

A level and equivalent results in Jersey



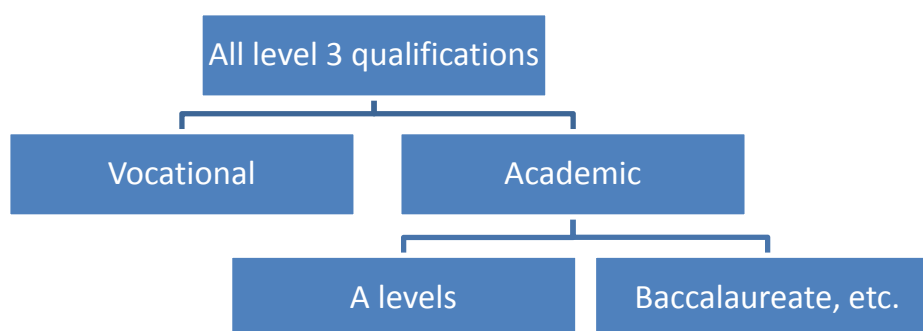
Academic year 2013/2014

Introduction

The principal aim of this report is to provide an analysis of results obtained in A level and other level 3 qualifications¹ by pupils in Jersey.

2014 represents the first year that detailed results in all level 3 qualifications in Jersey have been collated and analysed according to best practice methodology (U.K. Department for Education). Therefore, this report presents attainment in the latest academic year (2013/2014) only; future rounds of this annual report will also present trends in performance in A level and other level 3 qualifications over time. In previous years, summary data on A level performance has been collected from schools and colleges, allowing a break-down of entries by grade to be calculated and published on exam day (see Technical note 5 for how indicators in this statistical release differ from those published on exam day).

In addition to presenting attainment across all approved level 3 qualifications², this report also presents results for three cohorts of pupils, following programmes of different qualification types: A level, Academic (which includes A levels) and Vocational. Pupils are included in a cohort if they have been entered for at least one substantial qualification³ in the relevant qualification type. Therefore, pupils following mixed programmes of study may belong to more than one cohort depending on the type of qualification taken (see diagram below).



A level includes A level, AS level and Applied A and AS level qualifications. Generally, pupils following this academic pathway of study will sit AS level examinations in their initial year of study and continue to full A level examinations in their second year.

Academic cohort includes A level and AS level qualifications (including applied) as well as other academic qualifications such as the International Baccalaureate and advanced extension awards.

Vocational includes all other regulated level 3 qualifications that are not classified as academic. Vocational courses of study largely focus on developing knowledge and skills for use in the work place.

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 Doctorates are level 8.

² Information in this report represents performance in all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).

³ A substantial qualification is defined as the size of an A level i.e. 180 guided hours of learning per year.

Summary

In academic year 2013/2014:

Participation rates

- more than half of 'the potential end of Key Stage 5⁴ cohort' in Jersey 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 (224.3) was equivalent to a C+ grade;
- the APS per entry for females (228.1) was higher than for males (220.3);
- almost a quarter of all A level entries resulted in an A* or A grade and four-fifths of entries resulted in a grade A* to C;
- a higher proportion of males (9.9%) achieved 3 or more A levels at grades A* or A than females (8.6%);
- a higher proportion of females achieved grades AAB or better than males (18.9% and 15.8% respectively);

Vocational cohort

- the APS per vocational entry was 30 points higher for females than for males;
- the most popular Subject Sector Area for the Vocational cohort 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 99.2 per cent;
- the most popular A level subjects were English, followed by Biology and Mathematics;

Jersey and England comparison

- overall participation in level 3 qualifications was higher in England than in Jersey, driven by a higher proportion of pupils entering vocational level 3 qualifications;
- APS per entry in all three qualification types 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 (12.0%) than in Jersey (9.2%);
- the percentage of pupils achieving grades AAB or better in A level examinations was also greater in England than in in Jersey (19.5% and 17.4% respectively);
- the overall A level pass rate in Jersey (99.2%) was marginally higher than in England (98.6%).

⁴ 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 previous Key Stages as labelled for the National Curriculum.

