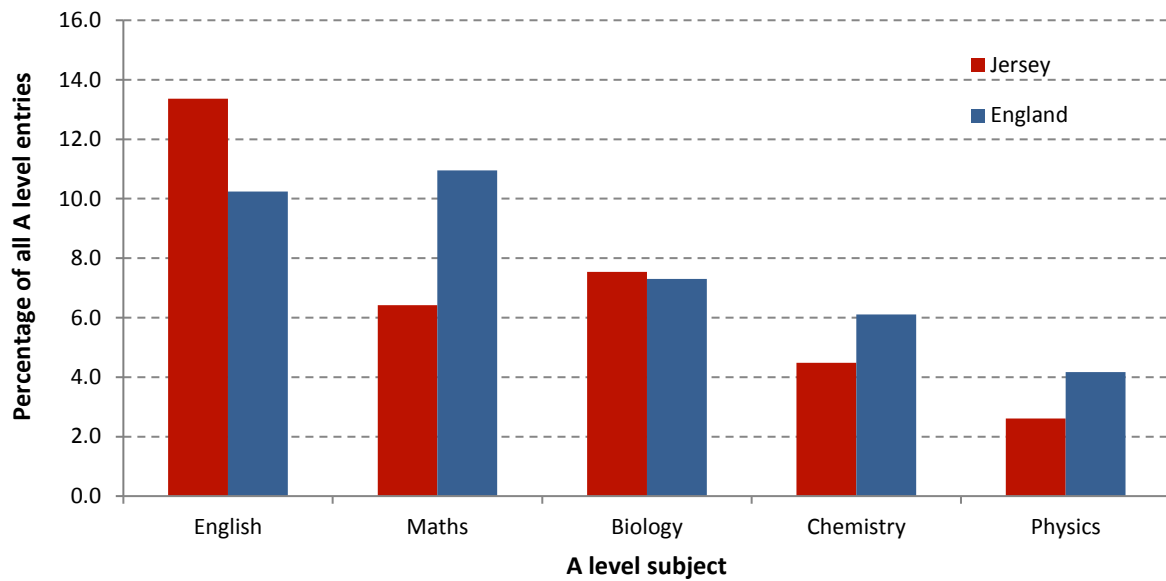
Table 12: Percentage of annual A level entries in facilitating and non-facilitating subjects in Jersey and England; academic year 2015/2016

Grades	Gender	Jersey	England
Facilitating Subjects	All pupils	50.0	50.6
	Males	48.8	55.9
	Females	51.0	46.3
Non-facilitating Subjects	All pupils	50.0	49.4
	Males	51.2	44.1
	Females	49.0	53.7

Table 12 shows that in 2015/2016, the uptake of facilitating A level subjects in England was greater for males (55.9%) than for females (46.3%). In contrast, in Jersey, the uptake for females (51.0%) and males (48.8%) is more similar.

English, mathematics and science uptake

Figure 3: Percentage of all A level entries in English, mathematics and science subjects in Jersey and England; academic year 2015/2016



In the latest academic year, English was the most popular A level subject in Jersey, followed by biology. In comparison, in England the most popular A level choice continues to be mathematics.

Technical Notes

1. 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 (CMIS) 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.

2. Data coverage

Performance measures by cohort included results accumulated over a two year period for pupils that satisfy all of the following criteria;

- were aged 16, 17 or 18 on 31 August 2015;
- were in or were deemed to be in Year 13 in academic year 2015/2016;
- completed their advanced studies in academic year 2015/2016;
- entered at least one substantial level 3 qualification in academic year 2015/2016.

Annual A level results include those obtained in academic year 2015/2016 by pupils aged 16, 17 or 18 on 31 August 2015.

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

The range of qualifications covered in this statistical report include all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

3. 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.

4. 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

5. How do indicators in this statistical report differ from those published on exam day (18th August 2016)?

On exam 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 exam day is provisional i.e. it reflects A level results before resits and appeals. The grade breakdown, published on exam 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 6 represents the cumulative attainment (over two years) of pupils in the 2015/2016 A level cohort i.e. those that satisfy the criteria listed in Technical Note 2.

6. Changes to U.K. Department for Education 16 to 19 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 19 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 measure has been introduced for the A level cohort which shows the average grade attained by pupils in their best 3 A levels;
- 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 performance measures has been reduced to the size of half an A level. This means that pupils who reach the end of KS5 and have entered only an AS level (or similar) qualification are now included in performance indicators. Previously pupils were excluded if they had not sat a 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.