

# A level and equivalent results in Jersey



Academic year 2018/2019

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## Introduction

This annual report provides an analysis of results obtained in A level and other level 3 qualifications<sup>1</sup> 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 2018/2019:**

### Participation rates

- 723 pupils (72.1%) from 'the potential end of Key Stage 5<sup>2</sup> 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 remains equivalent of a B- grade
- the percentage of entries resulting in A\* to A grades decreased by 3.1 percentage points
- English remains the most popular A level subject choice
- attainment for those undertaking A level only programmes decreased 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

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<sup>1</sup> 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.

<sup>2</sup> 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 department<sup>3</sup> uses the number of Jersey pupils completing Key Stage 4 in academic year 2016/2017 as a proxy for the number of pupils in Jersey who could have potentially reached the end of Key Stage 5 in 2018/2019 (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 four 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 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019	
<b>All Level 3 Qualifications</b>	All Pupils	68.4	68.0	68.2	72.1	↑
	Males	61.8	60.8	64.1	62.7	↓
	Females	75.2	75.9	72.3	81.5	↑
<b>A level</b>	All Pupils	48.4	46.5	47.0	47.4	↑
	Males	44.5	41.1	41.6	39.3	↓
	Females	52.4	52.4	52.4	55.4	↑
<b>Academic</b>	All Pupils	50.2	48.2	50.5	49.5	↓
	Males	45.5	42.4	43.4	41.5	↓
	Females	55.2	54.5	57.6	57.4	↓
<b>Applied General</b>	All Pupils	14.5	17.9	16.4	19.3	↑
	Males	14.6	15.7	17.3	19.0	↑
	Females	14.4	20.4	15.5	19.7	↑
<b>Tech Level</b>	All Pupils	9.4	8.2	8.5	11.6	↑
	Males	6.4	7.5	8.8	9.4	↑
	Females	12.6	8.9	8.2	13.7	↑

In 2018/2019, a total of 723 pupils reaching the end of Key Stage 5 in Jersey entered at least one substantial level 3 qualification. This suggests that 72.1 per cent of 'the potential end of Key Stage 5 cohort' continued with level 3 qualifications after completing Key Stage 4, which shows an increase compared to the previous three years.

Participation in all qualification types remains higher for females than for males. In 2018/2019, four fifths of females (81.5%) from 'the potential end of Key Stage 5 cohort' entered at least one substantial level 3 qualification compared to around three fifths (62.7%) of males.

## 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

<sup>3</sup> 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 students aged 16 plus 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. It 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.<sup>4</sup>

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<sup>4</sup> 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 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019
<b>Number of pupils in A level cohort</b>	All Pupils	493	495	470	475
	Males	231	230	209	197
	Females	262	265	261	278
<b>Number of entries</b>	All Pupils	1603	1718	1612	1539
	Males	731	794	735	649
	Females	872	924	877	890
<b>Average point score</b>	All Pupils	35.4	35.0	36.8	35.9
	Males	35.2	34.3	36.1	34.0
	Females	35.6	35.5	37.4	37.4
<b>Average point score equivalent grade</b>	All Pupils	B-	C+	B-	B-
	Males	B-	C+	B-	C+
	Females	B-	B-	B-	B-

The average point score per A level entry for all pupils in the A level cohort was 35.9 in 2018/2019, a decrease of 0.9 points compared to the previous year. The equivalent grade for this remains a B-.

In the latest year, the APS per A level entry for males (34.0) was 3.4 points lower than that recorded for females (37.4). The average point score for females was unchanged in 2018/2019 compared to the previous year. In comparison, a decrease of 2.1 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 2018/2019 (i.e. the percentage of entries resulting in an A\* to E grade) was similar to the previous three years at 98.8 per cent of entries.

In the latest academic year, the percentage of entries that resulted in the top grades (A\* and A) decreased by 3.1 percentage points to 29.5 per cent of entries. This was mainly caused by a decrease of 7.3 percentage points in attainment of males. In comparison, attainment of females was essentially unchanged.