Participation Rates

There is no official estimate for the number of pupils in Jersey who could have potentially reached the end of Key Stage 5 in 2013/2014. Therefore, the number of Jersey pupils that completed Key Stage 4 in academic year 2011/2012 has been used as a proxy for this baseline (referred to hence forth 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.

In 2013/2014, a total of 568 pupils in Jersey entered at least one substantial level 3 qualification. This suggests that 56 per cent of ‘the potential end of Key Stage 5 cohort’ continued with level 3 qualifications after completing Key Stage 4.

Table 1 below shows participation rates in level 3 qualifications in Jersey in academic year 2013/2014, 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 year 2013/2014

	All pupils	Males	Females
All level 3 qualifications	56.1	49.9	62.7
A level	42.0	39.1	45.0
Academic	44.0	39.9	48.3
Vocational	18.5	15.4	21.7

In the latest academic year (2013/2014), participation in each of the qualification types was higher for females than for males. In 2013/2014, almost two-thirds of females (62.7%) from ‘the potential end of Key Stage 5 cohort’ entered at least 1 substantial level 3 qualification. This compares to half (49.9%) of males from the same cohort.

Performance measures by cohort

Performance measures by cohort reflect cumulative results achieved over two years by all pupils that reached the end of advanced level study (Key Stage 5) in 2013/2014 and who entered at least one substantial level 3 qualification, in the same academic year. 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 2013/2014 will appear in both the A level and Vocational cohorts. However, only results obtained in A levels qualifications are counted in A level cohort performance indicators and only results obtained in Vocational qualifications are counted in Vocational cohort performance indicators.

A level cohort

Average point score per entry

The average point score (APS) per entry is currently one of the main headline measures for Key Stage 5 performance in England and will become the only key performance indicator to feature in U.K. performance tables by 2016.

Table 2 shows that the average point score per A level entry for all pupils in the 2013/2014 A level cohort was 224.3. This is equivalent to a C+ grade (see Appendix A for a table of A level grades and equivalent point scores).

The APS per A level entry for females in the A level cohort (228.1) was more than 8 points higher than the APS for males (220.3).

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

	All pupils	Males	Females
Number of pupils in A level cohort	425	203	222
Number of entries	1543	754	789
Average point score	224.3	220.3	228.1
Average point score as grade	C+	C+	B-

Breakdown of A level entries by grade

Table 3: A level entries broken down by grade and by gender; academic year 2013/2014

	A*	A	B	C	D	E	U	A* to U
All pupils	7.3	18.6	29.8	24.5	13.1	5.8	0.8	100.0
Males	6.5	16.5	27.5	26.5	14.9	7.0	1.0	100.0
Females	8.1	20.6	31.9	22.7	11.4	4.7	0.6	100.0

All numbers have been rounded independently to the nearest tenth

A quarter (25.9%) of all entries by the 2013/2014 A level cohort resulted in an A* or A grade and four-fifths of entries (80.2%) resulted in grades A* to C.

More A level entries by females than males resulted in the highest grades (A* and A); 28.7 per cent of entries by females from the 2013/2014 A level cohort resulted in an A* or A grade compared to 23.0 per cent of entries by males.

Pupils achieving 3 or more A* to A grades

This indicator represents the percentage of pupils from the A level cohort achieving 3 or more A* to A grades in A level or applied single or double award A level examinations.

Almost one in ten (9.2%) pupils in the A level cohort attained 3 A* to A grades or better in A level examinations. The proportion of males that achieved this benchmark (9.9%) was higher than the proportion of females (8.6%).

AAB measure

The AAB measure represents the percentage of pupils from the A level cohort achieving grades AAB or better in A level or applied single/double award A levels.

In Jersey, 17.4 per cent of pupils in the 2013/2014 A level cohort attained grades AAB or better in A level examinations. The proportion of females that achieved this benchmark was around 3 percentage points higher than the proportion of males (18.9% and 15.8% respectively).

Academic cohort

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 also take programmes of A level study. For this reason the average point score per entry is the only indicator presented for this cohort.

