



# Wales Winter 2018/19

## Data Exchange Procedures

The following procedures outline the data that must be provided by WJEC during the November 2018 and January 2019 data exchange for each qualification forming part of the data exchange process.

This is a **Regulatory Document** under **Condition B7** of the Standard Conditions of Recognition<sup>1</sup> (March 2017): Compliance with Regulatory Documents.

This Regulatory Document applies to Wales' reformed GCSE and Welsh Baccalaureate Skills Challenge Certificate qualifications, and Wales specific legacy GCSE qualifications.

### November 2018

#### 1. GCSE Mathematics-Numeracy and GCSE Mathematics

WJEC must consider a range of statistical indicators, agreed with Qualifications Wales, when maintaining standards in these qualifications.

WJEC must create for each specification a prediction for the:

- a) outcomes for the Wales cohort of re-sitting 17-year-old learners, based on the national relationship between GCSE outcomes in Mathematics and Mathematics-Numeracy for re-sitting 17-year-old learners in November 2017 and mean GCSE attainment for those learners in June 2017
- b) outcomes for the Wales cohort of 16-year-old matched cash-in learners, based on the combined data from stable common centres (schools and colleges) for 16-year olds November 2017.

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<sup>1</sup> <http://qualificationswales.org/media/2410/standard-conditions-of-recognition-300317-e.pdf>

WJEC must report outcomes against the prediction described above. WJEC must report outcomes with reference to the indicators used during awarding.

For GCSE Mathematics and Mathematics-Numeracy WJEC must use the outcomes of test equating (chained equi-percentile method) to support comparability between tiers, where there are sufficient entries on each tier.

Data for *matched learners* against predictions must exclude partial absences.

Data for *all learners* must include partial absences.

WJEC must compare:

- i. November 2018 GCSE Mathematics and GCSE Mathematics-Numeracy results for re-sitting 16 -year-old<sup>2</sup> matched learners with GCSE Mathematics and GCSE Mathematics-Numeracy results for the same learners in June 2018, where those learners have taken assessments in both June and November.
- ii. November 2018 GCSE Mathematics and GCSE Mathematics-Numeracy results for re-sitting 17-year-old<sup>3</sup> matched learners with GCSE Mathematics and GCSE Mathematics-Numeracy results for the same learners in June 2018, where those learners have taken assessments in both June and November.

WJEC should note the Awarding Principles for reformed GCSE qualifications in Appendix 1.

## **2. GCSE English Language**

WJEC must consider a range of statistical indicators, agreed with Qualifications Wales, when maintaining standards.

WJEC must create a prediction based on the outcomes for the Wales cohort of re-sitting 17-year-old matched learners, based on the national relationship between GCSE outcomes in English Language for re-sitting 17-year-olds in November 2017 and mean GCSE attainment for those learners in June 2017.

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<sup>2</sup> Re-sitting from the previous June assessment

<sup>3</sup> Re-sitting from the previous June assessment

WJEC must compare:

- i. November 2018 GCSE English Language results for 16-year-old matched cash-in learners with the best grade GCSE English Language results for 16-year-olds from stable common centres (schools and colleges) up to and including summer 2018.
- ii. November 2018 GCSE English Language results for re-sitting 17-year-olds<sup>2</sup> matched learners with GCSE English Language results for the same learners in June 2018, where those learners have taken assessments in both June and November.
- iii. November 2018 GCSE English Language results for re-sitting 16-year-olds<sup>2</sup> matched learners with GCSE English Language results for the same learners in June 2018, where those learners have taken assessments in both June and November.

WJEC must report outcomes with reference to the indicators used during awarding.

Where statistical indicators are applied to data for *matched learners*, that data must exclude partial absence.

Data for *all learners* must include partial absences.

WJEC should note the Awarding Principles for reformed GCSE qualifications in Appendix 1.

### **3. GCSE Welsh Language**

WJEC must consider a range of statistical indicators, agreed with Qualifications Wales when maintaining standards in this qualification. WJEC is not required to generate a prediction for GCSE Welsh Language.<sup>4</sup>

WJEC must compare:

- i) November 2018 GCSE Welsh Language results for re-sitting 17-year-old<sup>2</sup> matched learners compared with GCSE Welsh Language results for the same learners in June 2018, where those learners have taken assessments in both June and November.

