

A level and equivalent results in Jersey

Academic year 2016/2017

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, England's 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).

Summary

In academic year 2016/2017:

Participation rates

- Two thirds of 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 was similar to in the previous year;
- the APS per entry for males was slightly lower to that for females;
- the A Level 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) increased to over a quarter of all entries;
- the most popular A level subject choice was English;
- a higher proportion of males achieved 3 or more A levels at grades A* or A than females;
- a higher proportion of males also achieved grades AAB (or better);

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.

Vocational cohort

- the APS per vocational entry for females was higher than that for males in both Applied general and Tech level cohorts;
- the most popular vocational 'sector subject area' was business, administration and law followed by leisure, travel and tourism;

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;
- the percentage of entries resulting in the top grades (A* to A) was higher in Jersey than in England;
- 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 the same in Jersey and England.

Participation Rates

We use the number of Jersey pupils completing Key Stage 4 in academic year 2014/2015 as a proxy for the number of pupils in Jersey who could have potentially reached the end of Key Stage 5 in 2016/2017 (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 two 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 2016/2017

	Gender	2015/2016	2016/2017
All Level 3 Qualifications	All Pupils	68.4	68.0
	Males	61.8	60.8
	Females	75.2	75.9
A level	All Pupils	48.4	46.5
	Males	44.5	41.1
	Females	52.4	52.4
Academic	All Pupils	50.2	48.2
	Males	45.5	42.4
	Females	55.2	54.5
Applied General	All Pupils	14.5	17.9
	Males	14.6	15.7
	Females	14.4	20.4
Tech Level	All Pupils	9.4	8.2
	Males	6.4	7.5
	Females	12.6	8.9

In 2016/2017, a total of 724 pupils reaching the end of Key Stage 5 in Jersey entered at least one substantial level 3 qualification. This suggests that 68.0 per cent of ‘the potential end of Key Stage 5 cohort’ continued with level 3 qualifications after completing Key Stage 4.

Participation in all qualification types remains higher for females than for males. In 2016/2017, three quarters of females (75.9%) from ‘the potential end of Key Stage 5 cohort’ entered at least one substantial level 3 qualification compared to three fifths (60.8%) of males.

Performance measures by cohort

Performance measures by cohort reflect cumulative results achieved during 16-18 study 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 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 and only results obtained in applied general qualifications are counted in Applied general 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, applied general and tech level qualifications are presented in this report.

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.

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, 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 in 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.

The performance measures for A level only students apply to different subsets of students, depending on the coverage of the measure. The summary below sets out the students we include in each of the measures.

APS per entry: 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.

Percentage achieving 3 A*-A, percentage achieving AAB or better and 'Best 3' measure: includes students taking primarily A level qualifications. We identify these students 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.

Attainment in A levels

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

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

The average point score per A level entry for all pupils in the A level cohort was similar in 2016/2017 to in the previous year, at 35.0. This is equivalent to a C+.

In the latest year, the APS per A level entry for males (34.3) was 1.2 points lower to that recorded for females (35.5). The average point score for females was essentially unchanged 2016/2017 compared to in the previous year. In comparison, a marginal annual decrease of 0.9 points was observed in the APS recorded for males.

Pass rate and high grades

Table 3 shows that the A level pass rate in academic year 2016/2017 (i.e. the percentage of entries resulting in an A* to E grade) was similar to in the previous year at 99.0 per cent of entries.

In the latest academic year, the percentage of entries that resulted in the top grades (A* and A) increased by 2.2 percentage points to 27.1 per cent of entries. The annual increase in entries resulting in top grades was driven by an increase in male attainment.