Average point score per entry

Table 4: Average point score (APS) per Academic entry, broken down by gender; academic year 2013/2014

	All pupils	Males	Females
Number of pupils in Academic cohort	445	207	238
Number of entries	1564	759	805
Average point score	222.2	219.7	224.5
Average point score as grade	C+	C+	C+

In 2013/2014 the Academic cohort for was made up of 238 females and 207 males.

On average, females outperformed males in academic level 3 qualifications; the APS per academic entry for females (224.5) was around 5 points higher than the APS per entry for males (219.7).

Vocational cohort

Average point score per entry

Table 5 shows the average point score per vocational entry in Jersey, broken down by gender and equivalent grades (see Appendix B for a table of vocational grades and equivalent point scores).

Table 5: Average point score per vocational entry (APS), broken down by gender; academic year 2013/2014

	All pupils	Males	Females
Number of pupils in Vocational cohort	187	80	107
Number of entries	189	81	108
Average point score	223.7	208.2	234.7
Average point score as grade	Distinction	Merit +	Distinction +

The average point score per vocational entry for all pupils in the 2013/2014 Vocational cohort was 223.7. This APS is equivalent to a Distinction grade.

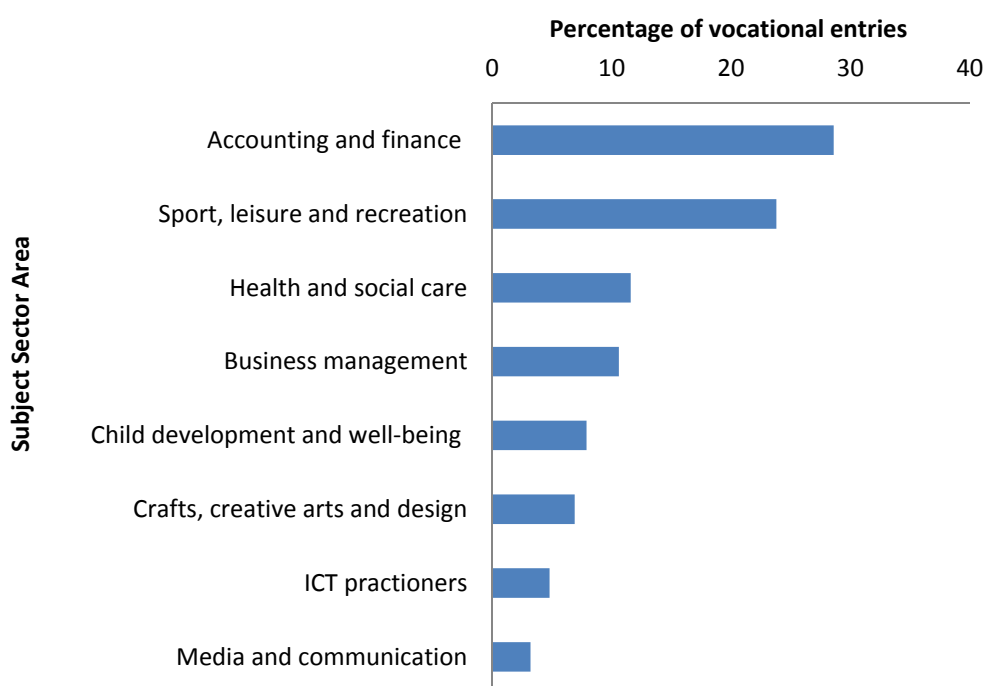
On average, females outperformed males in vocational qualifications; the APS per vocational entry for females (234.7) in the cohort was almost 30 points higher than that for males (208.2).

Entries by Subject Sector Area

Vocational subjects are classified by Subject Sector Area. These are set by Ofqual and chosen by the qualifications awarding body.

Figure 1 shows the percentage of entries into vocational level 3 qualifications, broken down by Subject Sector Area. Subject Sector Areas, in which there are a small number of entries (5 or less), have been omitted for clarity and for the purpose of disclosure control.

Figure 1: Percentage of entries into vocational level 3 qualifications by Subject Sector Area in Jersey; academic year 2013/2014



In the latest academic year, 'Accounting and finance' was the most popular Subject Sector Area; more than a quarter (28.6%) of entries by the 2013/2014 Vocational cohort occurred in this sector.