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<sup>4</sup> Due to small entry numbers.

- ii) November 2018 GCSE Welsh Language results for re-sitting 16-year-olds<sup>2</sup> with GCSE English Language results for the same learners in June 2018, where those learners have taken assessments in both June and November.

WJEC must report outcomes as described above.

Where statistical indicators are applied to data for *matched learners* that data must exclude partial absences.

Data for *all learners* must include partial absences.

WJEC should note the Awarding Principles for reformed GCSE qualifications in Appendix 1.

## January 2019

### 1. GCSE English Literature and GCSE Welsh Literature

WJEC must consider appropriate statistical indicators when awarding the available unit for both GCSE English Literature and GCSE Welsh Literature.

The statistical indicators will act as a guide only and should be presented at the award and used along with examiner judgement.

WJEC must report unit outcomes for GCSE English Literature and GCSE Welsh Literature with reference to the indicators used during awarding to Qualifications Wales.

Data for *all learners* must include partial absences.

WJEC should note the Awarding Principles for reformed GCSE qualifications in Appendix 1.

### 2. GCSE ICT and GCSE Health & Social Care

WJEC must consider appropriate statistical indicators when awarding the available units for each qualification.

The statistical indicators will act as a guide only and should be presented at the award and used along with examiner judgement.

WJEC must report unit outcomes for GCSE ICT and Health and Social Care with reference to the indicators used during awarding to Qualifications Wales.

Data for *all learners* must include partial absences.

### **3. Non-reformed GCSE qualifications (legacy specifications) RE-SIT only: Computer Science, History, Religious Studies**

WJEC must consider appropriate statistical indicators when awarding the available units for each qualification.

The statistical indicators will act as a guide only and should be presented at the award and used along with examiner judgement.

WJEC must report unit outcomes for with reference to the indicators used during awarding to Qualifications Wales.

Data for *all learners* must include partial absences.

## **Welsh Baccalaureate Skills Challenge Certificates**

### **Key Stage 4 and Advanced Skills Challenge Certificate components**

WJEC is required to report outcomes for the individual components of the Key Stage 4 and Advanced Welsh Baccalaureate Skills Challenge Certificates to qualifications Wales.

WJEC is not required to create predictions for the individual components.

WJEC should also note the Awarding Principles for Welsh Baccalaureate (Skills Challenge Certificates) in Appendix 2.

## Reporting

Wherever actual and predicted GCSE outcomes differ beyond a given reporting tolerance (depending on entry size), WJEC must inform Qualifications Wales of the details. The reporting tolerances for GCSE are given in the following table.

Graded entry (matched candidates)	Reporting tolerance for grades A and grade C
500 or less	None
501–1,000	3%
1,001–3,000	2%
3,001 or more	1%

For A\*, the agreed rules for moving the GCSE A\* conversion/boundary point can be found in Appendix 4.

Where matched outcomes for a given specification are outside the reporting tolerance (measured to one decimal place) at grade A and / or grade E, WJEC must report outcomes for matched learners against predictions at grades A and E together with a full technical explanation using the agreed template and according to the schedule provided by Qualifications Wales.

WJEC must report all of its **November 2018** GCSE results for re-sitting 16-year-olds and 17-year-olds compared with the equivalent GCSE results for the same learners in June 2018, using templates D and E, **by 2pm, Monday 17<sup>th</sup> December 2018**.

All reformed GCSE outcomes must be reported, using the agreed templates, A- C and F-G, **by 2pm Monday 17<sup>th</sup> December 2018**.

WJEC must report all of its **January 2019** GCSE and Skills Challenge Certificate results using templates A - E **by 2pm, Monday 25 February 2018**.

WJEC is required to provide Qualifications Wales with a reporting schedule for all qualifications.

Grade boundaries that are likely to cause any concern should be reported on using the agreed template.

