

# Statistical Release

## Reviews of marking and moderation for GCSE and GCE: summer 2016 exam series

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### Key points

This release provides information on the number of reviews of marking, reviews of moderation and administrative error reviews (collectively referred to throughout this report as 'reviews' and formerly known as enquiries about results) made for GCSE and GCE (AS and A level) qualifications in England, Wales, Northern Ireland, other UK regions and overseas, during the summer 2016 exam series. It also provides data on the number of resulting qualification grade changes and the average time taken to complete a review. The key findings for this release are:

- The total number of reviews decreased by 25%, from 572,400 in summer 2015, to 427,100 in summer 2016. In 2015, 2.5% of all GCE and GCSE entries were subject to review, this decreased to 2.0% in 2016.
- These reviews relate to 371,600 qualification grades in 2016 (reviews are submitted for individual assessments and so more than one review can be submitted for the same qualification). In 2015, 6.0% of all GCE and GCSE grades awarded were challenged, this decreased to 4.8% in 2016.
- In total, 67,900 qualification grades were changed, down from 90,950 in 2015, or a 25% decrease. This means 18% of all GCE and GCSE qualification grades challenged were changed, slightly lower than in 2015 (19%). Overall, 0.9% of GCE and GCSE qualification grades awarded in 2016 were changed. This percentage is the lowest since 2013.
- Turnaround times by exam boards were shorter in summer 2016 for services 1 and 2. Non-priority reviews of marking took, 7 days on average at GCSE and GCE, compared with 9 and 8 days respectively in 2015. GCE priority reviews of marking took 5 days on average, which was the same as in 2015.

## Introduction

This statistical release, published on behalf of the qualifications regulators for England (Ofqual), Wales (Qualifications Wales) and Northern Ireland (CCEA Regulator), presents data on requests for reviews of marking, reviews of moderation and administrative error reviews (collectively referred to throughout this report as 'reviews' and formerly known as enquiries about results) made to exam boards for the summer 2016 GCSE and GCE<sup>1</sup> exam series<sup>2</sup>.

If a candidate is concerned that an error has occurred when their assessment material has been marked, they can ask the exam board to review the marking of any of their assessments. At the moment, exam boards only accept such requests through schools and colleges unless the candidate is a private candidate. Each exam board offers three services for reviewing the marking of exam papers and non-exam assessment:

- Service 1: an administrative error review for an individual assessment
- Service 2:
  - non-priority: a review of marking for an individual assessment
  - priority: a review of marking for an individual exam paper – schools and colleges can request this faster service for GCE, for students whose university place is dependent on the outcome<sup>3</sup>
- Service 3: a review of moderation of the school or college's internal assessment using the sample of candidates' work that was used in the initial moderation.

Further information on the review of marking process and the different services available can be found in background notes in this report.

Five exam boards offer GCSE and GCE qualifications in England, Wales and Northern Ireland, other UK regions and overseas:

- AQA Education (AQA)
- Council for the Curriculum, Examinations and Assessment (CCEA)

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<sup>1</sup> In this release, the figures reported for GCE include both AS and A level figures.

<sup>2</sup> This includes all full courses, short course, applied and double awards unless stated.

<sup>3</sup> Pearson currently also offers this service for GCSE if a student's place in further education depends on the outcome.

- Oxford Cambridge and RSA Examinations (OCR)
- Pearson Education Ltd. (Pearson)
- WJEC-CBAC Ltd. (WJEC)

In 2012 and 2013, International Curriculum & Assessment Agency (Examinations) (ICAA(E)) also offered GCSEs.

A whole qualification (for example, GCSE biology) will comprise a number of assessments. Reviews are submitted for each assessment individually and not for the qualification as a whole. Often reviews are submitted for multiple assessments that a candidate has taken for one qualification or, in some cases, multiple reviews are requested for the same assessment. In 2016, 34.5% of candidates whose qualification grades were challenged had more than one review submitted for that qualification. This is why the total number of qualification grades challenged is always lower than the total number of reviews<sup>4</sup>. Where an assessment is made up of more than one part (known as subcomponents) and a candidate must complete all subcomponents to complete the assessment (for example, an exam with a multiple choice element and a written element), in some cases a review can be made on an individual subcomponent<sup>5</sup>.

When considering the data presented in this release, it is important to note a number of recent changes to qualifications and requirements for marking reviews that are likely to have impacted on these figures.

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<sup>4</sup> It should be noted that, for reviews of moderation, the opposite is true as one review will be requested for a number of candidates. However, the vast majority of reviews processed are reviews of marking and so, overall, the number of grades challenged is always lower than the number of reviews requested.

<sup>5</sup> When a review is requested for both subcomponents of an assessment, AQA and Pearson count this as two reviews whereas CCEA, OCR and WJEC count this as one review for the assessment as a whole. This operational difference will mean that AQA and Pearson's review figures will be slightly inflated compared to CCEA, OCR and WJEC and not comparable. However, this only affects a small number of units.

In August 2016, Ofqual withdrew the *GCSE, GCE, Principal Learning and Project Code of Practice*<sup>6</sup> for GCSEs and GCEs (the Code) and introduced *GCSE*<sup>7,8</sup> and *GCE*<sup>9,10</sup> *Qualification Level Conditions and Requirements*. These Conditions outline the requirements for reviews of marking and moderation that exam boards offering qualifications in England must follow. These requirements were introduced following consultation<sup>11,12</sup>, resulting in changes to the review process that was previously set out in the Code (see background notes).

The main aim of changing the review of marking process was to make sure any errors in marking GCSEs and GCEs are found and corrected, in a way that is fair to all students.

The key changes to the review of marking process are as follows:

- A mark must only be changed following an administrative error review, a review of marking or a review of moderation if an error occurred, and the reason for this must be recorded
- Exam boards must have their own review processes and publish these, and not rely on those prescribed in the Code
- Exam boards are required to train reviewers (including those undertaking reviews of moderation) prior to undertaking reviews and monitor their performance as reviewers.

These changes may have impacted the number of reviews requested this summer and the outcomes of the reviews.

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<sup>6</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/371268/2011-05-27-code-of-practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371268/2011-05-27-code-of-practice.pdf)

<sup>7</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf)

<sup>8</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

<sup>9</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf)

<sup>10</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

<sup>11</sup> <https://www.gov.uk/government/consultations/markings-reviews-appeals-grade-boundaries-and-code-of-practice>

<sup>12</sup> <https://www.gov.uk/government/consultations/changes-to-regulations-for-enquiries-and-appeals>

The new review of marking requirements set by Ofqual and Qualification Wales<sup>13</sup> are similar enough that any reviews processed according to these requirements are comparable. These include all reviews conducted by AQA, OCR, Pearson and WJEC. CCEA continue to operate the process for enquiries about results and appeals that is described in the Code<sup>14</sup>. This means that some of the review of marking requirements in place are different for CCEA and so their figures are not directly comparable with those from AQA, OCR, Pearson and WJEC. As in previous releases (when all exam boards followed the review of marking requirements outlined in the Code), the figures reported in this release refer to data collected from all the exam boards including CCEA. However, the tables presented in the appendix have been broken down by exam board so that any noticeable trends for CCEA and other exam boards can be identified.

From summer 2014, GCSEs taken in England were 'linear' meaning that all assessments had to be taken at the end of the period of study. Also, from 2014 there were no January assessments for AS or A level in England, Wales or Northern Ireland. This means that assessments that previously would have been taken at different points in the course of study in a modular system, and potentially being the subject of a review, are now all taken in the summer. This structural change led to a large rise in entries for assessments in summer 2014 relative to previous summer series.

In summer 2016, reformed AS qualifications in some subjects were awarded for the first time. In England, these qualifications are linear and no longer form part of the A level<sup>15</sup>. In Wales and Northern Ireland, reformed AS qualifications contribute 40% of the total marks of the full A level<sup>15,16</sup>. Reformed AS qualifications either have the same number or fewer assessments than previous AS qualifications. Therefore, from summer 2015 to summer 2016, we would expect to see a relative reduction in the number of reviews requested in AS subjects where the number of assessments has been reduced after reform. Furthermore, the number of GCE entries (AS in particular) in summer 2016 was considerably lower than in summer 2015, largely due to changes made to AS and A level qualifications, particularly the decoupling of these two qualifications (see section on certifications and entries as well as background

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<sup>13</sup> <http://qualificationswales.org/media/1907/160718-gcse-and-gce-additional-standard-conditions-final.pdf>

<sup>14</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/371268/2011-05-27-code-of-practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/371268/2011-05-27-code-of-practice.pdf)

<sup>15</sup> <https://www.gov.uk/government/publications/gcse-and-a-level-differences-in-england-wales-and-northern-ireland>

<sup>16</sup> Non-reformed AS qualifications in England, Wales and Northern Ireland continue to contribute 50% of the total marks of the full A level.

notes). Therefore, we may also expect to see a reduction in the number of reviews requested for GCE as a whole compared to summer 2015.

In England, key stage 4<sup>17</sup> and 5<sup>18</sup> accountability systems have also been reformed this year (see background notes) and new key performance measures introduced. It is possible that changes to performance measures may have impacted on the number of reviews requested by schools and colleges following the summer 2016 series.

Changes in higher education may also have impacted on review figures. Restrictions on the numbers of students that universities can recruit each year have been lifted. This may have resulted in universities being more flexible about taking students who did not meet their offer. Over recent years there has also been an increase in the number of 18-year-old candidates receiving offers for university places that are unconditional of the A level grades which they attain (see background notes)<sup>19</sup>. Both changes may have led to a decrease in the number of GCE assessment reviews requested if some students' university places are less dependent on their GCE grades.

The way in which Ofqual has collected review data has changed this year (see background notes). This has highlighted that one exam board included review data for qualifications other than GCEs and GCSEs (such as Level 1/Level 2 certificates) in their data return and that they had done so for the past 5 years. These have been removed from 2016 data, but remain in 2012 to 2015, so comparisons over time should be treated with caution. Removal of these qualifications from the 2016 data has resulted in a drop of approximately 1.5% of GCSE reviews and 1.0% of GCSE grades challenged and changed.

All of these changes must be borne in mind when making comparisons over time.

Note that figures within the commentary and tables have been rounded to the nearest 50 with the exception of service 1 figures which have been rounded to the nearest 5 as the figures for this service are generally much smaller than the others.

Tables 1 to 12 referred to in the text are provided in the appendix.

A glossary of terms is available on page 21 to help you interpret this release.

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<sup>17</sup> <https://www.gov.uk/government/consultations/secondary-school-accountability-consultation>

<sup>18</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/365979/DfE\\_consultati\\_on\\_response\\_16-19\\_Accountability\\_final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365979/DfE_consultati_on_response_16-19_Accountability_final.pdf)

<sup>19</sup> <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

## Key statistics

GCSE and GCE qualifications are made up of a number of individual assessments, for example, exams, coursework or controlled assessment tasks. Reviews can be requested for individual assessments, so it is possible for more than one review to be conducted in any single qualification taken by a candidate.

**Table R1: Number of reviews, qualification grades challenged and qualification grades changed for 2015 and 2016**

		Number of reviews	% of entries with review requested	Number of qualification grades challenged	Number of qualification grades changed	% of qualification grades that were challenged	Number of qualifications awarded	% of total qualification grades challenged	% of total qualification grades changed
GCSE	2015	372,900	2.2%	325,550	62,350	19.2%	5,610,550	5.8%	1.1%
	2016	312,350	1.9%	280,250	51,350	18.3%	5,527,000	5.1%	0.9%
	% change	-16.2%		-13.9%	-17.6%		-1.5%		
GCE	2015	199,500	3.4%	155,000	28,600	18.5%	2,416,000	6.4%	1.2%
	2016	114,750	2.3%	91,350	16,550	18.1%	2,216,200	4.1%	0.8%
	% change	-42.5%		-41.1%	-42.1%		-8.3%		
<b>Total</b>	<b>2015</b>	<b>572,400</b>	<b>2.5%</b>	<b>480,550</b>	<b>90,950</b>	<b>18.9%</b>	<b>8,026,550</b>	<b>6.0%</b>	<b>1.1%</b>
	<b>2016</b>	<b>427,100</b>	<b>2.0%</b>	<b>371,600</b>	<b>67,900</b>	<b>18.3%</b>	<b>7,743,200</b>	<b>4.8%</b>	<b>0.9%</b>
	<b>% change</b>	<b>-25.4%</b>		<b>-22.7%</b>	<b>-25.3%</b>		<b>-3.5%</b>		

Notes:

1. For the 5 year figures, see Table 4.
2. Figures have been rounded to the nearest 50.

Following the release of results from summer 2016, there were 427,100 reviews across all service types<sup>20</sup>. This is a 25% decrease on 2015 (572,400 reviews). When the number of entries is taken into consideration we still see a reduction in the number of reviews requested. In 2015, 2.5% of all GCE and GCSE entries were subject to review, this decreased to 2.0% in 2016.