A further quarter (23.8%) of all vocational entries occurred in 'Sport, leisure and recreation' which was the second most popular Subject Sector Area after 'Accounting and finance'.

Around one in ten vocational entries occurred in the sectors of 'Health and social care' and in 'Business management'.

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 2013/2014. In contrast, indicators in this section refer to all results obtained in a single academic year (2013/2014) by all pupils aged 16 to 18 years on 31 August 2013.

High grades and pass rate

Table 6 shows that the A level pass rate in academic year 2013/2014 (i.e. the percentage of entries resulting in an A* to E grade) was 99.2 per cent. The pass rate for males and females was almost identical; a difference of 0.3 percentage points only.

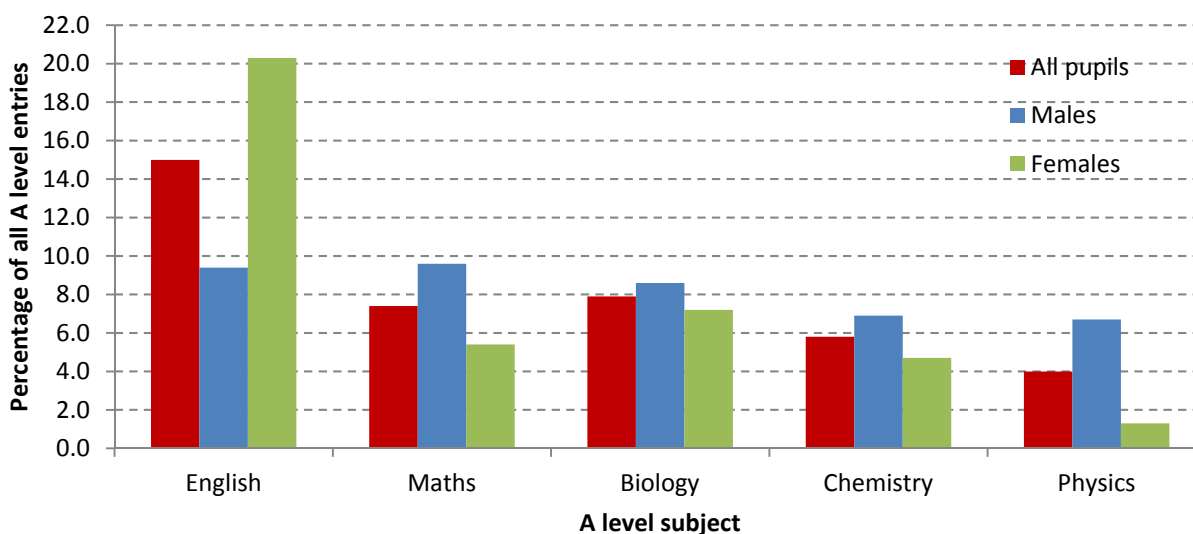
Table 6: Percentage achievement of annual A level grades in Jersey, by gender; academic year 2013/2014

	Grades A* to A	Grades A* to E
All pupils	25.6	99.2
Males	22.6	99.0
Females	28.6	99.3

In the latest academic year, around a quarter of (25.6%) of all A level entries in Jersey resulted in an A* or A grade. The proportion of entries that resulted in the top grades was greater for females than for males (28.6% and 22.6% respectively).

English, mathematics and science participation by gender

Figure 2: Percentage of all A level entries in English, Mathematics and Science subjects in Jersey, by gender; academic year 2013/2014



In 2013/2014, the most popular A level subject overall was English with 15.0 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, a fifth (20.3%) of all A level entries for females were in English compared to around a tenth (9.4%) of entries for males.

In contrast, the uptake of Mathematics and all Science subjects was higher for males than for females. The biggest gender gap was seen in the uptake of Physics; in the latest academic year, 6.7% of entries by males occurred in this subject, compared to 1.3% of entries by females.

Biology was the second most popular A level subject after English; a similar proportion of entries for males and females occurred in this subject (8.6% and 7.2% respectively).

Jersey and England comparison

Participation rates

Table 7 shows participation rates in level 3 qualifications for Jersey and England, broken down by qualification type and gender.

