

Summary of questions from webinar 30 June

Question	Response
<p>How will the standardisation model take into account total cohort size when considering core subjects if changes have been made to entry patterns meaning an increased number of pupils are not entered for a qualification?</p>	<p>The details of the standardisation model are still to be finalised. However, it is proposed that the models will use a combination of evidence including the prior attainment of learners sitting the qualification this year. That evidence should provide a way to take account of changing entry patterns and cohort strengths within centres.</p>
<p>You have said the need to ensure results are in line nationally with historic results. We welcome this. However, how will this be done fairly? For example, School A may have made accurate predictions based on pupil data. whilst School B may have been a little optimistic according to pupil data. When you look at the national grades, you find you are 5% above where you need to be. It would not be fair to have a holistic reduction as this would not be fair on school A.</p>	<p>The detail of the standardisation models are still to be finalised. We expect to publish a high-level summary of what it does and how it will work in July with more detail just after results day. We are aware of the potential unfairness in adjusting centre assessed grades downwards in a crude way. That is why standardisation will be based on a combination of evidence including learner prior attainment and the rank order provided by centres.</p>
<p>Aim 4 states that the process of grade allocation should not unfairly disadvantage any groups of students (including those with protected characteristics). EMAT learners, whilst not a protected characteristic, are recognised by the Welsh Assembly as a distinct group and much emphasis is placed on educational provision, pushing for improved outcomes at this level across Wales. How will the current standardisation model NOT disadvantage EMAT learners?</p>	<p>There was widespread agreement with Aim 4 with respondents pleased that potential disadvantage had been recognised and were hopeful that the aim was achievable.</p> <p>Our proposal was not intended to be exclusive to those learners with protected characteristics, but rather an aim that the approach to awarding grades this summer should be as fair as possible given the circumstances, and that no learners (including Wales' high achieving, Seren, EMAT and MAT learners) should be systematically advantaged or disadvantaged by the process.</p> <p>We have decided to amend the wording of this Aim, it now reads: As far as possible, the process for awarding grades will not systematically advantage</p>

	or disadvantage learners, including those with characteristics protected by equalities legislation.
In relation to aim 4, if no consideration is given to schools that are rapidly improving (and have existing 'cached in' performance to demonstrate improvements on the previous two years already) how will the standardisation model work where outcomes as a centre level may then be lowered? Surely, this contradicts earlier aims regarding fairness for all learners?	The models being considered for GCSE standardisation use a range of evidence including centre assessment grades, rank order, centre historical performance and prior attainment of learners. The exact way in which early entry results are used in the model for GCSEs is still being considered and the aim is to factor them in, in some way.
I have started working in a new school this year where the French GCSE results were previously low. My group this year however was very able, and I am concerned that they are going to be adversely affected by the performances of previous years. What sort of evidence will you be looking at? Will you just be using school data, or will you be requiring to see some students work?	<p>The proposed standardisation models use a range of evidence including evidence of the prior attainment of the learners entered this year compared to previous years. This should help account for changes in the ability of the cohort in centres this year.</p> <p>This has not yet been finalised. But for GCSEs where units have been awarded in previous series that evidence is likely to be considered. For GCSEs where unit evidence is not available, research is being conducted into how key stage 3 teacher assessments and national test data could be used to generate evidence of changing abilities of cohorts in centres. We will only use this evidence if there is strong evidence that it is likely to improve the overall accuracy of grades.</p>
Will predicted grades from AS be used towards A levels in 2021?	The calculated grades for AS this summer will not be used as part of the A levels grades in 2021. This is explained in FAQs on the Covid-19 area of our website.
How will year 12 complete all the workload for A levels next year with no AS taken into consideration?	There are 2 routes that learners can choose in completion of the A level summer 2021 and the route we expect most to take (sitting A2 units only) will not involve extra workload. We are also considering the position in terms of the disruption to teaching and learning which has

