

A level and equivalent results in Jersey



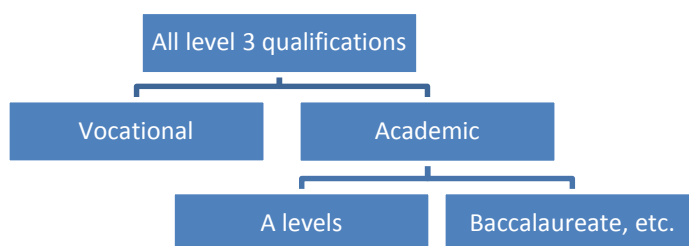
Academic year 2014/2015

Introduction

This annual report provides an analysis of results obtained in A level and other level 3 qualifications¹ by pupils in Jersey.

Since 2014 detailed results in all level 3 qualifications in Jersey have been collated and analysed according to best practice methodology (U.K. Department for Education). Prior to 2014, summary data on A level performance was collected from schools and colleges on exam day. Therefore A level and equivalent results collected prior to 2014 are not compared to results presented in this report.

In addition to presenting attainment across all 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 Extended Project.

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 2014/2015:

Participation rates

- more than half (57.5%) 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;
- participation rates in both A level and Academic qualifications increased compared to 2013/2014; in contrast participation in vocational qualifications decreased by 3.9 percentage points;

A level cohort

- the average point score (APS) per A level entry (229.4) was equivalent to a B- grade and reflects an increase of 5.1 points compared to the previous year;
- the APS per entry for females (235.2) was higher than for males (222.2);
- more than a quarter (28.7%) of all A level entries resulted in an A* or A grade and around four-fifths (83.4%) of entries resulted in an A* to C;
- a higher proportion of females (11.0%) achieved 3 or more A levels at grades A* or A than males (8.6%);
- a higher proportion of females achieved grades AAB (or better) in A Level qualifications than males (21.3% and 17.2% respectively);

Vocational cohort

- the average point score for all pupils in the vocational cohort was 226.4, equivalent to a 'Distinction' grade;
- the APS per vocational entry for males increased by 16.7 points compared to 2013/2014; in contrast APS per vocational entry for females decreased by 7.3 points;
- the most popular vocational 'sector subject area' was 'accounting and finance' followed by 'business management';

Annual A level results

- the annual pass rate (percentage of entries resulting in an A* to E grade) was 98.9 per cent;
- the percentage of entries resulting in the top grades (A* to A) increased by 2.6 percentage points to over a quarter (28.2%) of all entries;
- the most popular A level subject choice was English;

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;
- average point score per entry in all three qualification types was higher in Jersey than in England;

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 Key Stages as labelled for the National Curriculum and Jersey Curriculum.

- the percentage of pupils achieving 3 or more A* or A grades in A level examinations was higher in England (11.7%) than in Jersey (10.0%);
- the percentage of pupils achieving grades AAB or better in A level examinations was similar in both jurisdictions;
- the overall A level pass rate was similar in Jersey and England (98.9% and 98.8% respectively).

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 2014/2015. Therefore, the number of Jersey pupils that completed Key Stage 4 in academic year 2012/2013 has been used as a proxy for this baseline (referred to henceforth 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 2014/2015, a total of 592 pupils reaching the end of Key Stage 5 in Jersey entered at least one substantial level 3 qualification. This suggests that 57.5 per cent of 'the potential end of Key Stage 5 cohort' continued with level 3 qualifications after completing Key Stage 4.

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 2013/2014 and 2014/2015

	Gender	2013/2014	2014/2015
All Level 3 qualifications	All Pupils	56.1	57.5
	Males	49.9	45.3
	Females	62.7	71.5
A level	All Pupils	42.0	45.8
	Males	39.1	38.0
	Females	45.0	54.8
Academic	All Pupils	44.0	47.7
	Males	39.9	38.7
	Females	48.3	57.9
Vocational	All Pupils	18.5	14.6
	Males	15.4	10.2
	Females	21.7	19.6

In 2014/2015, a marginal increase was recorded in participation in all Level 3 qualifications. This was a result of an increase in both A level and Academic qualification participation rates. In comparison, participation in vocational qualifications fell by 3.9 percentage points in the latest year.