Table 7: Participation rates in level 3 qualifications in Jersey and England by cohort and gender; academic year 2013/2014

	Gender	Jersey	England
All Level 3 qualifications	All Pupils	56.1	64.5
	Males	49.9	59.1
	Females	62.7	70.2
A level	All Pupils	42.0	41.5
	Males	39.1	36.3
	Females	45.0	46.9
Academic	All Pupils	44.0	42.1
	Males	39.9	36.9
	Females	48.3	47.6
Vocational	All Pupils	18.5	28.0
	Males	15.4	27.4
	Females	21.7	28.6

Whilst participation in A level and Academic level 3 qualifications was similar in Jersey and England, participation in all level 3 qualifications was higher in England by more than 8 percentage points. This is driven by a higher proportion of pupils entering vocational level 3 qualifications in England than in Jersey (28.0% and 18.5% respectively).

Average point score per entry

Table 8: Average point score (APS) per entry in Jersey and England by cohort and by gender; academic year 2013/2014

	Gender	Jersey	England
A Level Cohort	All Pupils	224.3	215.5
	Males	220.3	212.6
	Females	228.1	217.9
Academic Cohort	All Pupils	222.2	215.7
	Males	219.7	212.8
	Females	224.5	218.1
Vocational Cohort	All Pupils	223.7	216.6
	Males	208.2	211.0
	Females	234.7	222.5

Table 8 shows that the average the point score per entry for each cohort (A level, Academic and Vocational) is higher in Jersey than in England. In 2013/2014, the average point score per entry for the A level cohort in Jersey (224.3) was almost 10 points higher than that in England (215.5). The equivalent grade in both jurisdictions was a C+.

A level cohort

Table 9: Percentage of pupils in the A level cohort achieving 3 or more A* to A in Jersey and England; academic year 2013/2014

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
9.2	9.9	8.6	12.0	12.7	11.4

Table 9 shows that in England, 12.0 per cent of pupils in the A level cohort achieved 3 or more A* to A grades in A level or applied single or double award A level examinations in the latest academic year. In Jersey the comparable proportion was 9.2 per cent. In both jurisdictions, males out-performed females on this indicator.

Table 10: Percentage of pupils in the A level cohort achieving grades AAB or better in Jersey and England; academic year 2013/2014

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
17.4	15.8	18.9	19.5	19.6	19.5

In England almost a fifth (19.5%) of pupils in the A level cohort attained grades AAB or better in A level or applied single or double award A level examinations. This compares to around one in seven (17.4%) pupils in Jersey.

In England, the proportion of males and females in the A level cohort achieving grades AAB or better was almost identical (19.6% and 19.5% respectively). In Jersey, a gender gap was more apparent on this indicator; in 2013/2014 a higher proportion of females (18.9%) achieved this benchmark than males (15.8%).

Annual A level results

Table 11: Percentage achievement of annual A level entries in Jersey and England; academic year 2013/2014

Grades	Gender	Jersey	England
A* to A	All pupils	25.6	26.7
	Males	22.6	26.6
	Females	28.6	26.8
A* to E	All pupils	99.2	98.6
	Males	99.0	98.2
	Females	99.3	98.9