The 427,100 reviews relate to 371,600 qualification grades. The number of reviews is greater than the number of qualification grades challenged as reviews may be requested for more than one assessment within the same qualification. The number of qualification grades challenged is 23% lower than in 2015 when 480,550 grades were challenged. When the number of certifications is taken into consideration we still see a reduction in the number of grades challenged. In 2015, 6.0% of all GCE and GCSE grades awarded were challenged, this decreased to 4.8% in 2016.

<sup>20</sup> For service 1 and 2 each assessment reviewed counts as one review. For service 3, reviews are counted at the school or college level so one review will relate to a number of candidates.

The proportion of qualification grades challenged that are changed as a result of reviews has remained fairly consistent (between 16% and 19% of qualification grades challenged) over the past five years (see table 2 in the appendix). In 2016, 18% of qualification grades challenged resulted in a change.

In total, across all three service types, there were 67,900 qualification grade changes in summer 2016. This represents 0.9% of all certifications. This percentage is the lowest since 2013. Of the qualification grades changed in 2016, 99% were changed upwards<sup>21</sup>.

Seventy-three reviews were still being processed at the time of data collection, of which 37 were within agreed turnaround times.

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<sup>21</sup> This year, automatic grade protection applied for all reviews of moderation and extended reviews of marking. This means that some grades that might have gone down did not because they were protected. This is subject to change in future years.



## Certifications and entries

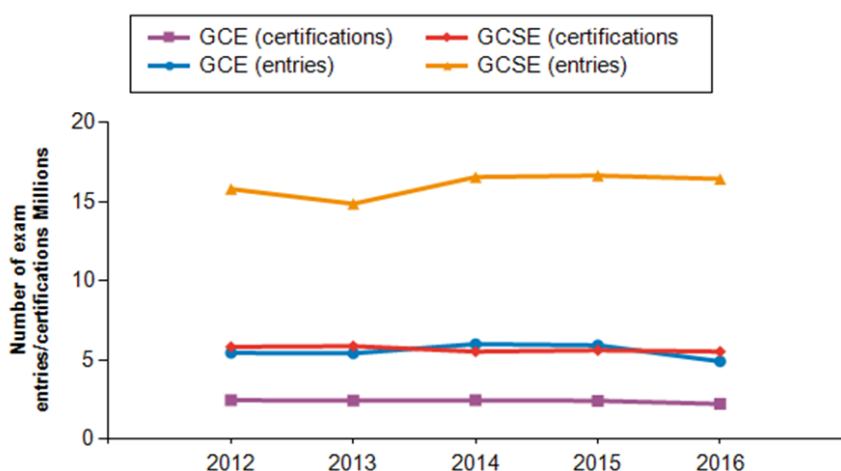
In the summer 2016 exam series, more than 2.2 million GCE certifications and over 5.5 million GCSE certifications were made in England, Wales and Northern Ireland, other UK regions and overseas. A certification is a formal acknowledgement of a candidate's achievement for a whole qualification. The number of GCSE and GCE certifications has remained fairly constant over the last five years (see figure 1).

GCSE and GCE qualifications are made up of a number of assessments and the grades that candidates receive when they certificate are based on their performance in these individual assessments. Candidates are entered to each assessment of the qualification separately and schools and colleges submit these entries to the relevant exam board on the candidate's behalf. These are referred to as unit entries<sup>22</sup>.

There were 16.5 million GCSE unit entries in summer 2016, a decrease of just over 1% from summer 2015. The return to linear assessments<sup>23</sup> in 2014 for GCSEs in England contributed to an increase in entries of 11% between summer 2013 and summer 2014.

There were 4.9 million GCE unit entries in summer 2016, down 17% on summer 2015. This decrease will largely be due to changes made to A level and AS qualifications which resulted in a decline in entries for the reformed qualifications in 2016. These changes include the decoupling of AS and A level in England and the reduction of the number of assessments in reformed qualifications.

**Figure 1: Total entries and certifications for GCSE and GCE, summer exam series, 2012 to 2016**



<sup>22</sup> Or component entries for linear qualifications. For ease of interpretation all are referred to as unit entries in this report.

<sup>23</sup> Exams taken at the end of the period of study.

## Number of reviews and qualification grades challenged

There were 427,100 reviews submitted following the summer 2016 series across the three service types. Table R2 shows the breakdown across the three services.

**Table R2: The number of GCSE and GCE review requests across service types in summer 2016**

	GCSE reviews	GCE reviews
Service 1 (administrative error review)	1,550	875
Service 2 (non-priority review of marking)	306,600	82,800
Service 2 (priority review of marking)	2,250	29,700
Service 3 (review of moderation)	1,950	1,400
<b>Total number of reviews</b>	<b>312,350</b>	<b>114,750</b>

*Note: Service 1 figures above have been rounded to the nearest 5, all other figures have been rounded to the nearest 50.*

Schools and colleges can submit reviews for one or more of the assessments within a qualification and so in some cases multiple reviews relate to a single qualification grade for a single candidate. In total, there were 371,600 qualification grades involved in reviews, down from 480,550 in summer 2015 – a 23% decrease.

## Qualification grade changes

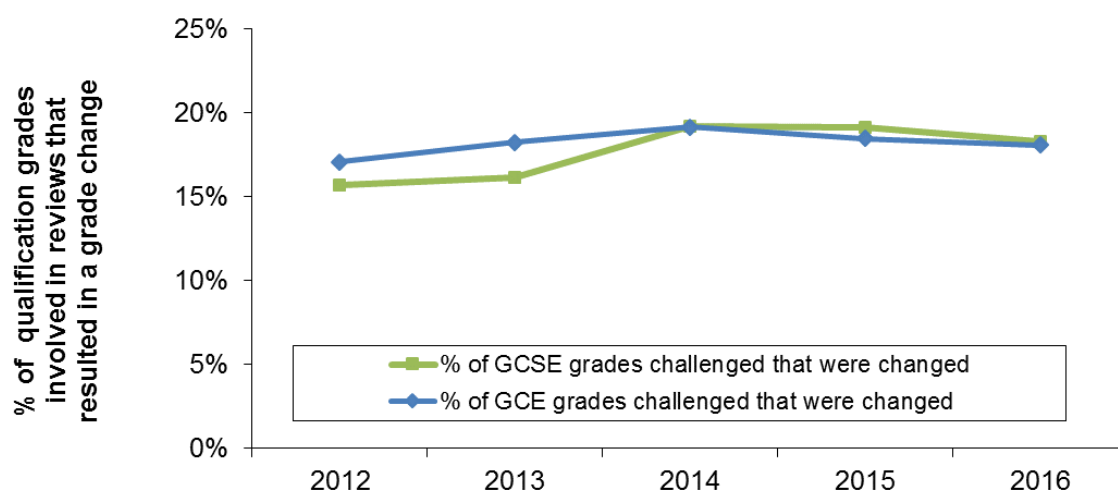
When a review is conducted, there are three possible outcomes:

- No marking error is found, resulting in no mark adjustment and therefore no grade change
- A marking error is found, a mark adjustment is made (up or down), but there is no change to the overall qualification grade
- A marking error is found, a mark adjustment is made (up or down), which in turn results in a change to the qualification grade.

For GCSE, 280,250 qualification grades were challenged. Of these, 51,350 resulted in a qualification grade change (of which over 99% of grades went up). This represents just over 18% of GCSE qualification grades challenged. This percentage is slightly lower than last year, when 19% of GCSE grades challenged were changed (see table R1 and figure 2).

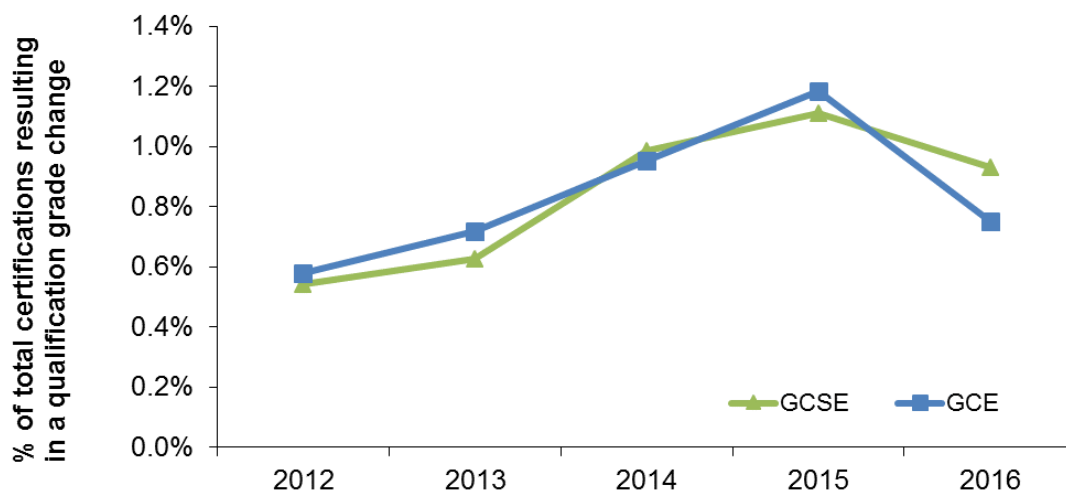
At GCE, 91,350 qualification grades were challenged. Of these, 16,550 resulted in a grade change (of which 98% of grades went up), representing 18% of GCE grades challenged. This percentage is slightly lower than last year, when less than 19% of GCE grades challenged resulted in a change (see table R1 and figure 2).

**Figure 2: Percentage of all GCSE and GCE qualification grades challenged that resulted in a grade change, summer exam series, 2012 to 2016**



In summer 2016, the 51,350 GCSE grade changes represented 0.9% of all GCSE certificates awarded. For GCE, the 16,550 grade changes represented 0.8% of all GCE certificates awarded (see table R1 and figure 3). Grade changes for both GCSE and GCE amount to 0.9% of all certifications awarded for both qualification levels. This percentage is the lowest since 2013.

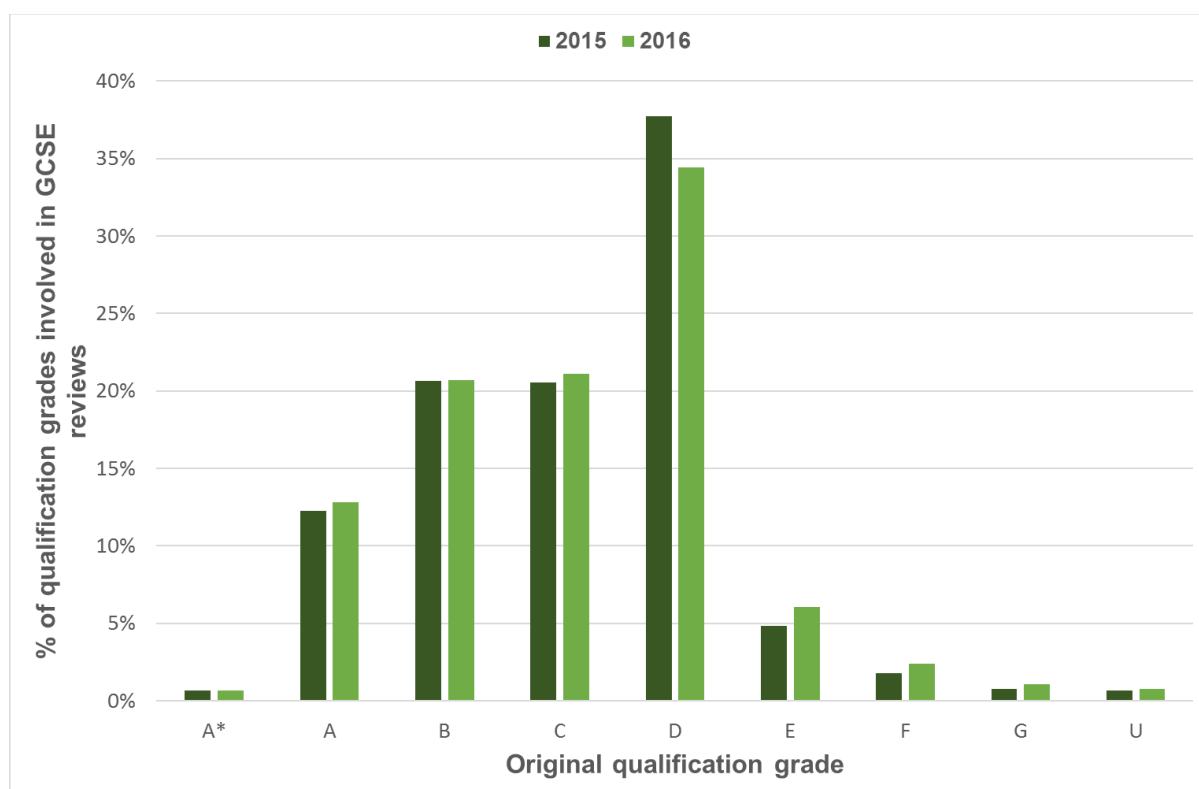
**Figure 3: Qualification grade changes as a percentage of total certifications, summer exam series, 2012 to 2016**