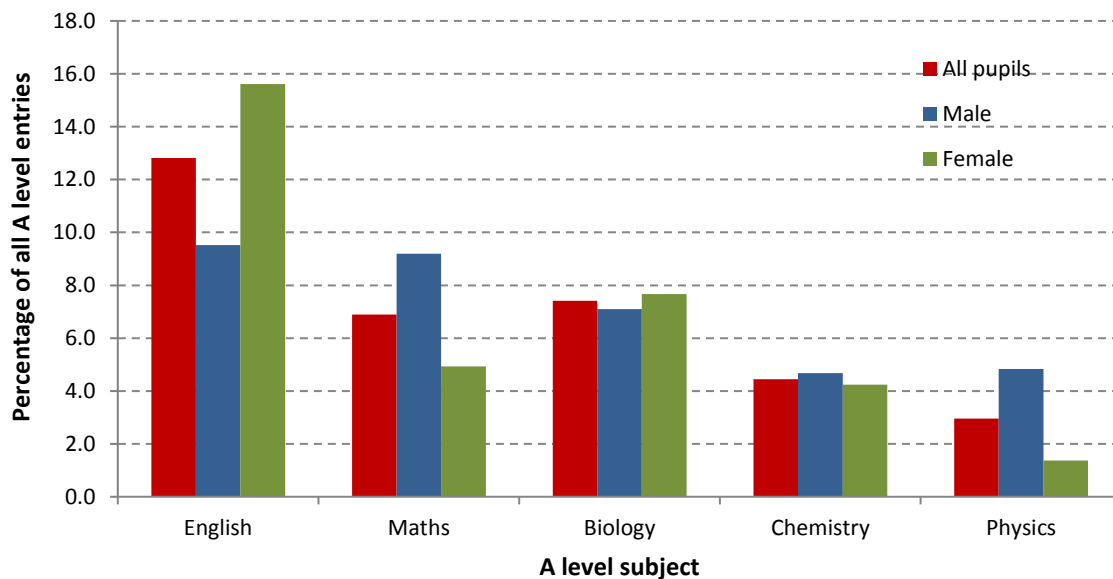
Table 3: Percentage achievement of A level grades in Jersey, by gender; academic years 2015/2016 to 2016/2017

	Gender	2015/2016	2016/2017
Grades A* to A	All pupils	24.9	27.1
	Males	22.9	26.9
	Females	26.7	27.3
Grades A* to C	All pupils	81.6	80.7
	Males	79.1	76.8
	Females	83.7	84.1
Grades A* to E	All pupils	99.3	99.0
	Males	99.2	98.4
	Females	99.3	99.6

English, mathematics and science participation by gender

In 2016/2017, the most popular A level subject overall was English, with 12.8 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, 15.6 per cent of all A level entries for females were in English compared to 9.5 per cent of entries for males. In contrast, the uptake of mathematics and physics was significantly higher for males than for females. Biology and chemistry had a similar uptake for both males and females.

Figure 1: Percentage of all A level entries in English, mathematics and science subjects in Jersey, by gender; academic year 2016/2017



Performance in A level only programmes

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

	Gender	2015/2016	2016/2017
Number of pupils in A level only cohort	All Pupils	434	433
	Males	204	203
	Females	230	230
% achieving 3 or more A*- A	All Pupils	9.7	12.0
	Males	8.3	14.3
	Females	10.9	10.0
% achieving AAB or better	All Pupils	20.0	21.5
	Males	18.6	24.1
	Females	21.3	19.1
% achieving AAB or better at least 2 in facilitating subjects³	All Pupils	16.1	15.9
	Males	15.7	18.7
	Females	16.5	13.5
Average point score in best 3 A levels	All Pupils	34.9	35.1
	Males	33.7	33.4
	Females	35.9	36.6
APS in best 3 A levels equivalent grade	All Pupils	C+	B-
	Males	C+	C+
	Females	B-	B-

Attainment for those undertaking A level only programmes increased compared to 2016. The proportion of pupils who achieved 3 or more A* - A (12.0%) and AAB or better (21.5%) increased by 2.3 and 1.5 percentage points respectively.

The average point score per entry in pupils' best 3 A levels increased from 34.9 in 2016 to 35.1.

The proportion of males that achieved 3 or more A* or A grades (14.3%) was 4.3 percentage points higher than the proportion of females (10.0%) that achieved this benchmark. A similar picture was seen in the percentage of pupils achieving AAB or better: 24.1% of males achieved the benchmark in 2016/2017 compared to 19.1% of females.

Vocational cohort

In 2016/2017, 278 pupils sat at least one substantial vocational level 3 qualification. This is made up of 191 pupils in the Applied general cohort and 87 pupils in the Tech level cohort. Overall participation in vocational qualifications has increased compared to in the previous year.

³ Facilitating subjects are: mathematics and further mathematics; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical).

Attainment in vocational subjects

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

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

The average point score per entry for all pupils in the 2016/2017 Applied general and Tech level cohorts was 36.8 and 36.2 respectively. This shows an increase of 3.1 points for the Applied general cohort, whereas the Tech level cohort remained unchanged.

Females outperformed males in both qualification types with 38.7 in Applied general and 37.7 in Tech level, compared to 34.7 in Applied general and 34.5 in Tech level for males.