**Table 3: Percentage achievement of A level grades in Jersey, by gender; academic years 2015/2016 to 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019
<b>Grades A* to A</b>	All pupils	24.9	27.1	32.6	29.5
	Males	22.9	26.9	31.4	24.1
	Females	26.7	27.3	33.6	33.4
<b>Grades A* to C</b>	All pupils	81.6	80.7	85.4	83.1
	Males	79.1	76.8	84.5	78.9
	Females	83.7	84.1	86.2	86.1
<b>Grades A* to E</b>	All pupils	99.3	99.0	98.9	98.8
	Males	99.2	98.4	98.1	98.5
	Females	99.3	99.6	99.6	99.1

**English, mathematics and science participation<sup>5</sup>**

Although there has been a decline in English participation over the last four years, it remains the most popular of these A level subjects overall, accounting for 10.1 per cent of all A level entries.

**Figure 1: Percentage of all A level entries in English, mathematics and science subjects in Jersey, academic years 2015/2016 to 2018/2019**

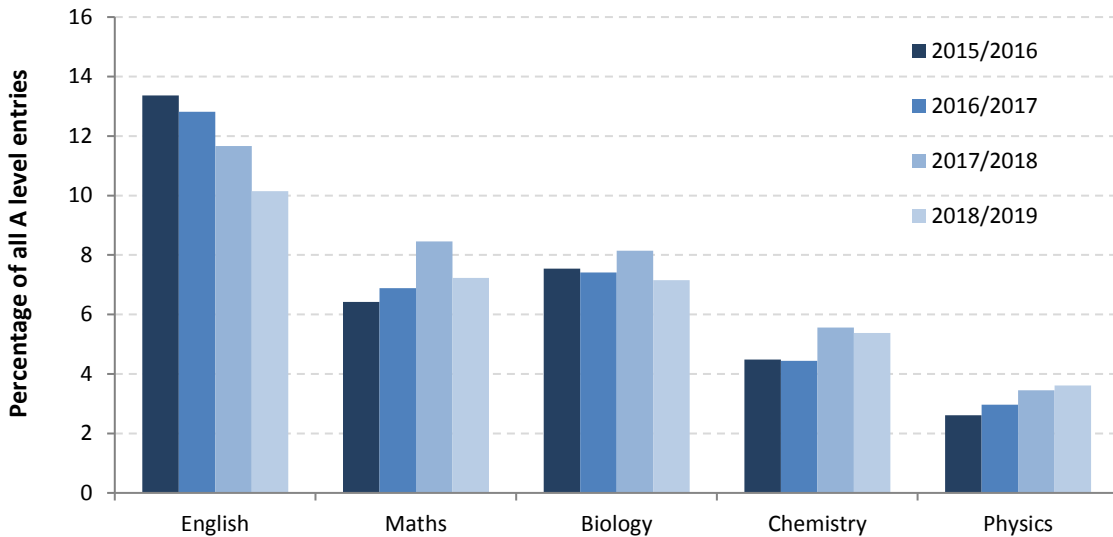
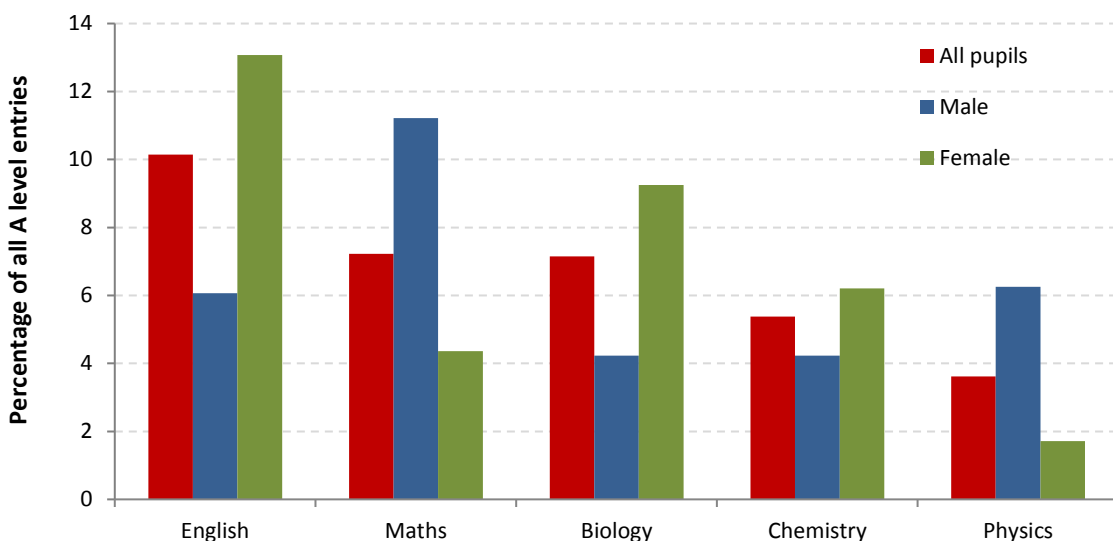