## Grades subject to a review

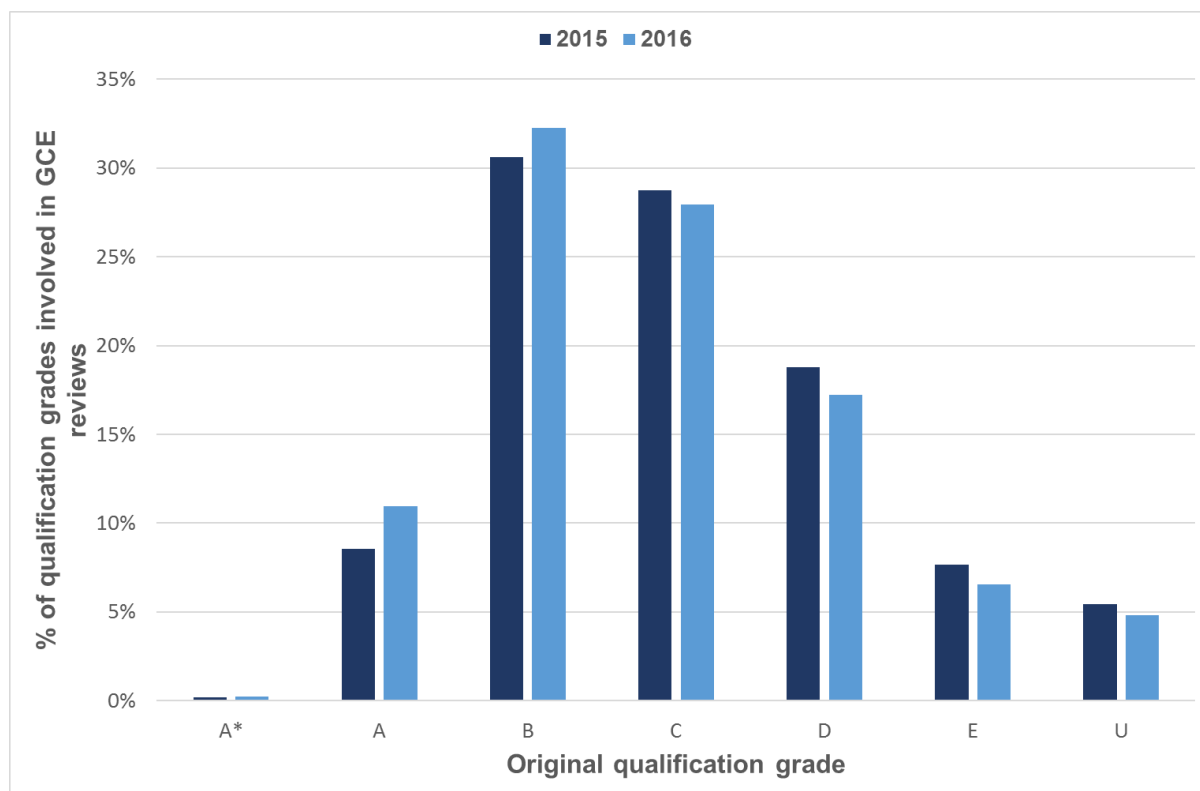
For GCSE, schools and colleges submitted more reviews for candidates whose original grade was D than for any other grades (96,250 reviews or 34% - see table 3 and figure 4). This was the same last year, however, the percentage of candidates with an original grade of D has fallen by 3.0 percentage points in 2016. This year there were also slight increases in the percentage of candidates with an original grade of A (0.5 percentage points), C (0.5 percentage points), E (1.0 percentage point) and F (0.5 percentage points). These differences may reflect usual year-on-year variation or they could possibly be due to changes in key stage 4 accountability measures (see background notes) resulting in less pressure on schools and colleges to attain high proportions of A\*-C grades.

**Figure 4: Percentage of qualification grades involved in reviews for GCSE, summer exam series 2016**



For GCE, schools and colleges submitted slightly more reviews for candidates whose original grade was B (29,350 reviews or 32%), closely followed by reviews for candidates whose original grade was C (25,450 reviews or 28%) (see table 3 and figure 5). This year there was an increase in the proportion of candidates with an original grade of A and B (percentage points of 2.5 and 1.5 respectively) whilst the proportion of candidates with an original grade of C, D, E and U all decreased (percentage points of 1.0, 1.5, 1.0 and 0.5 respectively).

**Figure 5: Percentage of qualification grades involved in reviews for GCE, summer exam series 2016**



## **Service breakdown**

In this section the number of reviews, qualification grades challenged and qualification grades changed are reported for each service type.

Reviews are conducted on individual assessments and so it is possible to request more than one review for a single qualification that a candidate has taken. It is therefore possible that, where more than one review has been requested for the same candidate and qualification, more than one service may have been used. For example, consider a candidate who has taken GCSE biology and whose school has decided to request a review for two assessments that the candidate has taken for this qualification. The school may decide to submit both assessments for a review of marking (service 2) or they may decide to submit one assessment for an administrative error review (service 1) and one assessment for a review of marking (service 2).

Breaking down the number of grades challenged and changed by service becomes problematic when schools submit more than one assessment for the same candidate and qualification to more than one review service. In the example above, only one grade is challenged but two services are used to do so. Counting the grade challenged in both service 1 and service 2 figures would mean double counting it, which would be incorrect. Therefore, in the breakdown of figures presented below, candidates who have had their grades challenged through more than one service have not been included. These candidates are however included in the total figures reported in previous sections of this report. Of the 91,350 GCE grades challenged, 1,750 (2%) were challenged through more than one service. Of the 280,250 GCSE grades challenged, 4,650 (2%) were challenged through more than one service. These 6,400 qualification grades challenged are not included in the figures reported below and therefore neither are the 1,550 qualification grade changes which resulted from these challenges.

There has been a reduction in the number of reviews requested across all services in summer 2016 compared to summer 2015. The introduction section of this report provides some of the possible reasons for this decline.

### **Service 1: administrative error review**

(See table 4 and figure 6)

In a service 1 review, the exam board checks the script to make sure that every question has been marked and the total number of marks awarded for that script has been correctly added up and recorded and no error has occurred.

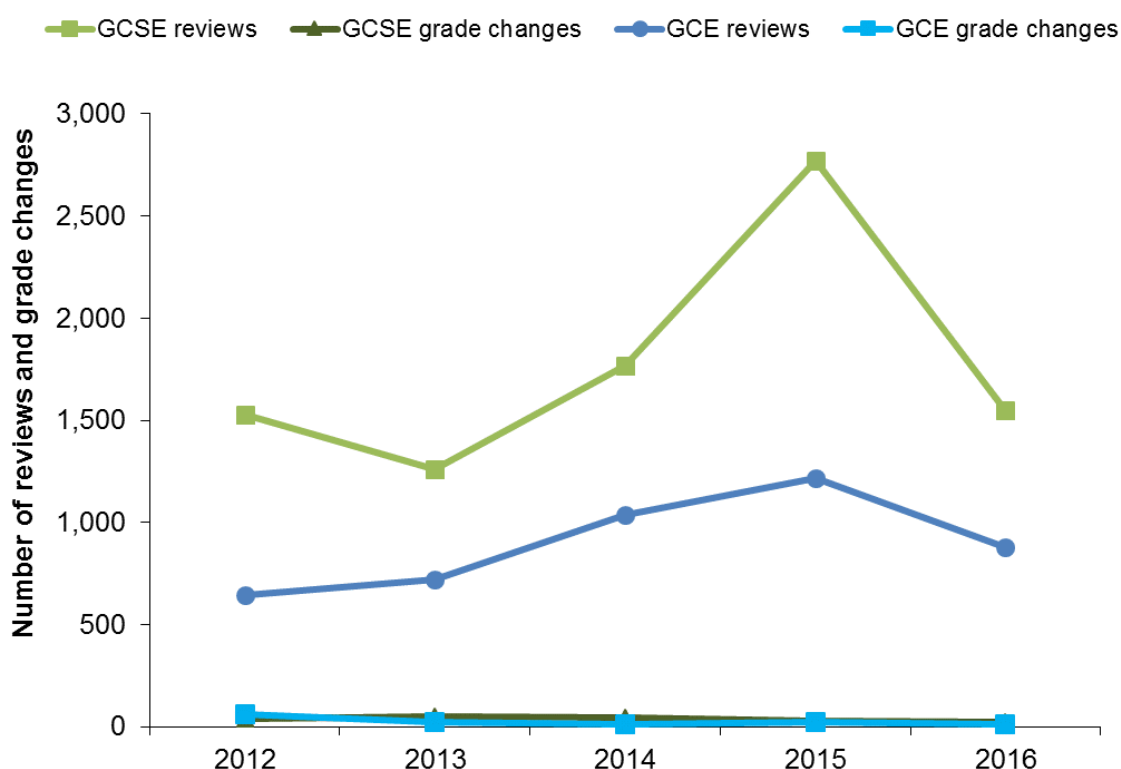
Service 1 reviews continue to be a very small proportion (less than 1%) of all reviews in 2016.

For GCSE, there were 1,550 reviews at this service level, a decrease of 44% from the previous year when there were 2,775 reviews. There were 765 GCSE grades challenged through service 1 of which 20 (3%) were changed.

For GCE, there were 875 reviews at this service level. This is down 28% on last year when there were 1,215 reviews. There were 445 GCE grades challenged through service 1 of which 15 (3%) were changed.

While both GCSE and GCE show decreases in the number of service 1 reviews compared to last year the numbers are not dissimilar from 2012 to 2014 (see table 4).

**Figure 6: Service 1 reviews and grade changes, summer exam series, 2012 to 2016**



## Service 2 – non-priority: review of marking for an individual candidate

(See table 5 and figure 7)

In a service 2 review, a second examiner reviews the marking of the original examiner to determine, in respect of each task in the assessment for which marks could have been awarded, and in respect of the assessment as a whole, whether the

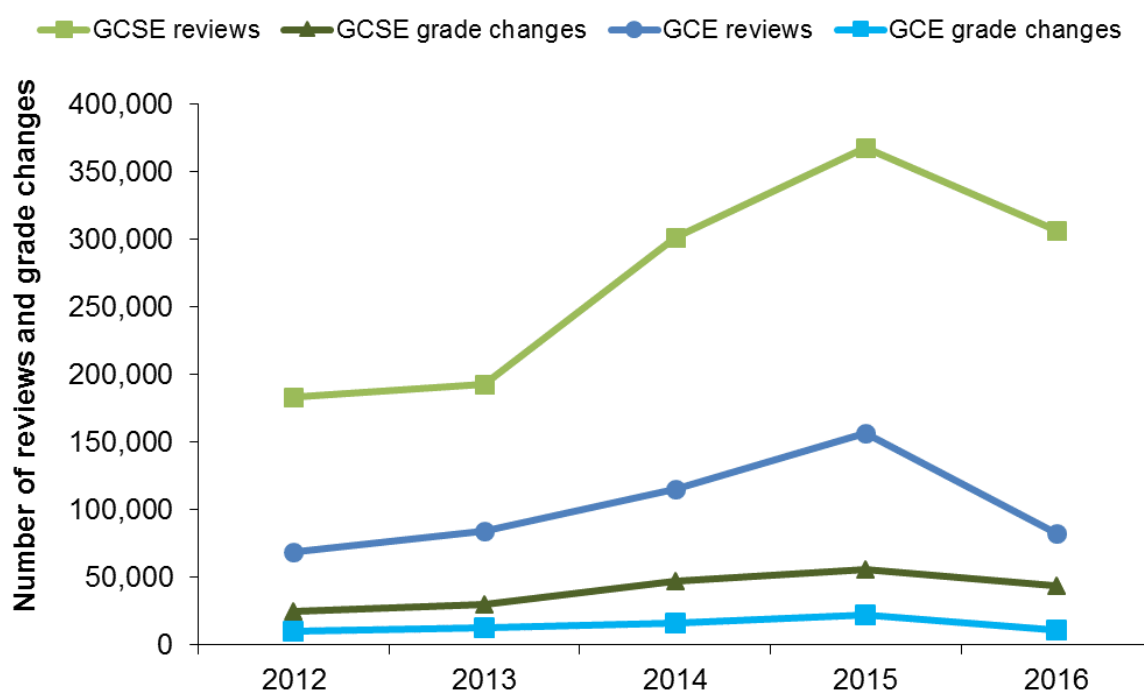


marking included any marking error(s). This service also includes a service 1 administrative error check if this has not been previously requested for the assessment. If a grade is changed as a result of using this service, it is not possible for us to differentiate in respect of a marking error or administrative error having been found when both reviews have been carried out as part of this service.

For GCSE, there were 306,600 reviews, a decrease of 17% on the previous year when there were 368,150 reviews. This decline entirely accounts for the fall in total GCSE reviews between 2015 and 2016. There were 200,100 GCSE grades challenged through service 2 of which 44,200 (22%) were changed.

For GCE, there were 82,800 reviews, a decrease of 47% from the previous year when there were 156,800 reviews. This decline entirely accounts for the fall in total GCE reviews between 2015 and 2016. There were 58,400 GCE grades challenged through service 2 of which 11,500 (20%) were changed.