In both of the last two academic years, participation in all qualification types has been higher for females than for males, a gap that has widened in the latest year. In 2014/2015, almost three-quarters of females (71.5%) from 'the potential end of Key Stage 5 cohort' entered at least 1 substantial level 3 qualification compared to less than half (45.3%) 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) 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 year 2014/2015 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.

A level cohort

In the latest year, 472 pupils sat at least one A level or applied single or double award A level examination. This represents an increase of 47 pupils compared to in the previous year (2013/2014). This increase predominantly reflects a rise in the number of females; in 2014/2015, 263 females sat at least one A level examination compared to 222 females in the previous year.

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 be the only key performance indicator to feature in U.K. performance tables in 2016.

In 2014/2015, the average point score per A level entry for all pupils in the A level cohort was 229.4. This is equivalent to a B- grade and represents an increase of 5.1 points compared to 2013/2014 when the average point score was equivalent to a C+ (see Appendix A for a table of A level grades and equivalent point scores).

In the latest year, the APS per A level entry for females increased by 7.1 points (to 235.2), equivalent to a B grade. An annual increase of 1.9 points was observed in the APS recorded for males; the APS of 222.2 for males in the A level cohort was equivalent to a C+ grade. The gender gap in A level attainment widened in the latest year to 13.0 points.

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

	Gender	2013/2014	2014/2015
Number of pupils in A level cohort	All Pupils	425	472
	Males	203	209
	Females	222	263
Number of entries	All Pupils	1543	1505
	Males	754	684
	Females	789	821
Average point score	All Pupils	224.3	229.4
	Males	220.3	222.2
	Females	228.1	235.2
Average point score as grade	All Pupils	C+	B-
	Males	C+	C+
	Females	B-	B

Breakdown of A level entries by grade

More than a quarter (28.7%) of all entries by pupils in the A level cohort resulted in an A* or A grade in the latest year reflecting an increase of 2.8 percentage points compared to 2013/2014. In 2014/2015, 83.4% of A level entries resulted in an A* to C grade compared to 80.2% in 2013/2014.

More A level entries by females than males resulted in the highest grades (A* and A); in 2014/2015, around a third (32.7%) of entries by females from the 2014/2015 A level cohort resulted in an A* or A grade compared to around a quarter (23.6%) of entries by males.

Table 3: A level entries broken down by grade and by gender; academic years 2013/2014 and 2014/2015

	Gender	A*	A	B	C	D	E	U	A* to U
2014/2015	All pupils	8.9	19.8	31.0	23.7	11.9	3.8	0.9	100.0
	Males	6.2	17.4	31.4	24.2	13.8	5.2	1.7	100.0
	Females	11.0	21.7	30.7	23.3	10.4	2.7	0.3	100.0
2013/2014	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

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.

In the latest year, one in ten (10.0%) pupils in the A level cohort attained 3 A* to A grades or better in A level examinations. The proportion of females that achieved this benchmark (11.0%) was higher than the proportion of males (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 level examinations.

In Jersey, around a fifth (19.5%) of pupils in the 2014/2015 A level cohort attained grades AAB or better in A level examinations. The proportion of females that achieved this benchmark was around 4 percentage points higher than the proportion of males (21.3% and 17.2% respectively).

AAB 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.

In 2014/2015, 15.3 per cent of Jersey pupils in the A level cohort attained grades AAB or better in A level examinations of which at least two were in facilitating subjects.

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, only the average point score per entry is presented for this cohort.