Figure 2 shows that the uptake in English and biology was significantly greater for females than for males: in 2018/2019, 13.1 per cent of all A level entries for females were in English compared to 6.1 per cent of entries for males. In contrast, the uptake of mathematics and physics was significantly 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 2018/2019**



<sup>5</sup> For participation in other A level subjects see Appendix 1.

## Performance in A level only programmes

**Table 4: Performance measures of A level only pupils, broken down by gender; academic years 2015/2016 to 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019
<b>Number of pupils in A level only cohort</b>	All Pupils	434	433	396	395
	Males	204	203	177	159
	Females	230	230	219	236
<b>% achieving 3 or more A*- A</b>	All Pupils	9.7	12.0	16.2	13.2
	Males	8.3	14.3	15.3	11.3
	Females	10.9	10.0	16.9	14.4
<b>% achieving AAB or better</b>	All Pupils	20.0	21.5	26.5	22.0
	Males	18.6	24.1	26.6	18.2
	Females	21.3	19.1	26.5	24.6
<b>% achieving AAB or better at least 2 in facilitating subjects<sup>4</sup></b>	All Pupils	16.1	15.9	20.5	15.7
	Males	15.7	18.7	21.5	13.8
	Females	16.5	13.5	19.6	16.9
<b>Average point score in best 3 A levels</b>	All Pupils	34.9	35.1	37.7	37.0
	Males	33.7	33.4	37.1	35.4
	Females	35.9	36.6	38.2	38.1
<b>APS in best 3 A levels equivalent grade</b>	All Pupils	C+	B-	B-	B-
	Males	C+	C+	B-	B-
	Females	B-	B-	B-	B-

Attainment for those undertaking A level only programmes shows a decrease compared to the previous year. The proportion of pupils who achieved 3 or more A\*- A (13.2%) and AAB or better (22.0%) decreased by 3.0 and 4.5 percentage points respectively.

The average point score per entry in pupils' best 3 A levels decreased from 37.7 in 2017/2018 to 37.0, with the equivalent grade remaining a B- for the third year.

The proportion of females that achieved 3 or more A\* or A grades decreased by 2.5 percentage points to 14.4 per cent. Males saw a decrease of 4.0 percentage points on this same measure.

### Other academic qualifications

In 2018/2019, 21 pupils gained the International Baccalaureate Diploma. The average point score was 37.5, an increase of 4.6 points compared to the previous year. This brings the equivalent grade up from a C+ to a B-.

As well as the International Baccalaureate Diploma, 40 pupils sat other academic qualifications such as core mathematics, extended project and International Baccalaureate certificates. These pupils gained an average point score of 34.0, the equivalent to a C+ grade.

### Vocational cohort

In 2018/2019, 310 pupils sat at least one substantial vocational level 3 qualification. This is made up of 194 pupils in the applied general cohort and 116 pupils in the tech level cohort.

## Attainment in vocational subjects

**Table 5: Average point score per vocational (Applied General) entry (APS), broken down by gender; academic years 2015/2016 to 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019
<b>Number of pupils in Applied General cohort</b>	All Pupils	148	191	164	194
	Males	76	88	87	95
	Females	72	103	77	99
<b>Number of entries</b>	All Pupils	153	201	172	200
	Males	76	89	91	101
	Females	77	112	81	99
<b>Average point score</b>	All Pupils	33.7	36.8	33.1	30.1
	Males	33.2	34.7	31.8	26.0
	Females	34.3	38.7	34.7	33.9
<b>Average point score equivalent grade</b>	All Pupils	Distinction	Distinction+	Distinction-	Distinction-
	Males	Distinction-	Distinction	Distinction-	Merit
	Females	Distinction	Distinction+	Distinction	Distinction

**Table 6: Average point score per vocational (Tech Level) entry (APS), broken down by gender; academic years 2015/2016 to 2018/2019**