**Figure 7: Service 2 non-priority reviews and grade changes, summer exam series, 2012 to 2016**

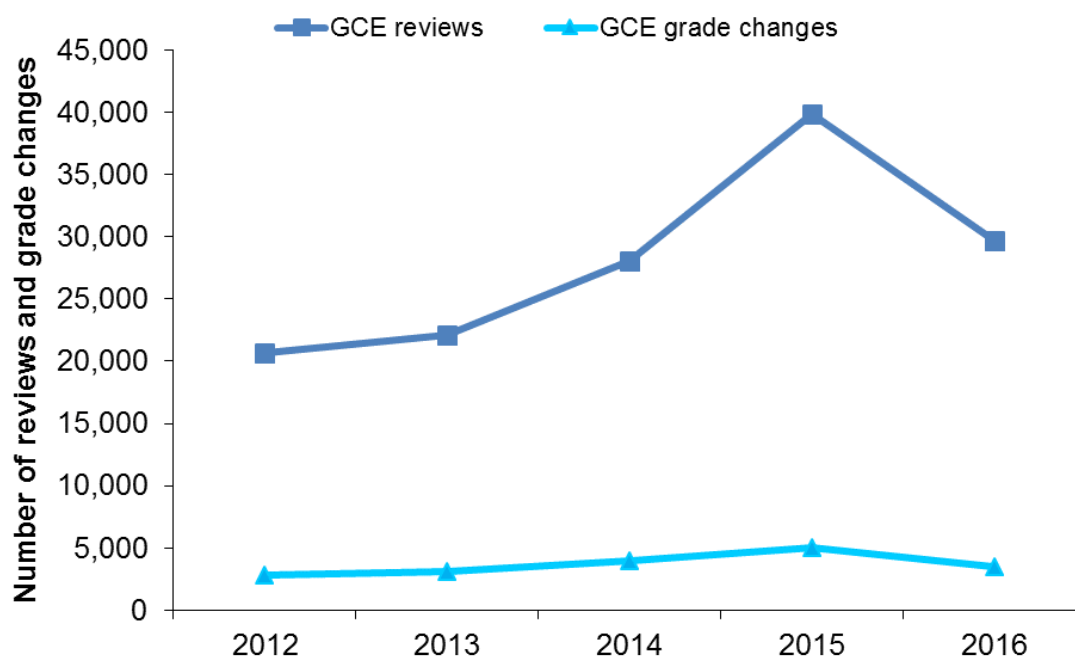


### Service 2 – priority: review of marking for an individual candidate

(See table 6 and figure 8)

For GCE, there were 29,700 priority reviews, a decrease of 26% on the previous year when there were 39,900 reviews. There were 19,100 GCE grades challenged through service 2 priority of which 3,500 (18%) were changed.

**Figure 8: Service 2 priority GCE reviews and grade changes, summer exam series, 2012 to 2016**



This summer, Pearson offered service 2 priority to GCSE candidates and 2,250 reviews were processed through this service. There were 1,300 GCSE grades challenged through this service of which 250 (17%) were changed.

### Service 3: review of moderation of internal assessment

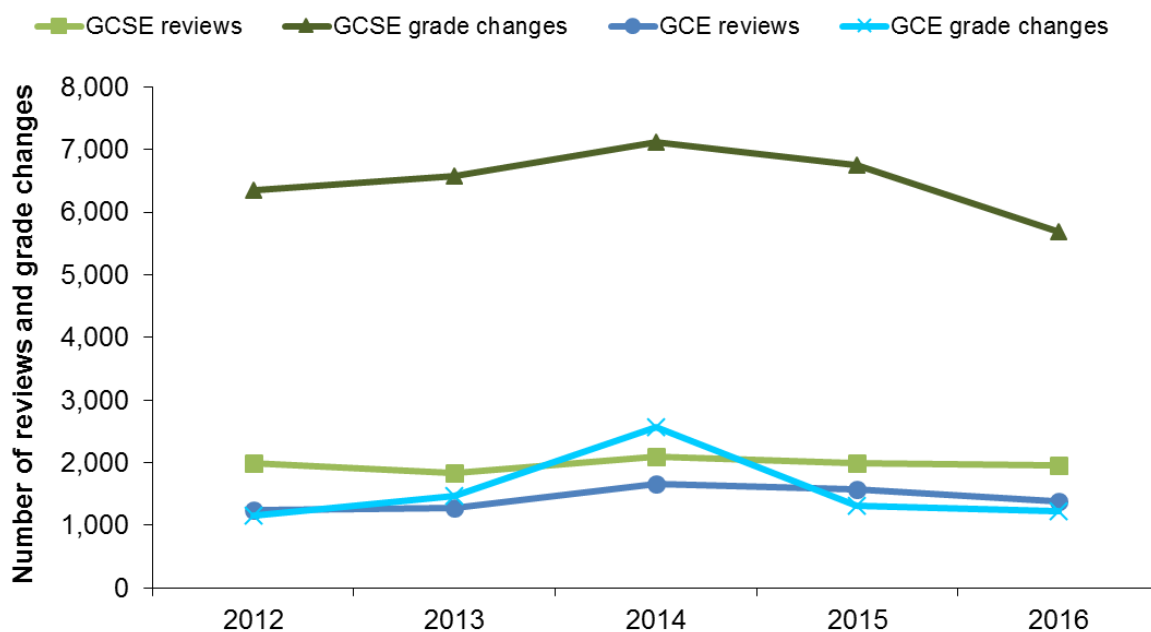
(See table 7 and figure 9)

Exam boards moderate a sample of candidates' work to check the schools' and colleges' marking (a sample consists of several candidates' work). Therefore, each single service 3 review applies to a number of candidates within a school or college, not to candidates individually. This service is only available as a review of moderation of the work from the original sample of candidates. A single review of moderation from a school or college may therefore result in grade changes for more than one candidate including those outside the sample. For service 3, grades can only be confirmed or raised although this is subject to change in future years.

For GCSE, there were 1,950 reviews, a decrease of 1% on the previous year when there were 2,000 reviews. There were 73,450 GCSE grades challenged through service 3 of which 5,700 (8%) were changed.

For GCE, there were 1,400 reviews, a decrease of 12% on the previous year when there were 1,550 reviews. There were 11,700 GCE grades challenged through service 3 of which 1,200 (10%) were changed.

**Figure 9: Service 3 reviews and grade changes, summer exam series, 2012 to 2016**



## Average response time

Prior to August 2016, the *GCSE, GCE, Principal Learning and Project Code of Practice*<sup>24</sup> (the Code) set out the maximum timescales within which exam boards should complete reviews and report their outcomes. In August 2016, Ofqual withdrew the Code for GCSEs and GCEs and introduced *GCSE*<sup>25,26</sup> and *GCE*<sup>27,28</sup> *Qualification Level Conditions and Requirements* which state that exam boards must publish their own maximum timescales for completing reviews and reporting the outcome.

This year exam boards have chosen to apply the same timescales for reviews that they have done in previous years which are as follows: 20 calendar days to complete service 1 reviews, 30 calendar days for non-priority service 2, 18 calendar days for priority service 2, and 40 calendar days for service 3. The turnaround period for completing reviews begins when the exam board receives the review from a school or college for service 1, non-priority 2 and priority 2 and from the moderator receiving the original sample of work from the school or college for service 3.

In the majority of cases (99.95%), reviews were completed well within the maximum time allowed. For GCSE, the average time taken to complete service 1 reviews in 2016 was 2 days, down from 5 last year. For service 2, there has also been a decrease in the time taken, from 9 days in 2015 to 7 days this year. Service 3 has seen an increase in time taken from 9 days in 2015 to 14 days this year (see table 8).

For GCE, the average service 1 completion time is down from 6 days in 2015 to 2 days in 2016. The average service 2 completion time is also marginally down, from 8 days last year to 7 days this year. Priority service 2 reviews took, on average, 5 days to complete this year which was similar to last year. The service 3 average completion time is up from 10 days in 2015 to 14 days this year (see table 9).

Seventy-three reviews were still being processed at the time of data collection, and around half of these were within the agreed turnaround times when the data was collected (37 out of 73).

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<sup>24</sup> [www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice](http://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice)

<sup>25</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf)

<sup>26</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

<sup>27</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf)

<sup>28</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

## **Unit and subject information**

Each year, schools and colleges submit more reviews in particular subjects and assessments (units) than in others. For most units, requests for a review from schools and colleges are only a small proportion of the total candidates taking that unit (see tables 10, 11 and 12).

The majority of reviews (99%) are for service 2, priority and non-priority. Tables 10, 11 and 12 list the five units from each exam board in summer 2016 that received the highest proportion of reviews for service 2.<sup>29</sup> Figures from last year are shown for comparison.

Some subject areas appear more frequently in this list than others, with English literature and history featuring prominently at GCE. Overall, the prominence of subjects such as English, history, classics, arts and modern foreign languages is likely to be due to the assessments being more subjective in nature than subjects such as mathematics and the sciences. English and English language also appear for several exam boards at GCSE, which is possibly due to the importance of English results for schools and colleges. In qualifications which have a high proportion of non-exam assessment (such as GCEs or GCSEs in physical education, music, drama and dance) there are fewer units that can be subject to service 2 reviews. It is therefore possible that higher rates of reviews are seen for examined units in these qualifications as the reviews are concentrated in one or two units.

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<sup>29</sup> Based on units that had entries of 1,000 or more.

## Glossary of terms

**Awarding organisation** - An organisation recognised by the qualifications regulators in England, Wales and/or Northern Ireland to develop, deliver and award qualifications. Also referred to as an exam board in the context of GCSEs and GCEs.

**Certificate/certification** – a formal acknowledgement of a student’s achievement.

**GCEs** – General Certificates of Education, are available as advanced level qualifications (A levels) and advanced subsidiary (AS). They are the main qualifications that young people use to gain entry to university.

At present, a combination of legacy and reformed AS and A levels are available to students.

For legacy A levels in England, Wales and Northern Ireland, the qualification is generally studied over two years and split into two parts, with one part studied in each year. The first part is the AS and the second part is known as the A2. The AS is a qualification in its own right, and the AS combined with the A2 forms the complete A level qualification. Reformed A levels in Wales and Northern Ireland have retained this structure.

Reformed A levels in England are different in that the results of the AS qualification do not count towards a student’s final A level grade. As such, there is no requirement for students to enter the AS qualification in a given subject, even if they intend to study the full A level. Reformed AS qualifications were available for the first time in summer 2016 in thirteen subjects.<sup>30</sup> Reformed AS qualifications in other subjects will be introduced for first awarding in summer 2017 and summer 2018.

**GCSEs** – General Certificates of Secondary Education are the main school-leaving qualification in England, Wales and Northern Ireland. They are available in a range of subjects and can be studied alongside other qualifications. They are generally sat by 16-year-olds in schools and colleges but are open to anyone who wants to gain a qualification.

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<sup>30</sup> Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>.

## Background notes

This document is prepared in line with Ofqual Statistics Policies<sup>31</sup> and the Code of Practice for Official Statistics<sup>32</sup>.

### The review of marking process

Every year, the GCSE and GCE exam boards publish information and guidance for schools and colleges on making use of the post-results services for the relevant exam series. Conditions 14, 16, 17 and 19-24 of the *GCSE*<sup>33,34</sup> and *GCE*<sup>35,36</sup> *Qualification Level Conditions and Requirements* (the Conditions) outline the requirements for reviews of marking, reviews of moderation, and administrative error reviews that exam boards must follow.

Candidates receive the results of their summer exams in August. If a candidate is concerned that an error has occurred when their assessment material has been marked, then they can ask the exam board to review the marking. At the moment, exam boards accept review requests through schools and colleges only<sup>37</sup> and require consent from the candidate. Private candidates are an exception and they can ask the exam boards directly for reviews.

If the review shows that marking or administrative errors have been made and the candidate's result is incorrect, the exam board will change the mark to correct the error. In some cases, this may affect the overall qualification grade, which will then also be adjusted. Grades can be adjusted downwards as well as upwards<sup>38</sup>. Exam boards charge a fee if qualification grades are not changed following review, or, for a review of moderation, if the original school or college marks are not reinstated.

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<sup>31</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

<sup>32</sup> <https://www.statisticsauthority.gov.uk/monitoring-and-assessment/code-of-practice/>

<sup>33</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546914/gcse-9-to-1-qualification-level-conditions-and-requirements.pdf)

<sup>34</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

<sup>35</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/546503/gce-qualification-level-conditions-and-requirements.pdf)

<sup>36</sup> <https://www.gov.uk/government/publications/gcse-a-to-g-qualification-level-conditions-and-requirements>

<sup>37</sup> Although the new Conditions allow the exam boards to choose whether to extend this to individual students but this year they have decided not to.

<sup>38</sup> For service 1 and service 2, grades have been adjusted downwards as well as upwards since 2001. For service 3, grades can only be confirmed or raised although this is subject to change in future years.