Average point score per entry

Table 4: Average point score (APS) per Academic entry, broken down by gender; academic years 2013/2014 and 2014/2015

	Gender	2013/2014	2014/2015
Number of pupils in Academic cohort	All Pupils	445	491
	Males	207	213
	Females	238	278
Number of entries	All Pupils	1564	1545
	Males	759	690
	Females	805	855
Average point score	All Pupils	222.2	226.5
	Males	219.7	221.8
	Females	224.5	230.0
Average point score as grade	All Pupils	C+	B-
	Males	C+	C+
	Females	C+	B-

In 2014/2015, the Academic cohort for was made up of 278 females and 213 males.

The average point score of pupils in the Academic cohort increased by 4.3 points in the latest year to 226.5 (equivalent to a B- grade).

On average, females outperformed males in academic level 3 qualifications; in 2014/2015, the APS per academic entry for females (230.0) was 8.2 points higher than that recorded for males (221.8). This attainment gap has widened since 2013/2014 when the difference in APS for males and females was 4.8.

Vocational cohort

In 2014/2015, 150 pupils (made up of 56 males and 94 females) sat at least one substantial vocational level 3 qualification, reflecting a fall of almost 40 pupils compared to the previous year. This annual decrease was driven largely by a fall in the number of males sitting at least one vocational level 3 qualification.

Average point score per entry

Table 5: Average point score per vocational entry (APS), broken down by gender; academic years 2013/2014 and 2014/2015

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

The average point score per entry for all pupils in the 2014/2015 Vocational cohort was 226.4, equivalent to a 'Distinction' grade. The APS attained by the vocational cohort was marginally higher than that recorded in the previous year (2013/2014).

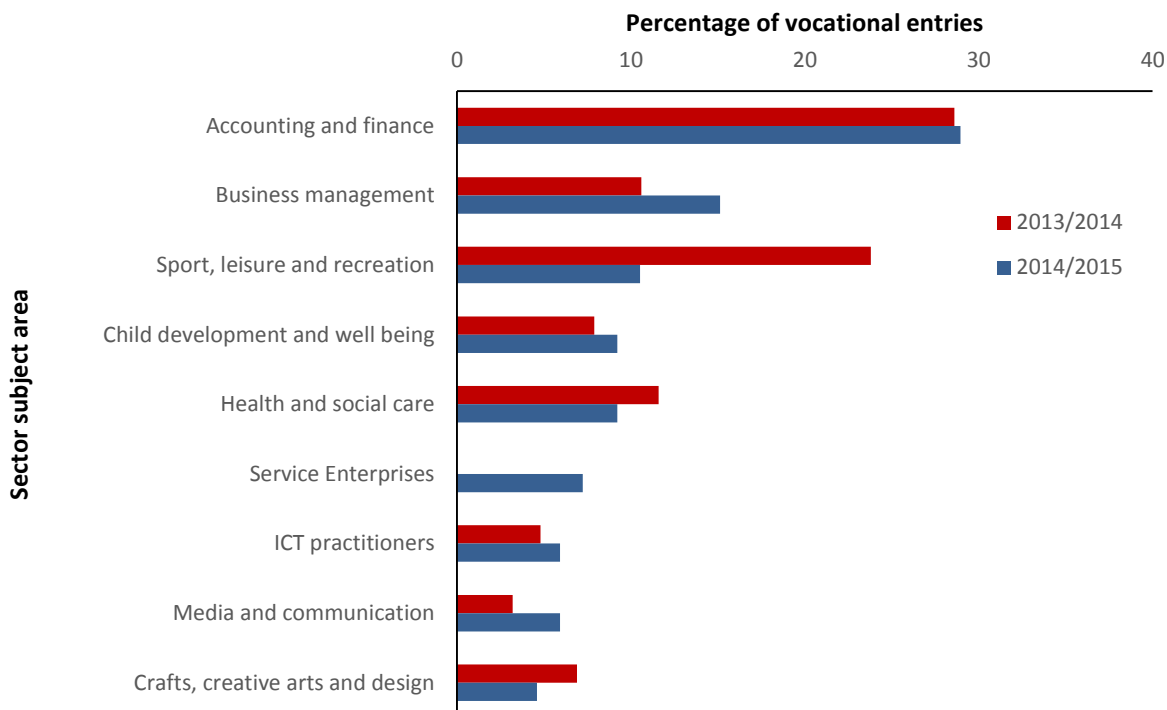
In 2014/2015, the average point score attained by males increased by 16.7 points compared to in the previous year. In comparison, the APS recorded for females fell in the latest year by 7.3 points.