	Gender	2015/2016	2016/2017	2017/2018	2018/2019
<b>Number of pupils in Tech Level cohort</b>	All Pupils	96	87	85	116
	Males	33	42	44	47
	Females	63	45	41	69
<b>Number of entries</b>	All Pupils	96	87	85	122
	Males	33	42	44	50
	Females	63	45	41	72
<b>Average point score</b>	All Pupils	36.1	36.2	33.2	29.2
	Males	33.7	34.5	33.3	30.5
	Females	37.4	37.7	33.1	28.1
<b>Average point score equivalent grade</b>	All Pupils	Distinction	Distinction	Distinction-	Merit+
	Males	Distinction	Distinction	Distinction-	Distinction-
	Females	Distinction+	Distinction+	Distinction-	Merit+

The average point score per entry for all pupils in the 2018/2019 applied general and tech level cohorts was 30.1 and 29.2 respectively. This shows a decrease of 3.0 points for the applied general cohort and a 4.0 point decrease for the tech level cohort.

The number of females entering applied general and tech level qualifications increased significantly in the latest year by 22 and 28 pupils respectively.

Females outperformed males in applied general qualifications with an average point score of 33.9 compared to 26.0 for males. However, males outperformed females in tech level qualifications with 30.5 and 28.1 respectively.

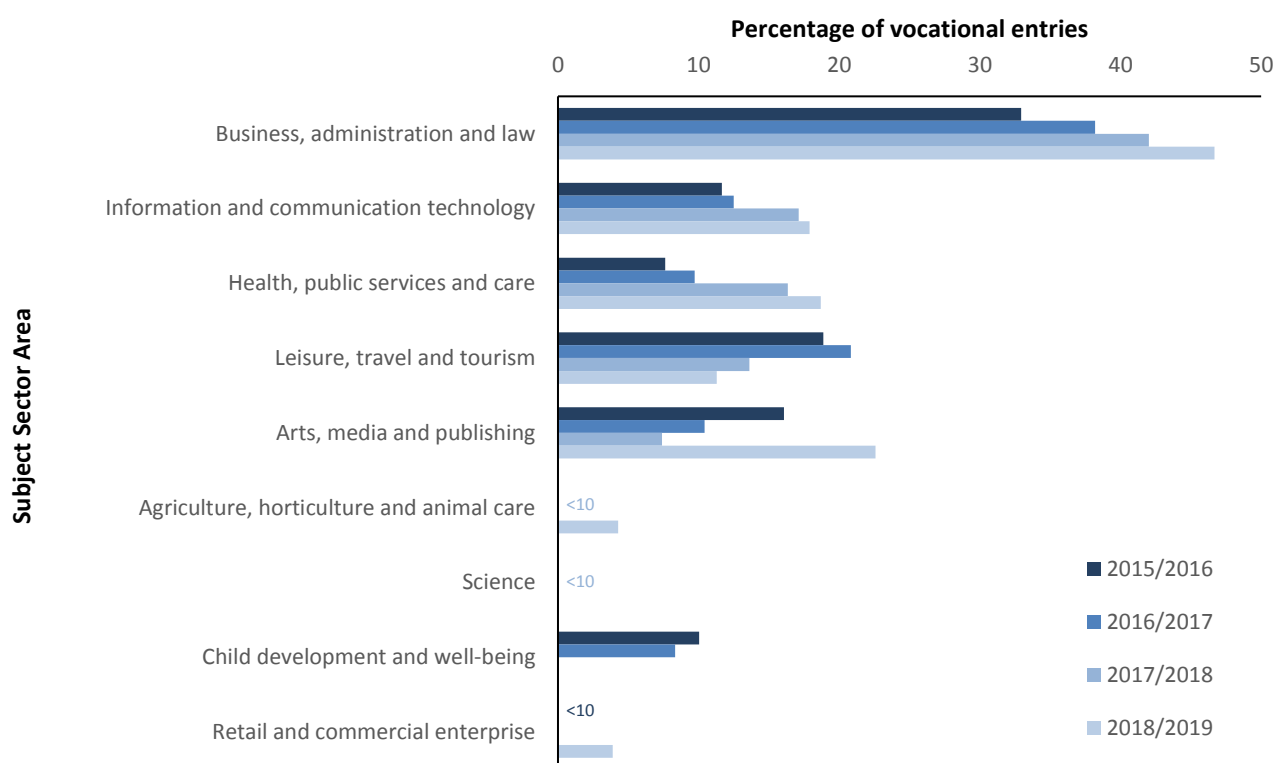
## Entries by sector subject area

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 continues to increase and remains the most popular 'sector subject area' in 2018/2019 with almost half (46.7%) of entries by the vocational cohort occurring within this sector. This shows an increase of 4.7 percentage points since last year.