The Conditions state that exam boards must set their own timescales within which they should complete reviews and report the outcome. This year exam boards have chosen to apply the same timescales for reviews that they have done in previous years and these are detailed below.

Each exam board offers three post-results services for reviewing exam papers and internal assessment:

- Service 1: an administrative error review for an individual assessment
- Service 2: a review of marking for an individual assessment
- Service 3: a review of moderation of the school or college's internal assessment using the sample of candidates' work that was used in the initial moderation.

### **Service 1: administrative error review of an individual candidate's script**

The exam board checks the script to make sure that every question has been marked and the total number of marks awarded for that script is correctly added up and recorded and no error has occurred. Exam boards stipulated that schools and colleges must have requested this service by 20 September 2016. The deadline set by exam boards by which they must notify schools and colleges about the outcomes of service 1 reviews is 20 calendar days from the date of receipt.

### **Service 2: review of marking for an individual assessment**

A second examiner reviews the marking of the original examiner to determine, in respect of each task in the assessment for which marks could have been awarded, and in respect of the assessment as a whole, whether the marking included any marking error(s). The exam board also does a full administrative error review (service 1) if this has not been previously requested for the assessment.

Service 2 has two priority levels:

- Non-priority – exam boards stipulated that schools and colleges must have requested this by 20 September 2016.
- Priority – schools and colleges can request this if the candidate's place at further or higher education depends on the outcome of a review. Exam boards stipulated that requests for a priority service 2 review must have been submitted by 26 August 2016.

The deadline set by exam boards by which they must notify schools and colleges about the outcomes of service 2 reviews is 30 calendar days for the non-priority service and 18 calendar days for the priority service from the date of receipt.



### Service 3: review of moderation of the school or college's internal assessment using the sample of candidates' work

Service 3 is not available for individual candidates as the review of moderation is usually undertaken on the same sample of candidates' work that was used in the initial moderation.

The exam board reviews the initial moderation to make sure that the moderation was carried out correctly and in accordance with the marking criteria. If an error is found it is corrected. Exam boards stipulated that this service must have been requested by 20 September 2016. The deadline set by exam boards by which they must notify schools and colleges about the outcomes of service 3 reviews is 40 calendar days from the moderator receiving the original sample of work from the school or college.

### Appeals

If a school or college has requested a review but is still dissatisfied with the outcome, it can make an appeal to the exam board. There are two stages in the appeals process with the exam boards. There is also a final stage available through the Examination Procedures Review Service.<sup>39</sup> A report presenting the data on appeals for the summer 2016 exam series will be published by Ofqual in March to April 2017.

### Qualification reform

From 2010/11 to 2012/13, there were four exam series available in each academic year. GCSE and GCE exams could be taken in the winter and summer exam series.<sup>40</sup> Additionally, there were a further two exam series for a small range of GCSEs in November and March.

The government set out its intention to reform GCSEs and GCEs in *The Importance of Teaching – The Schools White Paper 2010*.<sup>41</sup> The changes meant that, for schools and colleges in England, there was no longer an opportunity to take GCSE and GCE exams in the winter series.

In addition to changes to the timing of assessments, from 2013/14 the structure of GCSEs has also changed in England. GCSEs are now linear, which means that exams must be taken at the end of the period of study. There is an opportunity to

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<sup>39</sup> [www.gov.uk/appeal-exam-result](http://www.gov.uk/appeal-exam-result)

<sup>40</sup> The winter exam series typically runs from January to February. The summer exam series runs from May to June.

<sup>41</sup> <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

resit exams in the November series, but only for GCSEs in English, English language and mathematics.

GCSEs and GCEs have been undergoing major reform in England. In September 2015, schools in England started teaching the first tranche of reformed subjects, including three GCSE (new 9-1 grades) subjects (English, English language and mathematics) and thirteen GCE subjects.<sup>42</sup> Ofqual announced in March 2016 that there would be two resit opportunities for legacy GCSEs in English, English language and mathematics, one in November 2016 and one in summer 2017.

The governments of Wales and Northern Ireland have retained the unitised structure in some GCSEs, and schools and colleges in Wales and Northern Ireland will still be able to enter candidates for exams in the winter exam series in some subjects.

### **Accountability reforms**

It is possible that changes to performance measures may have had an impact on the number of reviews requested by schools and colleges.

As part of changes to the secondary accountability system announced in 2013<sup>43</sup>, Progress 8 and Attainment 8 will be key measures of performance for all state-funded secondary schools and those colleges that offer KS4 education in England from 2016 onwards<sup>44</sup>. They will replace the existing 5+ A\*-C including English and mathematics headline measure, and the existing expected progress measures.

Progress 8 captures the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the results of other pupils with the same prior attainment. The greater the Progress 8 score, the greater the progress made by the pupil compared to the average of pupils with similar prior attainment.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), three qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other approved non-GCSE qualifications.

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<sup>42</sup> <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform>

<sup>43</sup> <https://www.gov.uk/government/consultations/secondary-school-accountability-consultation>

<sup>44</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/543720/2016\\_School\\_and\\_college\\_performance\\_tables\\_statement\\_of\\_intent.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543720/2016_School_and_college_performance_tables_statement_of_intent.pdf)

The 16-18 school and college accountability system is also currently being reformed<sup>45</sup> to set higher expectations for students and institutions, and to make the system fairer, more ambitious and more transparent. The existing 16-18 performance tables measures will be replaced by a set of five new headline measures: progress, attainment, progress in English and maths (for students without a good GCSE pass in these subjects), retention, and destinations.

### **Changes in higher education**

Changes in higher education this year may have led to a reduction in the number of reviews requested at GCE.

Controls on the number of students that universities are able to recruit were lifted this year meaning that universities are no longer penalised for admitting more students than planned. As a result, universities may have been more flexible about taking students who hadn't met their offer this year and so fewer students may have challenged their GCE grades.

The proportion of 18-year-old university applicants from England, Wales and Northern Ireland receiving offers for university places that are unconditional of their A level results has steadily been increasing in recent years. Between 2008 and 2013 less than 1% of these applicants received unconditional offers, this rose to 1.4% in 2014 and 2.5% in 2015<sup>46</sup>. An increase in unconditional offers may lead to a decrease in the number of GCE assessment reviews requested as a candidate's university place is not dependent on their grades.

### **Data presentation**

The new, reformed AS and A levels in England are separate<sup>47</sup>, meaning that AS results will no longer count towards the A level grade, as in previous qualifications. In 2015/16, thirteen new AS qualifications were offered in England<sup>48</sup>. In future years, more reformed qualifications will be awarded and reported in these statistics. Data was collected for AS and A level separately for the first time in 2016. However, as in previous years, it has been reported jointly as GCE in this publication to allow comparisons with previous years. Therefore, AS and A level combined are described

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<sup>45</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/365979/DfE\\_consultation\\_response\\_16-19\\_Accountability\\_final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365979/DfE_consultation_response_16-19_Accountability_final.pdf)

<sup>46</sup> <https://www.ucas.com/sites/default/files/eoc-report-2015-v2.pdf>

<sup>47</sup> AS and A level qualifications provided by WJEC and CCEA have not been separated.

<sup>48</sup> Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>.

as GCE in this report. In light of the reforms, how AS and A level data are presented in this and other Official Statistical releases is currently under review and subject to change in future releases.

## Data source

Exam boards provide the data for the GCSEs and GCEs (all full courses, short courses, applied and double awards) that they have awarded in England, Wales and Northern Ireland. Data also include other UK regions, such as the Isle of Man, and overseas entries.

Prior to summer 2016, the exam boards provided aggregated review data to Ofqual. This means that the figures reported for 2012 to 2015 were calculated by each exam board and where totals are reported across all exam boards, Ofqual has calculated these using the data provided. From the summer 2016 series onwards, the exam boards have and will continue to provide Ofqual with data for each review received. Therefore, all of the 2016 figures reported have been calculated by Ofqual.

## Limitations of data

There is potential for error in the information provided by exam boards, therefore Ofqual cannot guarantee that the information received is correct. Ofqual compares the data over time and checks for systematic issues. Summary data are sent back to exam boards for checking and confirmation.

Quality assurance procedures are carried out as explained in the *Quality Assurance Framework for Statistical Publication* and the *Data Audit Framework*<sup>49</sup> to ensure the accuracy of the data and to challenge or question it where necessary. Ofqual continuously manages this process by:

- ensuring that data providers are clear about what is required of them – a process helped by ensuring that providers are fully consulted during the initial design and any subsequent change phases;
- reminding all providers (if appropriate) that, as a condition of them being regulated, all data must be completely accurate;
- being alert to unexpected changes in the data submitted, by comparing individual returns from the same provider over time;
- actively challenging any unexpected results with the data providers;
- having a proportionate data auditing framework in place which allows for the auditing of providers' information collection, collation, and delivery processes as

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<sup>49</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

necessary, using a wide range of tools from questionnaires to on-site process audits.

The publication may be deferred if the statistics are not considered fit for purpose.

The way in which Ofqual has collected review data has changed this year (see background notes). This has highlighted that one awarding organisation included review data for qualifications other than GCEs and GCSEs (such as Level 1/Level 2 certificates) in their data returns and that they had done so for the past 5 years. These have been removed from 2016 data, but remain in 2012 to 2015 so comparisons over time should be treated with caution. Removal of these qualifications from the 2016 data has resulted in a drop of approximately 1.5% of GCSE reviews and 1.0% of GCSE grades challenged and changed.

### **Geographical coverage**

In this release, Ofqual presents data on reviews of marking for all GCSEs and GCEs. The majority of GCSEs and GCEs are taken in England, Wales and Northern Ireland. However, this release does include other UK regions and overseas.

### **Revisions**

Once published, data are not usually subject to revision, although subsequent releases may be revised to insert late data or to correct an error.<sup>50</sup>

### **Completeness of the data**

The exam boards send data to Ofqual annually. Any provider that does not return a complete set of data within the collection period is contacted to make sure the data are as complete as possible. For this release, Ofqual received data from all the exam boards.

### **Confidentiality and rounding**

To ensure confidentiality of the published accompanying data, and for ease of use, the majority of figures have been rounded to the nearest 50. If the value is less than 25, it is represented as 0~ and 0 represents zero reviews, grade challenges or grade changes.

When figures are reported for service 1 separately these have been rounded to the nearest 5 as the figures for this service are generally much smaller than the others. If the value is less than 3, it is represented as 0~ and 0 represents zero reviews, grade challenges or grade changes.

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<sup>50</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

As a result of rounded figures, the percentages (calculated on actual figures) shown in any tables may not necessarily add up to 100.

Ofqual's *Statement on Confidentiality*<sup>51</sup> and *Rounding Policy*<sup>52</sup> are available online.

## Users of these statistics

These statistics are of particular interest to the qualification regulators (CCEA Regulator, Ofqual and Qualifications Wales) recognised exam boards and the Department for Education. Ofqual uses these statistics as it monitors whether GCSEs and A levels are fit for purpose and meet expected standards. Central government officials use the statistics for policy implementation and ministerial briefings.

## Related statistics and publications

A number of other statistical releases and publications relate to this one:

- *Statistical First Release: GCSE and Equivalent Results in England 2015/16 (Provisional)*,<sup>53</sup> published by the Department for Education, covers students' achievements in GCSEs and the equivalent regulated qualifications in schools at the end of key stage 4.
- *Statistical First Release: A Level and other 16 to 18 Results: 2015 to 2016 (Provisional)*,<sup>54</sup> published by the Department for Education, provides information on achievements in advanced level examinations.

## User feedback

Ofqual is running a rolling series of online surveys to make sure its statistical releases meet your needs.

Ofqual would like to invite you to take part in the [online survey](#) for this release.

It will take about 10 minutes to complete. Your responses will remain entirely confidential in any reports published about the survey.

If you would like to take part in the survey, have any questions or would prefer a paper or large-type copy, please contact Ofqual at: [statistics@ofqual.gov.uk](mailto:statistics@ofqual.gov.uk).