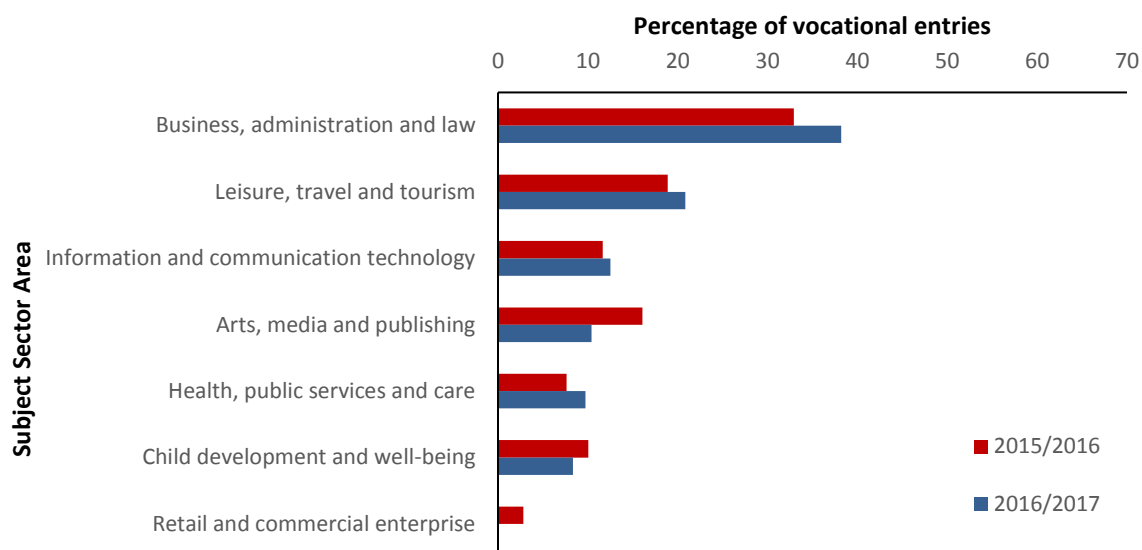
Entries by sector subject area

Figure 2 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.

Business, administration and law remains the most popular 'sector subject area' in 2016/2017 with over a third (38.2%) of entries by the Vocational cohort occurring within this sector. This shows an increase of 5.3 percentage points since last year.

Increases were also observed in Leisure, travel and tourism (20.8%), Information and communication technology (12.5%) and Health, public services and care (9.7%).

Figure 2: Percentage of entries into vocational level 3 qualifications by sector subject area in Jersey; academic years 2015/2016 to 2016/2017



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 there are some minor differences between Jersey and England in the qualifications that are included in the performance measures.

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 2016/2017

	Gender	Jersey	England
All Level 3	All Pupils	68.0	70.3
	Males	60.8	65.0
	Females	75.9	75.8
A level	All Pupils	46.5	51.7
	Males	41.1	46.2
	Females	52.4	57.6
Academic	All Pupils	48.2	52.6
	Males	42.4	47.1
	Females	54.5	58.4
Applied General	All Pupils	17.9	20.2
	Males	15.7	19.5
	Females	20.4	21.0
Tech level	All Pupils	8.2	10.5
	Males	7.5	11.5
	Females	8.9	9.5

In 2016/2017, the overall participation rate in level 3 qualifications in Jersey was 2.3 percentage points lower than in England. Participation in all qualification types was lower in Jersey than in England. The largest difference was in the A level cohort, which was 5.2 percentage points lower.

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 2016/2017, the average point score per entry for the A level cohort in Jersey (35.0) was 2.6 points higher than that recorded in England (32.4); on average pupils in Jersey attained a C+ in A level qualifications, the same as 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 2016/2017

	Gender	Jersey		England	
All Level 3	All Pupils	35.5	B-	33.2	C+
	Males	34.5	C+	32.2	C+
	Females	36.3	B-	34.2	C+
A level	All Pupils	35.0	C+	32.4	C+
	Males	34.3	C+	31.5	C
	Females	35.5	B-	33.1	C+
Academic	All Pupils	35.1	B-	32.7	C+
	Males	34.5	C+	31.8	C+
	Females	35.6	B-	33.5	C+
Applied General	All Pupils	36.8	Dist+	35.7	Dist
	Males	34.7	Dist	33.6	Dist
	Females	38.7	Dist+	37.7	Dist+
Tech Level	All Pupils	36.2	Dist	32.3	Dist-
	Males	34.5	Dist	31.8	Dist-
	Females	37.7	Dist+	32.8	Dist-

A Level achievement

Table 8: A level entries in Jersey and England by grade achieved; academic year 2016/2017

	Gender	No. Entries	A*	A	B	C	D	E	U	A* to A	A* to E
Jersey	All pupils	1350	8.3	18.8	29.9	23.7	13.0	5.3	1.0	27.1	99.0
	Males	620	7.7	19.2	28.2	21.6	14.8	6.8	1.6	26.9	98.4
	Females	730	8.8	18.5	31.4	25.5	11.5	4.0	0.4	27.3	99.6
England	All pupils	743729	8.6	18.3	26.7	24.2	14.5	5.9	1.8	26.9	98.2
	Males	335082	9.2	18.0	24.8	23.7	15.3	6.8	2.2	27.2	97.8
	Females	408647	8.0	18.5	28.2	24.7	13.9	5.1	1.5	26.6	98.5