Art, media and publishing, which was declining, saw the largest increase in 2018/2019 with 22.6 per cent of entries, an increase of 7.4 percentage points since the previous year.

**Figure 3: Percentage of entries into vocational level 3 qualifications by sector subject area in Jersey; academic years 2015/2016 to 2018/2019**



## 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 2019 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 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; academic year 2018/2019**

	Gender	Jersey	England
<b>All Level 3</b>	All Pupils	72.1	56.1
	Males	62.7	49.8
	Females	81.5	62.8
<b>A level</b>	All Pupils	47.4	48.2
	Males	39.3	42.8
	Females	55.4	54.0
<b>Academic</b>	All Pupils	49.5	49.4
	Males	41.5	44.0
	Females	57.4	55.1
<b>Applied General</b>	All Pupils	19.3	11.7
	Males	19.0	10.8
	Females	19.7	12.7
<b>Tech level</b>	All Pupils	11.6	3.3
	Males	9.4	2.9
	Females	13.7	3.7

In 2018/2019, the overall participation rate in level 3 qualifications in Jersey was 16.0 percentage points higher than in England. Participation in A level and academic qualification types was similar in Jersey and England. Whereas, participation in vocational qualifications was significantly higher in Jersey than in England.

#### Performance measures by cohort

Table 8 below shows that the average point score per entry is higher in Jersey than in England for pupils following all qualification pathways.

In 2018/2019, the average point score per entry for the A level cohort in Jersey (35.9) was 1.9 points higher than that recorded in England (34.0); on average pupils in Jersey attained a B- in A level qualifications, whereas pupils in England attained a C+.

**Table 8: Average point score (APS) per entry for the A level, academic, applied general and tech level cohorts in Jersey and England; academic year 2018/2019**

	Gender	Jersey	England
<b>All Level 3</b>	All Pupils	34.1 C+	33.4 C+
	Males	32.1 C+	32.6 C+
	Females	35.7 B-	34.1 C+
<b>A level</b>	All Pupils	35.9 B-	34.0 C+
	Males	33.9 C+	33.3 C+
	Females	37.4 B-	34.6 C+
<b>Academic</b>	All Pupils	36.0 B-	34.3 C+
	Males	34.2 C+	33.6 C+
	Females	37.4 B-	34.9 C+
<b>Applied General</b>	All Pupils	30.1 Dist-	28.9 Merit+
	Males	26.0 Merit	27.3 Merit+
	Females	33.9 Dist	30.3 Dist-
<b>Tech Level</b>	All Pupils	29.2 Merit+	28.6 Merit+
	Males	30.5 Dist-	28.9 Merit+
	Females	28.1 Merit+	28.4 Merit+