Entries by sector subject area

Vocational subjects are classified by the sector subject areas set by Ofqual.

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

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



In each of the last two academic years, accounting and finance has been the most popular sector subject area; in the latest year, more than a quarter (28.9%) of entries by the Vocational cohort occurred within this sector.

The largest annual change was recorded in the percentage of entries occurring in sport, leisure and recreation. In 2013/2014, almost a quarter (23.8%) of vocational entries were in sport, leisure and recreation, making it the second most popular choice in that academic year. In 2014/2015, one in ten (10.3%) vocational entries were in sport, leisure and recreation; this subject sector area was overtaken by business management as the second most popular choice (15.1%)

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 2014/2015. In contrast, indicators in this section refer to all results obtained in a single academic year (2014/2015) by all pupils aged 16 to 18 years on 31 August 2014.

Pass rate and high grades

Table 6 shows that the A level pass rate in academic year 2014/2015 (i.e. the percentage of entries resulting in an A* to E grade) was 98.9 per cent. The pass rate for females (99.6) was 1.6 percentage points higher than that for males (98.0).

Table 6: Percentage achievement of annual A level grades in Jersey, by gender; academic years 2013/2014 and 2014/2015

	Gender	2013/2014	2014/2015
Grades A* to A	All pupils	25.6	28.2
	Males	22.6	22.7
	Females	28.6	32.7
Grades A* to E	All pupils	99.2	98.9
	Males	99.0	98.0
	Females	99.3	99.6

In the latest academic year, over a quarter (28.2%) of all A level entries in Jersey resulted in the top grades (A* and A), an increase of 2.6 percentage points compared to the previous year. The annual increase in entries resulting in top grades was driven by an increase in female attainment.

Entries into facilitating subjects

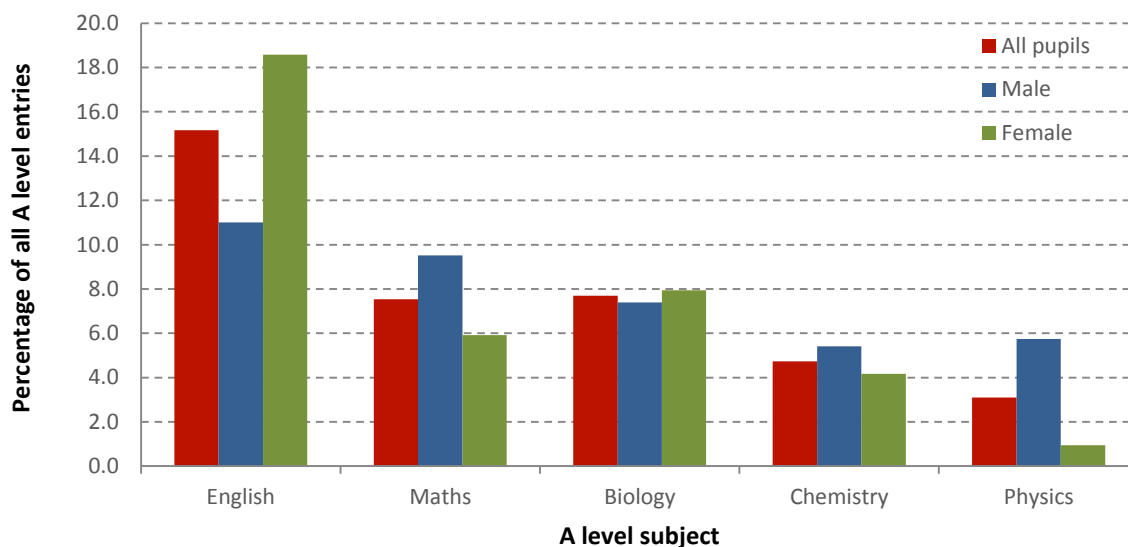
In 2014/2015, the overall percentage of annual A level entries that were in facilitating subjects (49.3%) was similar to that in non-facilitating subjects (50.7%). The uptake of facilitating subjects was found to be similar for both males (48.4%) and females (50.1%).