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<sup>51</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

<sup>52</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

<sup>53</sup> <https://www.gov.uk/government/statistics/gcse-and-equivalent-results-2015-to-2016-provisional>

<sup>54</sup> <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2015-to-2016-provisional>

## Appendix

<a href="#">Table 1</a>	Number of entries and certifications for GCSE and A level, summer exam series, 2012 to 2016
<a href="#">Table 2</a>	Number of qualification grades challenged and changed, summer exam series, 2012 to 2016
<a href="#">Table 3</a>	Qualification grades challenged through reviews, summer exam series, 2016 and 2015
<a href="#">Table 4</a>	Service 1 - administrative error reviews for the summer exam series by qualification, 2012 to 2016
<a href="#">Table 5</a>	Service 2 - non-priority reviews of marking for the summer exam series by qualification, 2012 to 2016
<a href="#">Table 6</a>	Service 2 - priority reviews of marking for the summer exam series by qualification, 2012 to 2016
<a href="#">Table 7</a>	Service 3 - reviews of moderation of internal assessment for the summer exam series by qualification, 2012 to 2016
<a href="#">Table 8</a>	Average resolution time in days for completing GCSE reviews, summer exam series, 2012 to 2016
<a href="#">Table 9</a>	Average resolution time in days for completing A level reviews, summer exam series, 2012 to 2016
<a href="#">Table 10</a>	GCSE units with the highest proportion of reviews for service 2, summer exam series, 2016 and 2015
<a href="#">Table 11</a>	GCE units with the highest proportion of reviews for service 2, summer exam series, 2016 and 2015
<a href="#">Table 12</a>	GCE units with the highest proportion of reviews for priority service 2, summer exam series, 2016 and 2015

**Table 1: Number of entries and certifications for GCSE and A level, summer exam series, 2012 to 2016**

	Year	AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	Total
<b>GCSE (certifications)</b>	2012	2,513,400	1,435,000	1,053,700	677,200	141,000	1,900	<b>5,822,100</b>
	2013	2,529,200	1,570,100	950,000	685,800	136,000	800	<b>5,872,000</b>
	2014	2,314,900	1,546,700	857,500	665,500	144,100		<b>5,528,700</b>
	2015	2,347,900	1,622,000	826,800	666,700	147,200		<b>5,610,500</b>
	2016	2,343,400	1,573,100	813,200	652,200	145,000		<b>5,527,000</b>
<b>GCE (certifications)</b>	2012	1,013,300	585,200	588,500	197,400	63,100		<b>2,447,500</b>
	2013	1,008,200	586,400	569,100	197,000	63,700		<b>2,424,400</b>
	2014	1,028,000	592,400	548,400	206,300	65,500		<b>2,440,600</b>
	2015	1,033,400	571,800	532,500	209,200	69,100		<b>2,416,000</b>
	2016	930,400	537,600	480,000	197,800	70,400		<b>2,216,200</b>
<b>Total certifications</b>	2012	<b>3,526,700</b>	<b>2,020,200</b>	<b>1,642,200</b>	<b>874,600</b>	<b>204,100</b>	<b>1,900</b>	<b>8,269,600</b>
	2013	<b>3,537,400</b>	<b>2,156,600</b>	<b>1,519,100</b>	<b>882,900</b>	<b>199,700</b>	<b>800</b>	<b>8,296,500</b>
	2014	<b>3,342,900</b>	<b>2,139,000</b>	<b>1,406,000</b>	<b>871,800</b>	<b>209,600</b>		<b>7,969,300</b>
	2015	<b>3,381,200</b>	<b>2,193,800</b>	<b>1,359,300</b>	<b>875,900</b>	<b>216,300</b>		<b>8,026,600</b>
	2016	<b>3,273,900</b>	<b>2,110,700</b>	<b>1,293,200</b>	<b>850,000</b>	<b>215,400</b>		<b>7,743,200</b>
<b>GCSE (entries)</b>	2012	6,897,000	3,695,400	2,938,200	1,942,400	335,500	1,900	<b>15,810,500</b>
	2013	6,532,300	3,540,600	2,433,700	1,943,400	424,000	800	<b>14,874,900</b>
	2014	6,712,100	4,281,800	2,799,000	2,353,100	423,400		<b>16,569,400</b>
	2015	6,856,800	4,339,800	2,684,400	2,346,700	433,700		<b>16,661,400</b>
	2016	6,903,000	4,285,300	2,566,700	2,270,200	432,000		<b>16,457,300</b>
<b>GCE (entries)</b>	2012	2,075,600	1,464,800	1,333,500	423,200	144,700		<b>5,441,800</b>
	2013	2,072,700	1,459,600	1,311,500	424,400	147,100		<b>5,415,300</b>
	2014	2,389,900	1,542,700	1,436,400	473,500	157,500		<b>6,000,000</b>
	2015	2,403,300	1,470,000	1,384,700	491,800	173,500		<b>5,923,300</b>
	2016	2,045,900	1,333,600	906,200	445,000	176,900		<b>4,907,600</b>
<b>Total entries</b>	2012	<b>8,972,600</b>	<b>5,160,200</b>	<b>4,271,600</b>	<b>2,365,600</b>	<b>480,200</b>	<b>1,900</b>	<b>21,252,300</b>
	2013	<b>8,605,000</b>	<b>5,000,200</b>	<b>3,745,200</b>	<b>2,367,800</b>	<b>571,100</b>	<b>800</b>	<b>20,290,200</b>
	2014	<b>9,102,000</b>	<b>5,824,500</b>	<b>4,235,400</b>	<b>2,826,600</b>	<b>580,900</b>		<b>22,569,400</b>
	2015	<b>9,260,100</b>	<b>5,809,800</b>	<b>4,069,100</b>	<b>2,838,500</b>	<b>607,300</b>		<b>22,584,800</b>
	2016	<b>8,948,800</b>	<b>5,618,900</b>	<b>3,472,900</b>	<b>2,715,200</b>	<b>609,000</b>		<b>21,364,800</b>

**Notes:**

1. Data are supplied by exam boards.
2. All figures are rounded to the nearest hundred.
3. Figures have been rounded independently so may not add up to the total.
4. ICAA(E) awarded GCSEs for the last time in 2013.



**Table 2: Number of qualification grades challenged and changed, summer exam series, 2012 to 2016**

GCSE								GCE							
		Total qualification grades challenged	Total qualification grades changed up	Total qualification grades changed down	Total qualification grades changed	% of qualification grades challenged that were changed	% of total certifications where qualification grades changed			Total qualification grades challenged	Total qualification grades changed up	Total qualification grades changed down	Total qualification grades changed	% of qualification grades challenged that were changed	% of total certifications where qualification grades changed
AQA	2012	93,300	16,250	100	16,350	17.51%	0.65%	AQA	2012	33,500	7,050	200	7,250	21.63%	0.71%
	2013	106,850	19,200	100	19,250	18.03%	0.76%		2013	39,400	8,550	200	8,800	22.32%	0.87%
	2014	125,350	26,700	200	26,900	21.45%	1.16%		2014	51,650	11,250	400	11,650	22.54%	1.13%
	2015	142,500	31,050	200	31,250	21.92%	1.33%		2015	70,000	15,100	500	15,550	22.24%	1.51%
	2016	128,550	25,800	100	25,900	20.15%	1.10%		2016	39,050	7,950	150	8,150	20.82%	0.87%
Pearson	2012	51,450	7,250	50	7,250	14.10%	0.51%	Pearson	2012	20,250	2,500	50	2,550	12.66%	0.44%
	2013	61,650	8,500	50	8,550	13.84%	0.54%		2013	22,600	3,000	100	3,100	13.65%	0.53%
	2014	84,450	12,500	100	12,650	14.96%	0.82%		2014	27,500	4,100	100	4,200	15.32%	0.71%
	2015	99,750	14,300	100	14,400	14.46%	0.89%		2015	34,450	4,000	150	4,150	12.05%	0.73%
	2016	82,600	12,300	50	12,350	14.93%	0.78%		2016	22,300	2,950	50	3,000	13.34%	0.55%
OCR	2012	37,200	5,000	50	5,050	13.51%	0.48%	OCR	2012	21,800	2,850	50	2,900	13.34%	0.49%
	2013	37,250	5,400	50	5,450	14.62%	0.57%		2013	25,650	3,900	50	4,000	15.54%	0.70%
	2014	48,700	9,450	50	9,500	19.50%	1.11%		2014	31,800	5,100	100	5,200	16.34%	0.95%
	2015	54,150	10,100	50	10,150	18.73%	1.23%		2015	37,100	6,000	150	6,150	16.59%	1.16%
	2016	42,700	8,400	50	8,450	19.73%	1.04%		2016	19,650	3,450	50	3,450	17.67%	0.72%
WJEC	2012	14,900	2,000	50	2,050	13.66%	0.30%	WJEC	2012	4,450	850	50	850	19.57%	0.44%
	2013	16,900	2,550	0-	2,600	15.33%	0.38%		2013	5,000	950	50	1,000	19.70%	0.50%
	2014	20,800	4,400	100	4,500	21.68%	0.68%		2014	7,100	1,500	50	1,550	21.89%	0.75%
	2015	24,600	5,450	50	5,500	22.44%	0.83%		2015	9,000	1,850	50	1,900	21.09%	0.91%
	2016	21,350	3,650	0-	3,650	17.11%	0.56%		2016	6,200	1,200	0-	1,200	19.21%	0.60%
CCEA	2012	3,950	850	0-	850	21.30%	0.59%	CCEA	2012	3,050	550	0-	600	19.10%	0.92%
	2013	4,700	850	0-	850	18.09%	0.62%		2013	2,600	550	0-	550	20.86%	0.85%
	2014	4,400	950	0-	950	21.28%	0.65%		2014	3,300	600	0-	600	18.94%	0.95%
	2015	4,550	1,000	0	1,000	22.33%	0.69%		2015	4,500	800	0-	850	18.74%	1.22%
	2016	5,050	1,050	0-	1,050	20.53%	0.72%		2016	4,200	750	0-	750	18.34%	1.09%
ICAA(E)	2012	0-	0	0	0	0.00%	0.00%	ICAA(E)	2012	0-	0	0	0	0.00%	0.00%
	2013	0	0	0	0	0.00%	0.00%		2013	0	0	0	0	0.00%	0.00%
<b>Total</b>	2012	200,850	31,300	200	31,500	15.68%	0.54%	<b>Total</b>	2012	82,950	13,800	350	14,150	17.06%	0.58%
	2013	227,350	36,500	150	36,700	16.13%	0.62%		2013	95,250	17,000	400	17,400	18.25%	0.72%
	2014	283,700	54,050	450	54,450	19.20%	0.99%		2014	121,300	22,600	650	23,200	19.14%	0.95%
	2015	325,550	61,950	400	62,350	19.15%	1.11%		2015	155,000	27,800	800	28,600	18.45%	1.18%
	2016	280,250	51,150	200	51,350	18.32%	0.93%		2016	91,350	16,250	300	16,550	18.09%	0.75%

**Notes:**

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for the last time in 2013.
3. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
4. Percentages are calculated on actual figures.

**Table 3: Qualification grades challenged through reviews, summer exam series, 2016 and 2015**

Year	Qualification		Qualification Grades Challenged								
			A*	A	B	C	D	E	F	G	U
2016	GCSE	N	1,900	35,800	57,850	59,050	96,250	17,000	6,650	3,000	2,150
		%	0.67%	12.80%	20.69%	21.11%	34.42%	6.08%	2.39%	1.08%	0.76%
	GCE	N	200	9,950	29,350	25,450	15,700	5,950	N/A	N/A	4,400
		%	0.22%	10.95%	32.25%	27.96%	17.22%	6.56%			4.82%
2015	GCSE	N	2,150	40,650	68,400	68,100	124,950	16,100	6,000	2,550	2,250
		%	0.65%	12.28%	20.65%	20.57%	37.73%	4.86%	1.81%	0.76%	0.68%
	GCE	N	300	13,300	47,600	44,650	29,150	11,900	N/A	N/A	8,450
		%	0.20%	8.55%	30.63%	28.74%	18.77%	7.67%			5.44%

Notes:

1. Figures do not include double awards.
2. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
3. A levels do not have grades F or G.
4. Percentages are calculated on actual figures.