## A Level achievement

**Table 9: A level entries in Jersey and England by grade achieved; academic year 2018/2019**

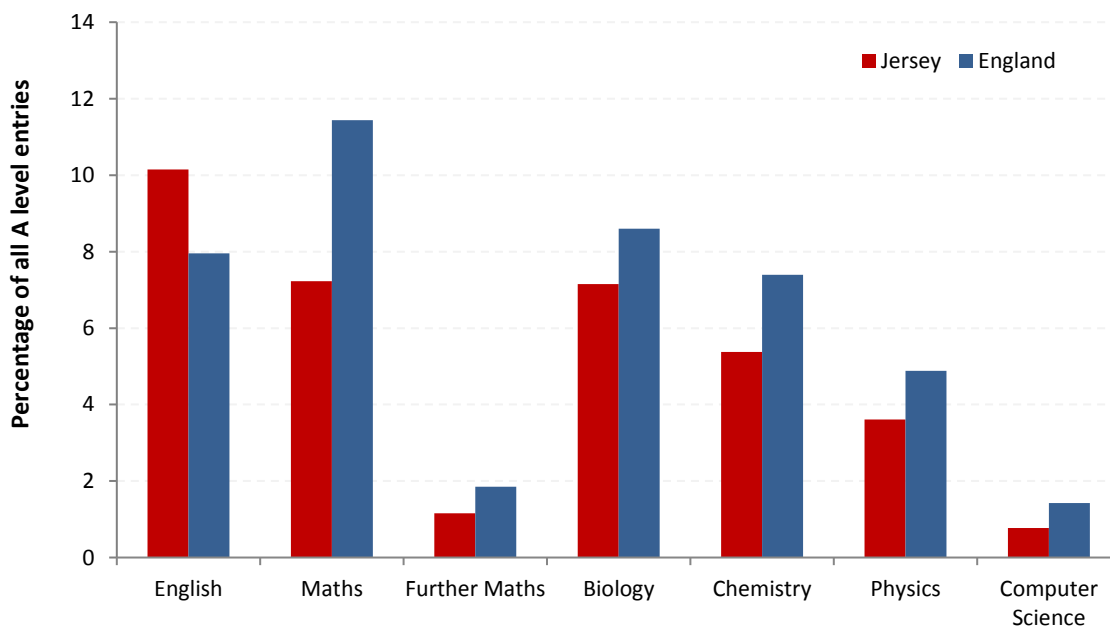
	Gender	No. Entries	A*	A	B	C	D	E	U	A* to A	A* to E
Jersey	All pupils	1301	9.1	20.4	29.7	23.8	12.2	3.5	1.2	29.5	98.8
	Males	544	7.4	16.7	28.9	25.9	14.7	5.0	1.5	24.1	98.5
	Females	757	10.3	23.1	30.4	22.3	10.4	2.5	0.9	33.4	99.1
England	All pupils	727683	7.9	17.8	25.9	24.1	15.1	6.6	2.5	25.8	97.5
	Males	327951	8.4	17.4	24.2	23.7	15.9	7.4	3.0	25.8	97.0
	Females	399729	7.6	18.1	27.3	24.5	14.4	6.0	2.1	25.7	97.9

Table 9 shows that in 2018/2019, the overall proportion of entries into A level examinations resulting in the top grades (A\* to A) was higher in Jersey (29.5%) than in England (25.8%).

In England, the proportion of A level entries resulting in A\* or A grade was the same for males (25.8%) and females (25.7%). However, in Jersey, females (33.4%) outperformed males (24.1%) 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 2018/2019**



In the latest academic year, English was the most popular of these A level subjects in Jersey, followed by mathematics. In comparison, the most popular A level choice in England was mathematics, followed by Biology.

## Performance in A level only programmes

**Table 10: Percentage of pupils achieving 3 or more A\* to A in Jersey and England; academic year 2018/2019**

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
13.2	11.3	14.4	13.0	14.0	12.1

Table 10 shows that in the latest year, the proportion of pupils achieving 3 or more A\* to A grades in A level examinations was essentially the same in Jersey and England, at 13.2 per cent and 13.0 per cent respectively.

A higher proportion of males in England achieved 3 or more A\* to A grades (14.0%) than females (12.1%). In contrast, females (14.4%) outperformed males (11.3%) in Jersey on this measure.

**Table 11: Percentage of pupils achieving grades AAB or better in Jersey and England; academic year 2018/2019**

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
22.0	18.2	24.6	21.3	21.7	21.0

In Jersey and England, a fifth (22.0% and 21.3% respectively) of pupils attained grades AAB or better in A level examinations.

In England, the proportion of males and females achieving grades AAB or better in A level examinations was similar (21.7% and 21.0% respectively). In Jersey, a gender gap is more apparent; in 2018/2019 a higher proportion of females (24.6%) achieved the AAB benchmark than males (18.2%), a difference of 6.4 percentage points.