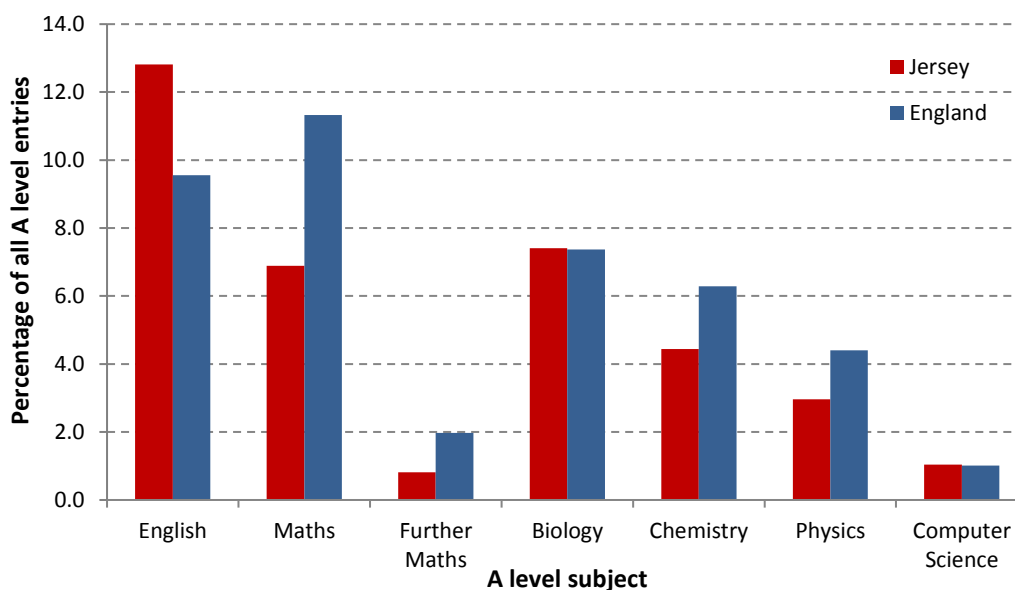
Table 8 shows that in 2016/2017, the overall proportion of entries into A level examinations resulting in the top grades (A* to A) was higher in Jersey (27.1%) than in England (26.9%).

In England, the proportion of A level entries resulting in A* or A grade was higher for males (27.2%) than females (26.6%). However, in Jersey, females (27.3%) outperformed males (26.9%) on this indicator.

The annual pass rate (percentage of entries resulting in A* to E grade) in academic year 2016/2017 was higher in Jersey than in England (99.0% and 98.2% respectively).

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 2016/2017



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, followed by English.

Performance in A level only programmes

Table 9: Percentage of pupils achieving 3 or more A* to A in Jersey and England; academic year 2016/2017

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
12.0	14.3	10.0	13.4	14.9	12.2

Table 9 shows that in the latest year, 13.4 per cent of pupils 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 12.0 per cent of pupils.

A higher proportion of males in England achieved 3 or more A* to A grades (14.9%) than females (12.2%). A similar picture is seen in Jersey, with 14.3 per cent of males and 10.0 per cent of females achieving this benchmark.

Table 10: Percentage of pupils achieving grades AAB or better in Jersey and England; academic year 2016/2017

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
21.5	24.1	19.1	22.4	23.3	21.7

In Jersey and England, a fifth (21.5% and 22.4% respectively) of pupils 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 (23.3% and 21.7% respectively). In Jersey, a gender gap is more apparent; in 2016/2017 a higher proportion of males (24.1%) achieved the AAB benchmark than females (19.1%), a difference of 5 percentage points.

Table 11: Average point score (APS) per entry in best 3 A levels in Jersey and England; academic year 2016/2017

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
35.1 (B-)	33.4 (C+)	36.6 (B-)	35.1 (B-)	34.6 (C+)	35.5 (B-)

Table 11 shows the average point score and grade achieved by pupils in their best three A levels. In 2016/2017 the average grade attained was a B- in both Jersey and England.

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 (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.

2. Data coverage

Performance measures by cohort included results obtained during 16-18 study for pupils that satisfy all of the following criteria;

- were aged 16, 17 or 18 on 31 August 2016;
- completed their advanced studies in academic year 2016/2017;
- entered at least one substantial level 3 qualification.

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 2017)?

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 10 represents the cumulative attainment (over two years) of pupils in the 2016/2017 A level cohort i.e. those that satisfy the criteria listed in Technical Note 2.

6. Changes to England's 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.