Table 7: Percentage of annual A level entries in facilitating and non-facilitating subjects in Jersey, by gender; academic year 2014/2015

	Gender	2014/2015
Facilitating Subjects	All pupils	49.3
	Males	48.4
	Females	50.1
Non-facilitating Subjects	All pupils	50.7
	Males	51.6
	Females	49.9

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 2014/2015



In 2014/2015, the most popular A level subject overall was English with 15.2 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, 18.6 per cent of all A level entries for females were in English compared to 11.0 per cent of entries for males. In contrast, the uptake of mathematics, chemistry and physics A levels was higher for males than for females.

Jersey and England comparison

Participation rates

Table 8 shows participation rates in level 3 qualifications for Jersey and England, broken down by qualification type and gender.

Table 8: Participation rates in level 3 qualifications in Jersey and England by cohort; academic year 2014/2015

	Gender	Jersey	England
All Level 3 qualifications	All Pupils	57.5	63.9
	Males	45.3	58.5
	Females	71.5	69.5
A level	All Pupils	45.8	42.1
	Males	38.0	36.6
	Females	54.8	47.9
Academic	All Pupils	47.7	42.7
	Males	38.7	31.7
	Females	57.9	48.5
Vocational	All Pupils	14.6	27.3
	Males	10.2	27.1
	Females	19.6	27.5

In 2014/2015, the overall participation rate in level 3 qualifications in Jersey was 6.4 percentage points lower than in England. Whilst the female participation rate was marginally higher in Jersey (by 2 percentage points), the participation rate for males in Jersey was lower by 13.2 percentage points.

Participation rates in A level and Academic level 3 qualifications were found to be higher in Jersey than in England for both males and females. In contrast, the participation rate in vocational qualifications was 12.7 percentage points higher in England than in Jersey.

In England, the vocational participation rates for both males and females were similar at more than a quarter of potential end of Key Stage 5 pupils (27.1% and 27.5% respectively). In Jersey, a higher proportion of females (19.6%) sat at least one substantial vocational level 3 qualification than males (10.2%).

Average point score per entry

Table 9: Average point score (APS) per entry for the A level, Academic and Vocational cohorts in Jersey and England; academic year 2014/2015

	Gender	Jersey	England
A Level Cohort	All Pupils	229.4	216.1
	Males	222.2	213.1
	Females	235.2	218.4
Academic Cohort	All Pupils	226.5	216.4
	Males	221.8	213.4
	Females	230.0	218.7
Vocational Cohort	All Pupils	226.4	219.5
	Males	224.9	213.8
	Females	227.4	225.4

Table 9 shows that the average point score per entry for each cohort (A level, Academic and Vocational) is higher in Jersey than in England. In 2014/2015, the average point score per entry for the A level cohort in Jersey (229.4) was 13.3 points higher than in England (216.1); on average pupils in Jersey attained a B- in A level qualifications compared to a C+ grade in England.

A level cohort

Table 10: Percentage of pupils in the A level cohort achieving 3 or more A* to A in Jersey and England; academic year 2014/2015

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
10.0	8.6	11.0	11.7	12.5	11.1

Table 10 shows that in the latest year, 11.7 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 10.0 per cent of pupils.

A higher proportion of males in England achieved 3 or more A* to A grades (12.5%) than females (11.1%). In contrast, females (11.0%) were seen to outperform males (8.6%) on this indicator in Jersey.

Table 11: Percentage of pupils in the A level cohort achieving grades AAB or better in Jersey and England; academic year 2014/2015

Jersey			England		
All pupils	Males	Females	All pupils	Males	Females
19.5	17.2	21.3	19.2	19.2	19.1

In Jersey and England, almost a fifth (19.5% and 19.2% 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 almost identical (19.2% and 19.1% respectively). In Jersey, a gender gap was more apparent; in 2014/2015 a higher proportion of females (21.3%) achieved the AAB benchmark than males (17.2%).