**Table 12: Average point score (APS) per entry in best 3 A levels in Jersey and England; academic year 2018/2019**

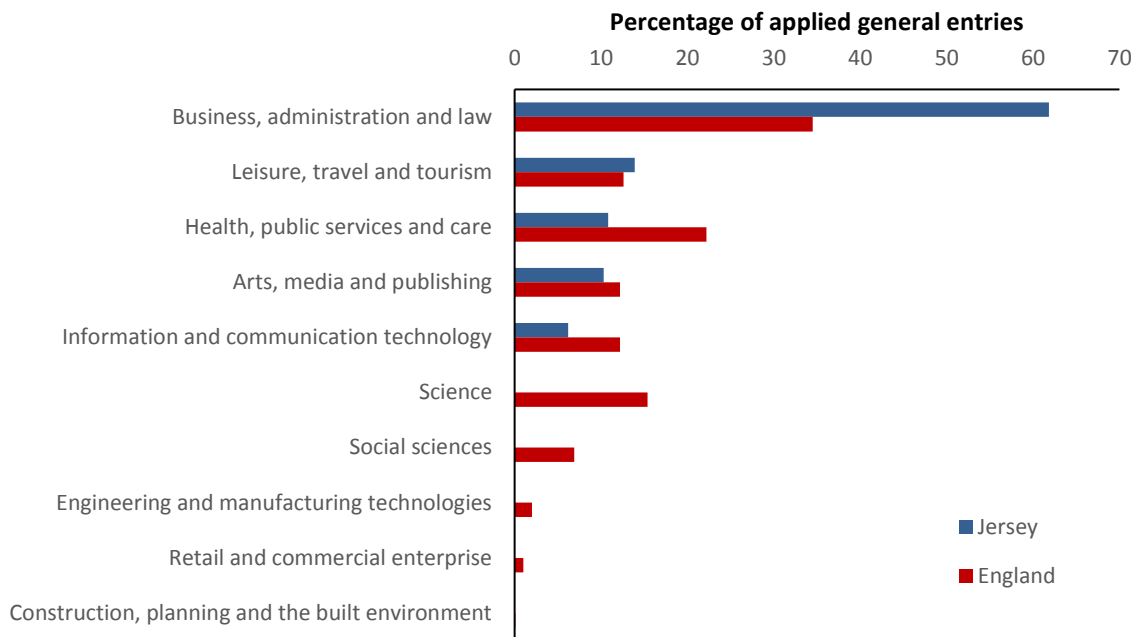
Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
37.0 (B-)	35.4 (B-)	38.1 (B-)	34.0 (C+)	33.4 (C+)	34.4 (C+)

Table 12 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 3.0 points higher in Jersey (37.0) than in England (34.0).

## 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 (61.9%) and England (34.5%). In Jersey this was followed by leisure, travel and tourism (13.9%), whereas in England it was followed by health, public services and care (22.2%).

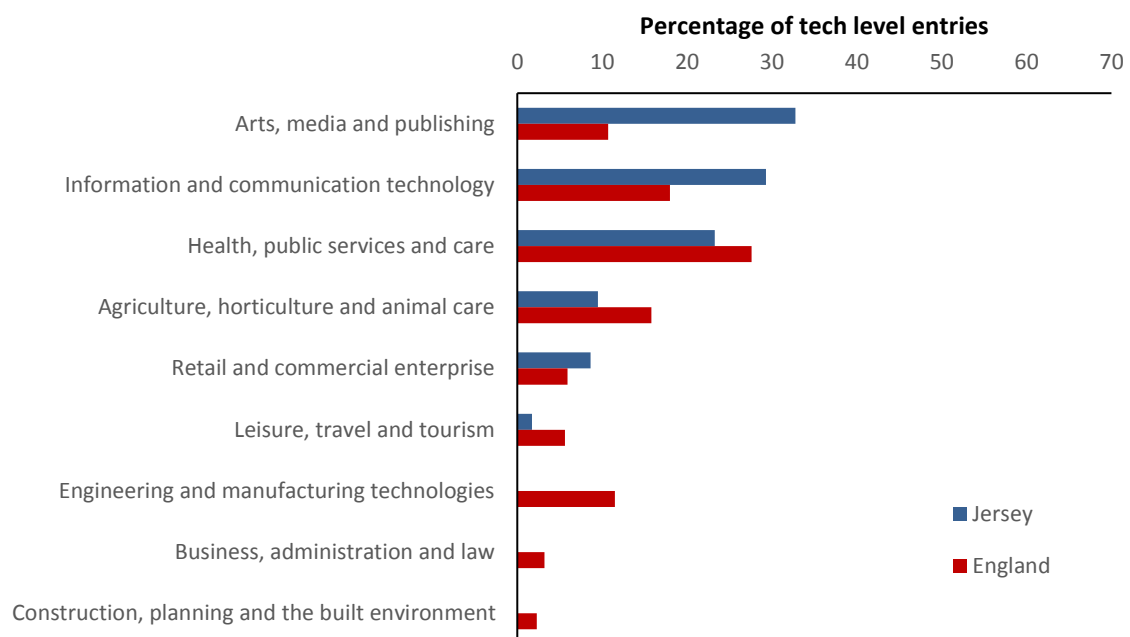
**Figure 5: Percentage of entries into applied general qualifications by sector subject area in Jersey and England; academic year 2018/2019**



