

**Addendum to the Office of
Qualifications and Examinations
Regulation (Ofqual) Report to
Parliament. For the period 1st April
2011 to 31st December 2014**

Presented to Parliament pursuant to Section 171 of the Apprenticeships, Skills,
Children and Learning Act 2009.

Ordered by the House of Commons to be printed on 26th March 2015



HC1153

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Print ISBN 9781474117159

Web ISBN 9781474117166

ID P002705410 03/15

Printed on paper containing 75% recycled fibre content minimum
Printed in the UK on behalf of the Controller of Her Majesty's Stationery Office

Ofqual/15/5654

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Page 15: Chart 4

The legends are the wrong way around. Green represents the percentage of A grades in England by academic year 2008/9 – 2012/13. Grey represents the percentage of A* grades in England by academic year 2008/9 – 2012/13

Page 19: Performance standards in other qualifications; first paragraph

On reflection we feel that the words used in the original text were ambiguous or potentially misleading. We have therefore revised the wording of this paragraph

Original text: It is important that GCSEs, AS and A levels in each subject are sufficiently comparable with each other in key respects, including the performance standard. To enable this, we require exam boards to meet published qualification and subject criteria and to award in accordance with our rules. We do not regulate the many other regulated qualifications in the same way. We have considered our approach to these other regulated qualifications and prioritised those competing with GCSEs, AS and A levels. It will be important, following GCSE reform, that incentives are not put in place for schools to choose potentially less demanding substitute qualifications. The decisions of schools would be influenced by the inclusion of competing qualifications in performance league tables. We have provided Ministers with our views in this area, in particular IGCSEs.

Revised text: It is important that GCSEs, AS and A levels in each subject are sufficiently comparable with each other in key respects, including the performance standard. To enable this, we require exam boards to meet published qualification and subject criteria and to award in accordance with our rules. This is particularly important in order for these qualifications to meet their stated aim of being used in accountability measures. There are, therefore, some difficulties associated with the use in performance tables of other types of qualification, also at level 1/2, whose standards have not been formally aligned with GCSEs. This is also the case at level 3.

Page 21: Chart 5.

The labels are the wrong way around. GCSE system should be at the top and A level system at the bottom.

ISBN 978-1-4741-1715-9



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