## Consultation on revised assessment arrangements for GCSE computer science

## How to respond to this consultation

The closing date for responses is **noon on** **22 December 2017**.

Please respond to this consultation in one of three ways:

* [complete the online response](https://www.gov.uk/government/consultations/consultation-assessment-arrangements-for-gcse-computer-science) (click ‘Respond online’) on our consultation homepage
* [download the response form](https://www.gov.uk/government/consultations/consultation-assessment-arrangements-for-gcse-computer-science) and either:
* email your response to [consultations@ofqual.gov.uk](mailto:consultations@ofqual.gov.uk) – please include *GCSE Computer Science Consultation 2017* in the subject line of the email and make clear who you are and in what capacity you are responding
* post your response to: *GCSE Computer Science Consultation 2017*, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding
* **We can only consider your response if you fill in the ‘About you’ section at the end of the document.**

## How we will use your response

* Your response will be used to help us shape our policies and regulatory activity.
* After the consultation ends, we will publish a summary of responses received.
* We will not include your personal details in any published list of respondents, although we may quote from your response anonymously.

## Sharing your response

If you respond on behalf of an organisation, we will list your organisation’s name and may publish your response in full unless you tell us not to. If you want any part of your response to stay confidential, you should explain why you believe the information you have given is confidential. If you check the box below, we will not include your details in any list of people or organisations that responded to the consultation.

**[ ] I want part of my organisation’s response to remain confidential.**

Please explain which sections of your response you want kept confidential, and why:

Members of the public are entitled to ask for information we hold under information access law (such as the Freedom of Information Act 2000). We may have to disclose information covered by these laws. On these rare occasions, we will usually anonymise responses, or ask for consent from those who have responded, but we cannot guarantee confidentiality.

## Contacting you

Ofqual may sometimes follow-up responses received. If you are happy to be contacted about your response, please complete your details below.

**Telephone number:**

**Email:**

# Consultation questions

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| --- |
| The short-term options |
| Q1: Do you disagree with our view that there are shortcomings with the non-exam assessment for GCSE computer science?  [ ] Yes [ ] No  If you disagree, please give reasons for your answer |
| Q2: If you agree that there are shortcomings, to what extent do you agree or disagree that changes should be made to address these shortcomings for students who will be taking their exams in summer 2018 and 2019?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please give reasons for your answer |
| Q3: To what extent do you agree or disagree with our proposed short-term approach (option 2) to addressing the issues in GCSE computer science, i.e. to require that all students complete the non-exam assessment task but that it is not formally marked[[1]](#footnote-1) and it does not contribute to their grade?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  If you support one of the other options, please say so here and explain why. |
| Q4: Are there any other short-term options we should consider?  [ ] Yes [ ] No  If yes, what are they? |
| Q5: Do you have any other comments on our proposed short-term approach?  [ ] Yes [ ] No  If yes, please provide more detail below |
| The longer-term solution |
| Q6: Are there particular options we should consider for the longer-term approach to assessing students’ programming skills?  [ ] Yes [ ] No  If yes, please provide more detail below |
| Equality impact |
| Q7: We have identified some ways in which our proposals could impact on persons who share a protected characteristic.[[2]](#footnote-2) Are there any potential impacts (positive or negative) we have not identified? |
| Q8: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? |
| Q9: Do you have any other comments on the impacts of the proposals on persons who share a protected characteristic? |
| Regulatory impact |
| Q10: We think our proposals will result in a net reduction in burden on schools, colleges and exam boards. To what extent do you agree or disagree with this assessment?  [ ] Strongly agree [ ] Agree [ ] Neither agree nor disagree [ ] Disagree [ ] Strongly disagree  Please give reasons for your answer |
| Q11: Are there any additional steps we could take to reduce the regulatory impact of our proposals?  Q12: Are there any costs or benefits associated with our proposals which we have not identified? |

# About you

To evaluate responses properly, we need to know in what capacity you are responding to the consultation. We will only consider your response if you complete the following section. Questions marked with a **\*** are required.

**Name \*:**

**Organisation (if applicable):**

**Position (if applicable):**

**Is this a personal response or an official response on behalf of your organisation? \***

[ ] Personal response (please answer the question ‘If you ticked ‘Personal response’’)

[ ] Official response (please answer the question ‘If you ticked ‘Official response’’)

**If you ticked ‘Personal response’, which of the following are you? \***

[ ] Student

[ ] Parent or carer

[ ] Teacher (but responding in a personal capacity)

[ ] Other, including general public (please state below)

**If you ticked ‘Official response’, which of the following are you? \***

[ ] Awarding organisation

[ ] Local authority

[ ] School or college (please answer the question ‘School or college type‘ below)

[ ] Academy chain

[ ] Private training provider

[ ] University or other higher education institution

[ ] Employer

[ ] Other representative or interest group (please answer the question ‘Type of representative group or interest group’below)

**School or college type**

[ ] Comprehensive or non-selective academy

[ ] State selective or selective academy

[ ] Independent

[ ] Special school

[ ] Further education college

[ ] Sixth form college

[ ] Other (please state below)

**Type of representative group or interest group**

[ ] Group of awarding organisations

[ ] Union

[ ] Employer or business representative group

[ ] Subject association or learned society

[ ] Equality organisation or group

[ ] School, college or teacher representative group

[ ] Other (please state below)

**Nation\***

[ ] England

[ ] Wales

[ ] Northern Ireland

[ ] Scotland

[ ] Other EU country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ] Non-EU country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How did you find out about this consultation?**

[ ] Ofqual’s newsletter

[ ] Ofqual’s social media channels

[ ] Other social media channels

[ ] Ofqual’s website

[ ] Internet search

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Formal marking of students’ work involves the application of the published mark scheme available in each exam board’s current specification. Teachers may choose to continue to use these mark schemes, but may also wish to employ a different approach to assessing students’ work to support the feedback they give. [↑](#footnote-ref-1)
2. ‘Protected characteristic’ is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment. [↑](#footnote-ref-2)