As shown in Figure 6, the percentage of entries into Jersey’s most popular ‘sector subject area’ in tech level qualifications, arts, media and publishing (32.8%) was 22.1 percentage points higher than in England (10.7%).

England’s most popular ‘sector subject area’ in tech level qualifications was health, public services and care with 27.6 per cent of entries, which was slightly higher than that seen in Jersey with 23.3 per cent of entries.

**Figure 6: Percentage of entries into tech level qualifications by sector subject area in Jersey and England; academic year 2018/2019**



## **Technical Notes**

### **Data sources**

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

- School census records (Spring term: January)
- 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

Results for Government schools were validated by the 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.

### **Timeliness**

The data used in the production of this statistical report is collected from schools and colleges in November/December (after resits and appeals) and analysed during January/February. The Department for Education's report, "Revised A level and other 16-18 results in England", which is used for the Jersey and England comparisons, is released in January.

The publication of this report was delayed due to the coronavirus pandemic and the subsequent closure of schools, which impacted the capacity in the Department to publish statistical releases.

### **Measures by characteristics**

Performance measures have not been calculated for pupil characteristics such as first language other than English and special educational needs due to the characteristics data not being validated at the time of recording. It is expected that performance measures by characteristics will be included in future releases.

### **Qualification discounting**

To avoid the double counting of results, qualification discounting has been applied. For example, where a pupil achieves an AS en route to achieving an A level in the same subject 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
<b>A*</b>	60	58.34 – 60.00	A*
		55.00 – 58.33	A*-
<b>A</b>	50	51.67 – 54.99	A+
		48.34 – 51.66	A
		45.00 – 48.33	A-
<b>B</b>	40	41.67 – 44.99	B+
		38.34 – 41.66	B
		35.00 – 38.33	B-
<b>C</b>	30	31.67 – 34.99	C+
		28.34 – 31.66	C
		25.00 – 28.33	C-
<b>D</b>	20	21.67 – 24.99	D+
		18.34 – 21.66	D
		15.00 – 18.33	D-
<b>E</b>	10	11.67 – 14.99	E+
		8.34 – 11.66	E
		5.00 – 8.33	E-
<b>U</b>	0	Below 5.00	U

Average grade per vocational qualification

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

## How indicators in this statistical report differ from those published on results day (15<sup>th</sup> August 2019)

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/December (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 2018/2019 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

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## **Appendix 1**

**Number of entries into A level qualifications by subject in Jersey; academic years 2015/2016 to 2018/2019<sup>6</sup>**

<b>A level subject</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>
English	179	173	149	132
Art and Design	116	145	112	131
Psychology	124	101	85	99
History	132	90	106	94
Mathematics	86	93	108	94
Biology	101	100	104	93
Business Studies	75	67	74	84
Media/Film/Television Studies	68	107	42	80
Geography	50	56	54	73
Chemistry	60	60	71	70
Physics	35	40	44	47
Music	37	40	27	33
Design and Technology	29	24	17	31
Physical Education	36	33	51	30
Drama	<10	11	46	29
Sociology	17	21	27	26
Economics	15	18	19	25
Other social studies	14	23	23	25
French	39	27	26	24
ICT	33	31	32	19
Spanish	22	17	18	19
Further maths	10	11	15	15
Computer Science	<10	14	<10	10
Italian	<10	<10	<10	<10
Portuguese	13	17	10	<10
Religious Studies	21	27	<10	<10
German	<10	0	0	<10
Accounting and Finance	0	0	0	<10
Russian	0	0	0	<10

<sup>6</sup> Subjects in which there were less than ten entries are shown as '<10' for the purpose of disclosure control.