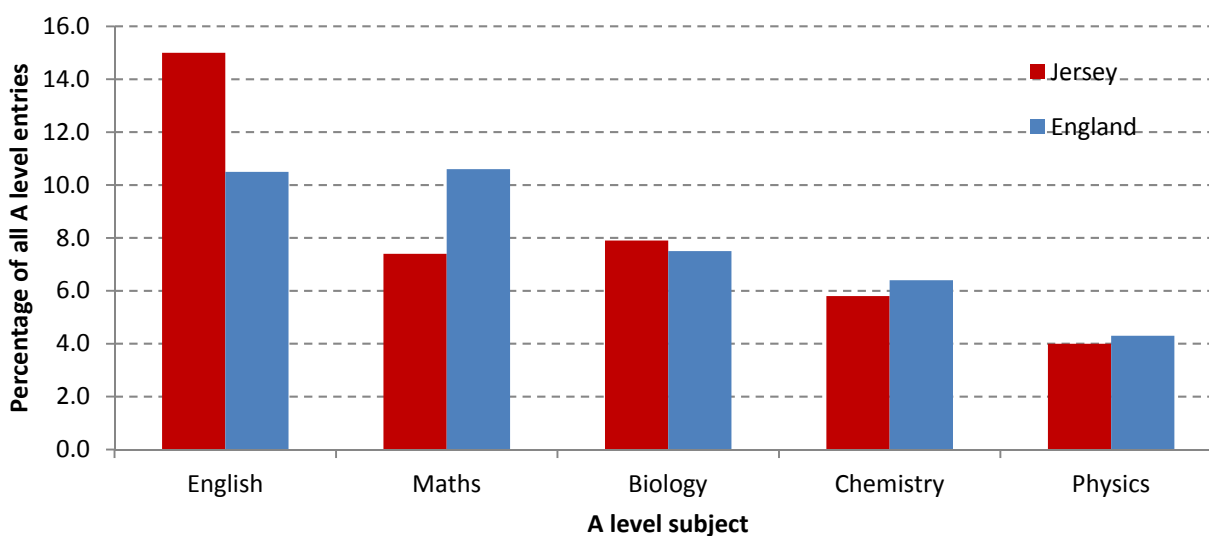
Table 11 shows that in 2013/2014, the overall proportion of entries into A level examinations resulting in the top grades (A* to A) was marginally higher in England (26.7%) than in Jersey (25.6%).

The proportion of A level entries by females in Jersey resulting in A* or A grades was almost 2 percentage points higher than in England. In comparison, the proportion of entries by males resulting in an A* or A grade in England (26.6%) was 4 percentage points higher than for males in Jersey (22.6%).

The annual pass rate (percentage of entries resulting in A* to E grade) in academic year 2013/2014 was marginally higher in Jersey than in England (99.2% and 98.6% 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 2013/2014



In the latest academic year, the most popular A level subject in England was Mathematics followed by English and then Biology; 2013/2014 represents the first year since at least 1995/1996 that Mathematics has overtaken English as the most popular choice for A level pupils in England.

In the latest academic year, both English and Biology A levels were more popular subject choices in Jersey than 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 using an online performance analysis tool (EPAS) produced by NCER CIC for local authorities.

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 2013;
- were in or were deemed to be in Year 13 in academic year 2013/2014;
- completed their advanced studies in academic year 2013/2014;
- entered at least one substantial level 3 qualification in academic year 2013/2014.

Annual A level results include those obtained in academic year 2013/2014 by pupils aged 16, 17 or 18 on 31 August 2013.

Performance measures for Jersey represent results achieved by pupils in all schools (States and Private) offering Level 3 qualifications and the Island's higher 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 (14th August 2014)?

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 4 represents the cumulative attainment (over two years) of pupils in the 2013/2014 A level cohort i.e. those that satisfy the criteria listed in Technical Note 2.

Average grade per A level or other academic level 3 qualification

A level grade (for comparison)	A level point score (for comparison)	APS Band	Equivalent grade
A*	300	295-300 285-294.99	A* A*-
A	270	275-284.99 265-274.99 255-264.99	A+ A A-
B	240	245-254.99 235-244.99 225-234.99	B+ B B-
C	210	215-224.99 205-214.99 195-204.99	C+ C C-
D	180	185-194.99 175-184.99 165-174.99	D+ D D-
E	150	155-164.99 145-154.99 135-144.99	E+ E E-
U	0	Below 135	U

Average grade per vocational qualification

BTEC Subsidiary Diploma Grade (for comparison)	BTEC Subsidiary Diploma Point Score (for comparison)	APS Band	Equivalent Grade
Distinction*	300	260-270 245-259.99	Distinction* Distinction*-
Distinction	270	230-244.99 220-229.99 210-219.99	Distinction + Distinction Distinction -
Merit	240	200-209.99 190-199.99 180-189.99	Merit + Merit Merit -
Pass	210	170-179.99 160-169.99 150-159.99	Pass + Pass Pass -
U	0	Below 150	U