**Table 4: Service 1 - administrative error reviews for the summer exam series by qualification, 2012 to 2016**

GCSE								GCE					
		Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change	Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change
AQA	2012	425	425	100.00%	310	15	4.87%	165	165	100.00%	125	5	4.07%
	2013	570	570	100.00%	500	30	6.41%	300	300	100.00%	225	10	4.48%
	2014	600	600	100.00%	380	15	4.50%	410	410	100.00%	270	5	2.59%
	2015	810	625	77.31%	505	15	2.76%	530	415	77.63%	380	10	2.91%
	2016	730	725	99.31%	330	10	3.05%	355	340	94.96%	200	10	4.04%
Pearson	2012	370	370	100.00%	250	0~	0.80%	145	145	100.00%	105	0~	0.96%
	2013	395	395	100.00%	240	0~	0.42%	145	145	100.00%	100	0	0.00%
	2014	600	600	100.00%	380	0	0.00%	280	280	100.00%	190	0	0.00%
	2015	1050	1050	100.00%	630	0~	0.16%	215	215	100.00%	130	0	0.00%
	2016	485	485	100.00%	220	0~	0.90%	280	280	100.00%	100	0~	0.99%
OCR	2012	365	365	100.00%	210	20	9.57%	295	295	100.00%	215	15	7.04%
	2013	160	160	100.00%	130	15	9.85%	225	225	100.00%	150	25	16.56%
	2014	300	300	100.00%	180	25	13.33%	310	310	100.00%	230	25	10.09%
	2015	645	645	100.00%	360	0~	0.56%	375	375	100.00%	215	5	2.33%
	2016	145	145	100.00%	115	5	5.98%	170	170	100.00%	115	5	3.54%
CCEA	2012	20	20	100.00%	0	0	0.00%	5	5	100.00%	0~	0	0.00%
	2013	5	5	100.00%	5	0	0.00%	30	30	100.00%	20	0	0.00%
	2014	90	90	100.00%	75	0	0.00%	0~	0~	100.00%	0~	0	0.00%
	2015	15	15	100.00%	10	0	0.00%	10	10	100.00%	5	0	0.00%
	2016	10	10	100.00%	5	0	0.00%	10	10	100.00%	0~	0	0.00%
WJEC	2012	350	350	100.00%	195	0	0.00%	35	35	100.00%	20	0	0.00%
	2013	130	130	100.00%	100	0~	0.98%	25	25	100.00%	15	0	0.00%
	2014	175	175	100.00%	115	5	3.45%	40	40	100.00%	25	5	15.38%
	2015	255	255	100.00%	160	10	6.83%	80	80	100.00%	50	0	0.00%
	2016	175	175	100.00%	90	0~	1.09%	60	60	100.00%	35	0~	3.03%
ICAA(E)	2012	0	0		0	0							
	2013	0	0		0	0							
<b>Total</b>	<b>2012</b>	<b>1,525</b>	<b>1,525</b>	<b>100.00%</b>	<b>965</b>	<b>35</b>	<b>3.84%</b>	<b>645</b>	<b>645</b>	<b>100.00%</b>	<b>460</b>	<b>20</b>	<b>4.55%</b>
	<b>2013</b>	<b>1,260</b>	<b>1,260</b>	<b>100.00%</b>	<b>975</b>	<b>45</b>	<b>4.82%</b>	<b>720</b>	<b>720</b>	<b>100.00%</b>	<b>510</b>	<b>35</b>	<b>6.85%</b>
	<b>2014</b>	<b>1,770</b>	<b>1,770</b>	<b>100.00%</b>	<b>1,125</b>	<b>45</b>	<b>3.99%</b>	<b>1,040</b>	<b>1,040</b>	<b>100.00%</b>	<b>715</b>	<b>35</b>	<b>4.77%</b>
	<b>2015</b>	<b>2,775</b>	<b>2,590</b>	<b>93.36%</b>	<b>1,660</b>	<b>30</b>	<b>1.68%</b>	<b>1,215</b>	<b>1,095</b>	<b>90.21%</b>	<b>785</b>	<b>15</b>	<b>2.04%</b>
	<b>2016</b>	<b>1,550</b>	<b>1,545</b>	<b>99.68%</b>	<b>765</b>	<b>20</b>	<b>2.62%</b>	<b>875</b>	<b>860</b>	<b>97.95%</b>	<b>445</b>	<b>15</b>	<b>3.14%</b>

**Notes:**

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for the last time in 2013.
3. All figures have been rounded to the nearest 5. Figures have been rounded independently so may not add up to the total.
4. If the value is less than 3, it is represented as 0~ and 0 represents zero reviews, grades challenged or grade changes.
5. For 2016, candidates who had more than one review submitted to more than one service type are not included in the grades challenged and changed figures.
6. Percentages are calculated on actual figures.

**Table 5: Service 2 - non-priority reviews of marking for the summer exam series by qualification, 2012 to 2016**

GCSE								GCE					
		Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change	Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change
AQA	2012	81,200	81,200	100.00%	61,850	12,850	20.81%	29,200	29,200	100.00%	22,950	5,450	23.74%
	2013	80,750	80,750	100.00%	67,800	15,550	22.92%	36,100	36,100	100.00%	28,000	6,650	23.82%
	2014	125,950	125,950	100.00%	90,150	23,650	26.21%	51,650	51,650	100.00%	37,700	9,000	23.82%
	2015	150,500	147,300	97.89%	104,600	27,300	26.12%	72,400	70,350	97.17%	52,400	12,350	23.61%
	2016	134,300	134,250	99.96%	90,650	22,100	24.35%	36,800	36,750	99.90%	26,050	5,850	22.49%
Pearson	2012	45,000	45,000	100.00%	30,900	5,550	17.94%	16,500	16,500	100.00%	11,900	1,650	13.94%
	2013	55,050	55,050	100.00%	38,600	6,400	16.58%	19,700	19,700	100.00%	13,950	2,050	14.77%
	2014	94,700	94,700	100.00%	58,300	10,050	17.25%	26,550	26,550	100.00%	18,350	2,700	14.82%
	2015	124,150	124,100	99.99%	76,000	12,500	16.46%	33,800	33,800	100.00%	23,200	3,050	13.20%
	2016	91,900	91,900	100.00%	55,600	10,000	18.00%	19,850	19,850	100.00%	13,000	1,800	13.85%
OCR	2012	28,650	28,650	100.00%	19,900	3,850	19.30%	16,300	16,300	100.00%	11,750	1,950	16.37%
	2013	27,950	27,950	100.00%	21,200	4,750	22.35%	20,600	20,600	100.00%	14,750	2,800	19.01%
	2014	45,300	45,300	99.99%	30,300	8,200	27.10%	26,050	26,050	99.96%	17,800	3,200	18.09%
	2015	50,450	50,450	100.00%	33,850	9,200	27.20%	36,950	36,950	99.99%	24,450	4,650	18.94%
	2016	43,450	43,450	100.00%	29,000	7,500	25.78%	15,900	15,900	100.00%	11,700	2,400	20.40%
CCEA	2012	5,200	5,200	100.00%	3,550	850	23.58%	2,950	2,950	100.00%	2,150	450	21.21%
	2013	5,900	5,900	100.00%	3,750	850	22.12%	2,950	2,950	100.00%	2,000	450	21.80%
	2014	6,100	6,100	100.00%	3,850	950	24.49%	3,750	3,750	100.00%	2,600	500	19.71%
	2015	7,050	7,050	100.00%	4,350	1,000	23.28%	4,950	4,950	100.00%	3,450	700	19.64%
	2016	6,950	6,950	100.00%	4,250	1,050	24.36%	4,450	4,450	100.00%	3,100	550	18.24%
WJEC	2012	23,800	23,800	100.00%	14,400	2,000	13.93%	4,200	4,200	100.00%	3,400	700	20.35%
	2013	23,500	23,500	100.00%	16,150	2,550	15.81%	4,750	4,750	100.00%	3,900	800	19.95%
	2014	29,300	29,300	100.00%	20,000	4,450	22.33%	6,950	6,950	100.00%	5,600	1,250	21.91%
	2015	36,050	36,050	100.00%	24,150	5,500	22.82%	8,700	8,700	100.00%	7,050	1,500	21.58%
	2016	30,000	30,000	99.90%	20,600	3,600	17.50%	5,750	5,750	99.88%	4,550	850	19.19%
ICAA(E)	2012	0~	0~	100.00%	0~	0	0.00%						
	2013	0	0		0	0							
<b>Total</b>	<b>2012</b>	<b>183,850</b>	<b>183,850</b>	<b>100.00%</b>	<b>130,650</b>	<b>25,100</b>	<b>19.22%</b>	<b>69,150</b>	<b>69,150</b>	<b>100.00%</b>	<b>52,150</b>	<b>10,200</b>	<b>19.52%</b>
	<b>2013</b>	<b>193,100</b>	<b>193,100</b>	<b>100.00%</b>	<b>147,450</b>	<b>30,050</b>	<b>20.38%</b>	<b>84,100</b>	<b>84,100</b>	<b>100.00%</b>	<b>62,600</b>	<b>12,750</b>	<b>20.36%</b>
	<b>2014</b>	<b>301,400</b>	<b>301,350</b>	<b>100.00%</b>	<b>202,600</b>	<b>47,300</b>	<b>23.35%</b>	<b>115,000</b>	<b>115,000</b>	<b>99.99%</b>	<b>82,050</b>	<b>16,650</b>	<b>20.31%</b>
	<b>2015</b>	<b>368,150</b>	<b>364,950</b>	<b>99.14%</b>	<b>242,900</b>	<b>55,550</b>	<b>22.87%</b>	<b>156,800</b>	<b>154,750</b>	<b>98.69%</b>	<b>110,500</b>	<b>22,250</b>	<b>20.14%</b>
	<b>2016</b>	<b>306,600</b>	<b>306,550</b>	<b>99.97%</b>	<b>200,100</b>	<b>44,200</b>	<b>22.09%</b>	<b>82,800</b>	<b>82,750</b>	<b>99.95%</b>	<b>58,400</b>	<b>11,500</b>	<b>19.66%</b>

**Notes:**

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for the last time in 2013.
3. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
4. If the value is less than 25, it is represented as 0~ and 0 represents zero reviews, grades challenged or grade changes.
5. For 2016, candidates who had more than one review submitted to more than one service type are not included in the grades challenged and changed figures.
6. Percentages are calculated on actual figures.

**Table 6: Service 2 - priority reviews of marking for the summer exam series by qualification, 2012 to 2016**

		GCSE						GCE					
		Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change	Reviews received at unit level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change
AQA	2012	0	0		0	0		8,800	8,800	100.00%	6,900	1,500	21.84%
	2013	0	0		0	0		9,400	9,400	100.00%	7,150	1,650	23.04%
	2014	0	0		0	0		12,450	12,450	100.00%	8,650	2,000	23.30%
	2015	0	0		0	0		16,950	16,400	96.82%	11,500	2,600	22.57%
	2016	0	0		0	0		12,400	12,300	99.56%	8,100	1,650	20.15%
Pearson	2012	0	0		0	0		4,950	4,950	100.00%	3,550	500	14.17%
	2013	0	0		0	0		5,350	5,350	100.00%	3,650	500	13.38%
	2014	0	0		0	0		6,600	6,600	100.00%	4,200	650	15.37%
	2015	0	0		0	0		9,600	9,600	100.00%	6,300	800	12.34%
	2016	2,250	2,250	100.00%	1,300	250	17.13%	7,550	7,550	100.00%	4,600	600	13.51%
OCR	2012	0	0		0	0		5,000	5,000	100.00%	3,750	500	13.81%
	2013	0	0		0	0		5,500	5,500	100.00%	4,000	700	17.66%
	2014	0	0		0	0		6,900	6,900	100.00%	4,800	900	19.16%
	2015	0	0		0	0		10,100	10,100	100.00%	6,900	1,150	16.59%
	2016	0	0		0	0		6,750	6,750	100.00%	4,400	800	18.81%
CCEA	2012	0	0		0	0		1,000	1,000	100.00%	700	100	18.01%
	2013	0	0		0	0		900	900	100.00%	550	100	18.49%
	2014	0	0		0	0		950	950	100.00%	600	100	18.69%
	2015	0	0		0	0		1,450	1,450	100.00%	1,000	150	16.07%
	2016	0	0		0	0		1,450	1,450	100.00%	900	200	21.03%
WJEC	2012	0	0		0	0		900	900	100.00%	700	150	21.83%
	2013	0	0		0	0		1,000	1,000	100.00%	800	200	22.94%
	2014	0	0		0	0		1,200	1,200	100.00%	900	250	29.92%
	2015	0	0		0	0		1,850	1,850	100.00%	1,350	350	25.86%
	2016	0	0		0	0		1,550	1,500	99.34%	1,100	200	20.27%
<b>Total</b>	<b>2012</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>20,650</b>	<b>20,650</b>	<b>100.00%</b>	<b>15,550</b>	<b>2,800</b>	<b>17.99%</b>
	<b>2013</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>22,100</b>	<b>22,100</b>	<b>100.00%</b>	<b>16,150</b>	<b>3,100</b>	<b>19.35%</b>
	<b>2014</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>28,050</b>	<b>28,050</b>	<b>100.00%</b>	<b>19,150</b>	<b>3,950</b>	<b>20.67%</b>
	<b>2015</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>		<b>39,900</b>	<b>39,350</b>	<b>98.65%</b>	<b>27,100</b>	<b>5,050</b>	<b>18.60%</b>
	<b>2016</b>	<b>2,250</b>	<b>2,250</b>	<b>100.00%</b>	<b>1,300</b>	<b>250</b>	<b>17.13%</b>	<b>29,700</b>	<b>29,650</b>	<b>99.78%</b>	<b>19,100</b>	<b>3,500</b>	<b>18.29%</b>

**Notes:**

1. Data are supplied by exam boards.
2. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
3. If the value is less than 25, it is represented as 0- and 0 represents zero reviews, grades challenged or grade changes.
4. For 2016, candidates who had more than one review submitted to more than one service type are not included in the grades challenged and changed figures.
5. Percentages are calculated on actual figures.