	taken place, and the risk of further disruption in 2020/21.
When will WJEC provide details of the Appeals process for the cancelled summer 2020 exam series?	As the regulator, we set the rules that WJEC operates under. WJEC will publish details of how their appeals process will operate shortly. WJEC will then publish the arrangements and issue to schools. We have published an infographic https://www.qualificationswales.org/media/6213/appeals-process-summer-2020.pdf which outlines the requirements for appeals at a high level and the consultation decisions report outlines more detail on those requirements.
What are the arrangements for the autumn 2020 exam series? Schools will only have just over one month between publishing exams results for the cancelled summer 2020 exam series in which to prepare for and set up a set of exams for an indeterminate number of candidates for them to sit exams in October and November, so the earlier this is published, the better.	The arrangements we consulted on are only in relation to Approved Wales only WJEC general qualifications. We are not requiring an additional autumn 2020 series for these qualifications in Wales. The November series in Wales will be, as in previous years, for GCSE English language, Welsh language and both Maths GCSEs. Ofqual have consulted recently on the approach to an Autumn series for GCSE and A level qualifications they regulate which may be available in some centres in Wales.
How can you ensure that candidates in small school Sixth Forms get the correct grades in their AS and A-levels? There can be large variability from year to year. Will prior attainment of the *specific learners in that subject cohort* be used to standardise the CAGs for that subject?	The standardisation model does not just rely on evidence of previous performance in the centre, which you rightly say varies. It will also use evidence of learner prior attainment to account for the strength of the cohort in a centre this year to produce more accurate grades. Standardisation will be done at the subject level.
Will Year 11 English Language results use the English Literature early entry results as part of the statistical model at a centre?	The models being considered use a range of evidence, but this is done at a qualification level. English Literature results would not be used for English Language prior attainment.
When will centres receive results? When will centres be able to request feedback?	Results days will be 13 August A level and 20 August GCSE. Centres will receive results in the same way ahead of results days as in previous

	years. WJEC will be providing further information on what information will be provided and the mechanisms for checking results.
I understand the explanation given regarding the standardisation model having a negative impact on rapidly improving schools. However, has there been consideration for schools that have already demonstrated rapid progress, with varied results in outcomes from early entry (July 19, Nov 19 Jan 20), especially if those outcomes have already surpassed the centre's recent three year trend? Furthermore, as such, it could be considered that in this case, individuals and groups of learners would be disadvantaged by the standardisation model should this particular scenario is not considered?	The models being considered for GCSE standardisation use a range of evidence including centre assessment grades, rank order, centre historical performance and prior attainment of learners. The exact way in which early entry results are used in the model for GCSEs is still being considered and the aim is to factor them in, in some way.
Can parents request additional data such as rank order?	The information used to produce results, including centre assessment grades and rank order, must be kept confidential by schools prior to results release. After that point parents will be able to request that information from centres. Centres will be required to have arrangements in place for learners to request information on which to decide whether to request an appeal.
How will you account for a school that has shown significant improvement already this year? Our cashed in performance based on early entry is already higher than our previous two years final results so how will the standardisation model work for us?	The models being considered for GCSE standardisation use a range of evidence including centre assessment grades, rank order, centre historical performance and prior attainment of learners. The exact way in which early entry results are used in the model for GCSEs is still being considered and the aim is to factor them in, in some way.
When will centres be able to request feedback from WJEC on the statistical model applied?	WJEC will be required to provide sufficient information to centres and to do so within a reasonable time for both learners and centres to consider together whether to request an appeal. Further details on this will be provided in WJEC's

	appeals arrangements which will be published in due course. Technical details of the model will be published around results days.
Can you please clarify how students who are unhappy with their grade seek to rectify this, is it directly to the exam board or via their school please?	Students must appeal through the school on the grounds published in the decisions report. Further details can be found in the infographic https://www.qualificationswales.org/media/6213/appeals-process-summer-2020.pdf
Other exam boards appeals - will they be similar?	Our consultation relates to qualifications which are only provided by WJEC. Ofqual (Qualifications regulator in England) have announced their requirements for the other exam boards which are largely similar to those put in place in Wales. Further details around the requirements for Ofqual-regulated qualifications can be found on their website. https://www.gov.uk/government/news/exceptional-arrangements-for-awarding-qualifications-this-summer