Annual A level results

Table 12: Percentage achievement of annual A level entries in Jersey and England; academic year 2014/2015

Grades	Gender	Jersey	England
A* to A	All pupils	28.2	26.7
	Males	22.7	26.6
	Females	32.7	26.7
A* to E	All pupils	98.9	98.8
	Males	98.0	98.4
	Females	99.6	99.0

Table 12 shows that in 2014/2015, the overall proportion of entries into A level examinations resulting in the top grades (A* to A) was higher in Jersey (28.2%) than in England (26.7%).

In England the proportion of annual A level entries resulting in A* or A grade was similar for both males and females at more than quarter of entries (26.6% and 26.7% respectively). In Jersey, an attainment gap of 10 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 2014/2015 was almost identical in Jersey and England (98.9% and 98.8% respectively).

Annual entries in facilitating subjects

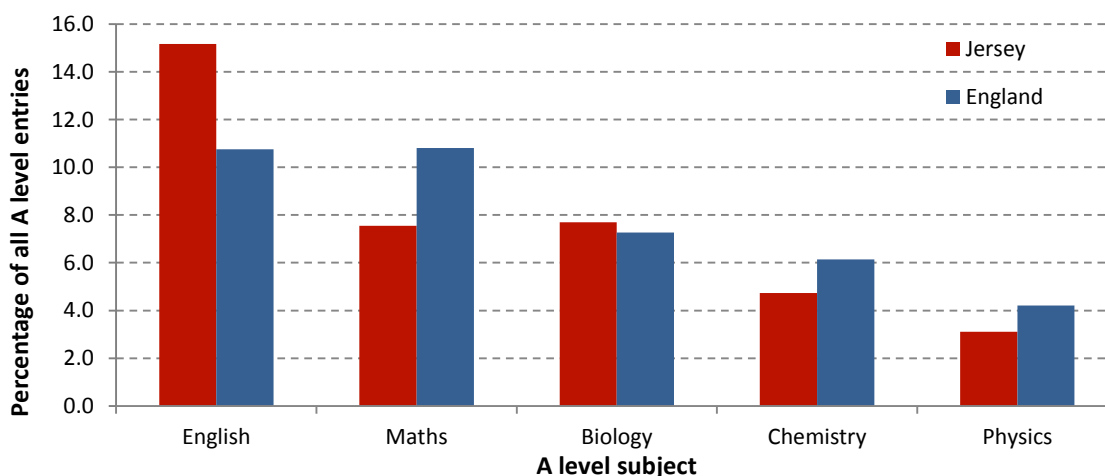
Table 13: Percentage of annual A level entries in facilitating and non-facilitating subjects in Jersey and England; academic year 2014/2015

Grades	Gender	Jersey	England
Facilitating Subjects	All pupils	49.3	50.8
	Males	48.4	56.0
	Females	50.1	46.4
Non-facilitating Subjects	All pupils	50.7	49.2
	Males	51.6	44.0
	Females	49.9	53.6

Table 13 shows that in 2014/2015, the uptake of facilitating A level subjects in England was greater for males (56.0%) than for females (46.4%). In contrast, in Jersey, a similar proportion of A level entries were in facilitating subjects for both males (48.4%) and females (50.1%).

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 2014/2015



In the latest academic year, the most popular A level subject in England was mathematics followed by English and then biology. In Jersey, both English and biology A levels were more popular subject choices 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 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 2014;
- were in or were deemed to be in Year 13 in academic year 2014/2015;
- completed their advanced studies in academic year 2014/2015;
- entered at least one substantial level 3 qualification in academic year 2014/2015.

Annual A level results include those obtained in academic year 2014/2015 by pupils aged 16, 17 or 18 on 31 August 2014.

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 (13th August 2015)?

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 2014/2015 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