## Sending data

WJEC must confirm their data exchange contacts with Qualifications Wales before the process begins. All data are to be uploaded to the secure collaborative portal (see Appendix 2).

All returns are subject to the final ratification of the awards by WJEC

### **On receipt of the above GCSE and Skills Challenge Certificate information, Qualifications Wales:**

1. will review the data on the basis of its published procedure,
2. may contact WJEC to ask for additional information or clarification, and aim to do this within 24 hours of receipt, and
3. will hold regular teleconferences with WJEC technical colleagues, as necessary, to review data and explore any implications.
4. will discuss November outcomes with WJEC at the Standards meeting on **Tuesday 18<sup>th</sup> December 2018**
5. will discuss January outcomes with WJEC at the Standards meeting on **Tuesday 26 February 2019**

## Appendix 1

### Awarding Principles for GCSE qualifications

1. A 'comparable outcomes' approach should be applied to ensure that learners are neither advantaged nor disadvantaged compared to those in previous series.
2. Awarding should take account of statistical predictions derived from a Wales cohort analysis and be supported by a review of candidate work.
3. Where data is used to provide an aggregate statistical context for the award, this should be based on candidates from Wales' centres only.
4. Grade boundaries at qualification and component/unit level should be set according to the regulatory document Requirements for setting specified levels of attainment for GCE and GCSE qualifications.
5. In unitised qualifications, grade outcomes must be awarded and reported at both unit and qualification level. (A unitised qualification is one that is awarded on the basis of uniform marks).
6. When awarding each GCSE qualification, regard to an appropriate range of qualitative and quantitative evidence must be given; a rationale must be documented to justify the selection, prioritisation and weight of the evidence considered.
7. Where a reporting tolerance applies, it will operate for the key grade outcomes at qualification level.



## Appendix 2

### **Awarding principles for Welsh Baccalaureate (Skills Challenge Certificates)**

1. Component key grade boundaries for each series should be set judgmentally, informed by relevant qualitative and quantitative evidence.
2. In awarding each Skills Challenge Certificate, regard to an appropriate range of qualitative and quantitative evidence must be given; a documented rationale must be kept to justify the selection, prioritisation and weight of the evidence considered.
3. The overall grade for the Skills Challenge Certificate should be calculated using the Uniform Mark Scale (UMS).
4. Grade outcomes must be awarded and reported at both component and qualification level.
5. Where a reporting tolerance applies, it will operate for the key grade outcomes at qualification level.

## Appendix 3

### Principles for using the secure data sharing site

1. The site is to be used for sensitive data relating to the data exchange.
2. Email should be used as usual where no sensitive data is included or attached.
3. In terms of version control, all templates must be uploaded using the date as a prefix, for example 01072016-WJEC-Template 1–08.30. Therefore, whenever a revised data template is uploaded, please create this as a new document using the date as a prefix and the time as a suffix where necessary.
4. Old versions of templates must not be deleted from the site.
5. WJEC users must not create extra folders within the data exchange library of the portal without consulting Qualifications Wales first.

## Appendix 4

### Rules for moving the GCSE A\* conversion/boundary point in November series

1. In GCSE, the A\* raw mark boundary is provisionally set in unitised qualifications at subject level and in linear qualifications as follows.
  - (i) Where the mark width from the grade A raw mark boundary to the maximum mark is more than twice the width from A to B, A\* is the same width above A as B is below A.
  - (ii) Where the mark width from the grade A raw mark boundary to the maximum is less than or equal to twice that from A to B, A\* is halfway between A and the maximum, rounded down where necessary to the nearest whole number below.
2. In order to maintain standards for A\* at subject level, it may be necessary to adjust the A\* conversion point/boundary.
3. If adjustments are needed, the maintenance of qualification standards at the judgemental grades must be the first priority.
4. For qualifications where there are more than 500 matched entries and where the cumulative number of matched learners at grade A is more than 100, the tolerance between predicted and actual (matched) outcomes at grade A\* is  $\pm 2$  per cent. There is no tolerance where one or both numbers do not exceed these thresholds.
5. Before any changes are made to an A\* conversion point/boundary, consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A\* within tolerance.