**Table 7: Service 3 – reviews of moderation of internal assessment for the summer exam series by qualification, 2012 to 2016**

GCSE								GCE					
		Reviews received at school/college level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change	Reviews received at school/college level	Reviews completed within deadline	% of reviews received completed within deadline	Number of qualification grades challenged	Number of qualification grade changes	% of grades challenged that resulted in a grade change
AQA	2012	800	800	99.75%	31,100	3,450	11.09%	350	350	100.00%	3,500	300	8.09%
	2013	800	800	100.00%	38,600	3,700	9.58%	400	400	100.00%	4,050	450	11.52%
	2014	850	850	100.00%	34,800	3,250	9.33%	550	550	98.88%	5,000	650	12.62%
	2015	900	900	98.78%	37,400	3,900	10.43%	600	600	96.57%	5,700	600	10.21%
	2016	850	800	97.22%	34,900	3,100	8.94%	550	550	97.96%	4,000	500	12.01%
Pearson	2012	700	700	99.86%	20,300	1,700	8.43%	400	400	100.00%	4,700	400	8.57%
	2013	600	600	100.00%	22,800	2,150	9.34%	400	400	100.00%	4,900	550	10.92%
	2014	750	750	99.48%	25,750	2,550	9.98%	450	450	100.00%	4,750	850	17.82%
	2015	650	650	97.98%	23,100	1,900	8.28%	400	400	98.58%	4,850	300	6.50%
	2016	700	700	98.87%	24,350	1,850	7.49%	500	500	99.61%	4,150	500	11.64%
OCR	2012	400	400	98.31%	17,100	1,150	6.81%	400	400	99.76%	6,050	450	7.41%
	2013	350	350	100.00%	15,950	700	4.39%	400	400	100.00%	6,750	450	6.69%
	2014	450	450	99.77%	18,250	1,250	6.94%	550	550	99.82%	9,000	1,050	11.54%
	2015	400	400	98.54%	19,950	950	4.68%	450	450	99.77%	5,550	400	6.83%
	2016	350	350	100.00%	12,750	700	5.48%	250	250	100.00%	3,000	200	5.98%
CCEA	2012	0~	0~	100.00%	350	0~	0.28%	0~	0~	100.00%	200	0~	0.50%
	2013	50	50	100.00%	950	0~	2.50%	0~	0~	100.00%	0~	0	0.00%
	2014	0~	0~	100.00%	500	0	0.00%	0~	0~	100.00%	100	0	0.00%
	2015	0~	0~	100.00%	200	0~	2.96%	0~	0~	100.00%	50	0~	10.81%
	2016	0~	0~	100.00%	800	0	0.00%	0~	0~	100.00%	100	0	0.00%
WJEC	2012	50	50	100.00%	300	50	9.75%	50	50	100.00%	300	0~	6.46%
	2013	50	50	100.00%	600	50	4.90%	50	50	100.00%	300	50	8.65%
	2014	50	50	100.00%	650	50	5.06%	100	100	100.00%	600	50	9.88%
	2015	0~	0~	100.00%	300	0	0.00%	100	100	100.00%	550	0~	4.19%
	2016	50	50	100.00%	650	50	6.55%	50	50	100.00%	450	100	17.19%
ICAA(E)	2012	0	0		0	0							
	2013	0	0		0	0							
<b>Total</b>	<b>2012</b>	<b>2,000</b>	<b>2,000</b>	<b>99.50%</b>	<b>69,200</b>	<b>6,350</b>	<b>9.19%</b>	<b>1,250</b>	<b>1,250</b>	<b>99.92%</b>	<b>14,800</b>	<b>1,150</b>	<b>7.83%</b>
	<b>2013</b>	<b>1,850</b>	<b>1,850</b>	<b>100.00%</b>	<b>78,900</b>	<b>6,600</b>	<b>8.34%</b>	<b>1,250</b>	<b>1,250</b>	<b>100.00%</b>	<b>15,950</b>	<b>1,450</b>	<b>9.23%</b>
	<b>2014</b>	<b>2,100</b>	<b>2,100</b>	<b>99.76%</b>	<b>79,950</b>	<b>7,100</b>	<b>8.90%</b>	<b>1,650</b>	<b>1,650</b>	<b>99.58%</b>	<b>19,400</b>	<b>2,550</b>	<b>13.24%</b>
	<b>2015</b>	<b>2,000</b>	<b>1,950</b>	<b>98.49%</b>	<b>80,950</b>	<b>6,750</b>	<b>8.34%</b>	<b>1,550</b>	<b>1,550</b>	<b>98.22%</b>	<b>16,700</b>	<b>1,300</b>	<b>7.82%</b>
	<b>2016</b>	<b>1,950</b>	<b>1,950</b>	<b>98.42%</b>	<b>73,450</b>	<b>5,700</b>	<b>7.74%</b>	<b>1,400</b>	<b>1,350</b>	<b>98.99%</b>	<b>11,700</b>	<b>1,200</b>	<b>10.44%</b>

Notes:

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for the last time in 2013.
3. A review is a re-moderation of the school's or college's internal assessment using the sample of candidates' work used in the initial moderation as opposed to the other services which are individual candidate's units
4. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
5. If the value is less than 25, it is represented as 0~ and 0 represents zero reviews, grades challenged or grade changes.
6. For 2016, candidates who had more than one review submitted to more than one service type are not included in the grades challenged and changed figures.
7. Percentages are calculated on actual figures.

**Table 8: Average resolution time in days for completing GCSE reviews, summer exam series, 2012 to 2016**

		Service 1		Service 2		Service P2		Service 3	
		GCSE Reviews	Ave time taken	GCSE Reviews	Ave time taken	GCSE Reviews	Ave time taken	GCSE Reviews	Ave time taken
AQA	2012	425	4.15	81,200	8.00	0		800	10.96
	2013	570	3.84	80,750	7.68	0		800	11.61
	2014	600	5.06	125,950	9.59	0		850	13.26
	2015	810	15.71	150,500	9.05	0		900	9.73
	2016	730	2.19	134,300	9.18	0		850	14.38
Pearson	2012	370	0.60	45,000	4.80	0		700	10.50
	2013	395	0.80	55,050	4.60	0		600	10.56
	2014	600	2.58	94,700	4.89	0		750	12.60
	2015	1,050	1.80	124,150	7.00	0		650	11.90
	2016	485	0.52	91,900	4.62	2,250	1.81	700	13.00
OCR	2012	365	4.78	28,650	12.02	0		400	31.36
	2013	160	5.42	27,950	17.34	0		350	27.19
	2014	300	7.00	45,300	22.12	0		450	24.38
	2015	645	0.29	50,450	3.21	0		400	5.93
	2016	145	0.16	43,450	1.92	0		350	14.23
CCEA	2012	20	1.70	5,200	14.42	0		0~	18.60
	2013	5	2.00	5,900	14.90	0		50	14.55
	2014	90	3.80	6,100	16.00	0		0~	23.67
	2015	15	2.78	7,050	21.39	0		0~	25.80
	2016	10	1.00	6,950	12.11	0		0~	16.60
WJEC	2012	350	5.94	23,800	21.48	0		50	18.09
	2013	130	3.52	23,500	18.65	0		50	18.97
	2014	175	4.60	29,300	23.07	0		50	21.97
	2015	255	1.21	36,050	18.12	0		0~	11.12
	2016	175	4.35	30,000	13.08	0		50	16.66
ICAA(E)	2012	0		0~	4.00	0		0	
	2013	0		0		0		0	
<b>Total</b>	<b>2012</b>	<b>1,525</b>	<b>3.82</b>	<b>183,850</b>	<b>9.74</b>	<b>0</b>		<b>2,000</b>	<b>15.19</b>
	<b>2013</b>	<b>1,260</b>	<b>3.05</b>	<b>193,100</b>	<b>9.75</b>	<b>0</b>		<b>1,850</b>	<b>14.47</b>
	<b>2014</b>	<b>1,770</b>	<b>4.44</b>	<b>301,400</b>	<b>11.44</b>	<b>0</b>		<b>2,100</b>	<b>15.53</b>
	<b>2015</b>	<b>2,775</b>	<b>4.74</b>	<b>368,150</b>	<b>8.68</b>	<b>0</b>		<b>2,000</b>	<b>9.42</b>
	<b>2016</b>	<b>1,550</b>	<b>1.74</b>	<b>306,850</b>	<b>7.24</b>	<b>2,250</b>	<b>1.81</b>	<b>1,950</b>	<b>13.94</b>

Notes:

1. Data are supplied by exam boards
2. ICAAE offered GCSEs for the last time in 2013.
3. One day is based on a 24-hour period. Average figures are calculated using the time taken to complete each review. Pearson and WJEC record this time in days, hours and minutes whereas AQA, CCEA and OCR record it in days. Therefore, if a review is received and processed in the same day, AQA, CCEA and OCR record the time taken to complete this review as zero days whereas Pearson and WJEC record the time taken in minutes and hours. As a result, the average response times for Pearson and WJEC will be slightly inflated compared to AQA, CCEA and OCR.
4. All review figures have been rounded to the nearest 50 with the exception of service 1 which is rounded to the nearest 5. Review figures have been rounded independently so may not add up to the total.
5. If the value is less than 50 (or 5 for service 1), it is represented as 0~ and 0 represents zero reviews.

**Table 9: Average resolution time in days for completing GCE reviews, summer exam series, 2012 to 2016**

		Service 1		Service 2		Priority service 2		Service 3	
		GCE reviews	Ave time taken	GCE reviews	Ave time taken	GCE reviews	Ave time taken	GCE reviews	Ave time taken
AQA	2012	165	3.25	29,200	8.54	8,800	5.09	350	9.08
	2013	300	3.47	36,100	8.28	9,400	5.11	400	9.60
	2014	410	3.36	51,650	8.94	12,450	6.04	550	12.00
	2015	530	14.11	72,400	9.02	16,950	7.28	600	10.31
	2016	355	4.32	36,800	8.34	12,400	6.49	560	12.12
Pearson	2012	145	1.31	16,500	4.60	4,950	2.97	400	9.70
	2013	145	0.68	19,700	4.50	5,350	2.62	400	8.19
	2014	280	1.92	26,550	5.00	6,600	2.95	450	13.10
	2015	215	1.99	33,800	5.59	9,600	3.09	400	11.30
	2016	280	0.53	19,850	4.73	7,550	2.78	500	13.80
OCR	2012	295	4.38	16,300	11.24	5,000	4.93	400	29.24
	2013	225	4.97	20,600	16.33	5,500	5.40	400	25.92
	2014	310	6.90	26,050	21.79	6,900	10.60	550	26.06
	2015	375	0.42	36,950	2.93	10,100	2.30	450	5.59
	2016	170	0.16	15,900	2.32	6,750	2.36	250	16.05
CCEA	2012	5	2.50	2,950	12.96	1,000	6.76	0~	16.00
	2013	30	2.00	2,950	13.60	900	6.97	0~	24.00
	2014	0~	3.00	3,750	14.90	950	7.94	0~	23.00
	2015	10	1.62	4,950	19.91	1,450	6.99	0~	14.80
	2016	10	2.80	4,450	11.37	1,450	4.68	0~	21.00
WJEC	2012	35	1.14	4,200	14.37	900	8.70	50	28.61
	2013	25	0.64	4,750	12.69	1,000	7.70	50	6.48
	2014	40	0.76	6,950	20.03	1,200	8.76	100	18.93
	2015	80	0.65	8,700	22.38	1,850	12.59	100	25.95
	2016	60	0.54	5,750	18.27	1,550	7.69	50	24.25
<b>Total</b>	<b>2012</b>	<b>645</b>	<b>3.22</b>	<b>69,150</b>	<b>8.75</b>	<b>20,650</b>	<b>4.78</b>	<b>1,250</b>	<b>16.58</b>
	<b>2013</b>	<b>720</b>	<b>3.23</b>	<b>84,100</b>	<b>9.80</b>	<b>22,100</b>	<b>4.77</b>	<b>1,250</b>	<b>14.28</b>
	<b>2014</b>	<b>1,040</b>	<b>3.93</b>	<b>115,000</b>	<b>11.80</b>	<b>28,050</b>	<b>6.61</b>	<b>1,650</b>	<b>17.55</b>
	<b>2015</b>	<b>1,215</b>	<b>5.91</b>	<b>156,800</b>	<b>7.92</b>	<b>39,900</b>	<b>5.22</b>	<b>1,550</b>	<b>10.13</b>
	<b>2016</b>	<b>875</b>	<b>2.05</b>	<b>82,800</b>	<b>7.18</b>	<b>29,700</b>	<b>4.59</b>	<b>1,400</b>	<b>14.08</b>

**Notes:**

1. Data are supplied by exam boards
2. One day is based on a 24-hour period. Average figures are calculated using the time taken to complete each review. Pearson and WJEC record this time in days, hours and minutes whereas AQA, CCEA and OCR record it in days. Therefore, if a review is received and processed in the same day, AQA, CCEA and OCR record the time taken to complete this review as zero days whereas Pearson and WJEC record the time taken in minutes and hours. As a result, the average response times for Pearson and WJEC will be slightly inflated compared to AQA, CCEA and OCR.
3. All figures have been rounded to the nearest 50 with the exception of service 1 which is rounded to the nearest 5. Figures have been rounded independently so may not add up to the total.
4. If the value is less than 50 (or 5 for service 1), it is represented as 0~ and 0 represents zero reviews.



**Table 10: GCSE units with the highest proportion of reviews for service 2, summer exam series, 2016 and 2015**

Service 2 for GCSE summer 2015						Service 2 for GCSE summer 2016					
	Subject	Unit Code	No. of reviews	No. of Entries	% of total entries		Subject	Unit Code	No. of reviews	No. of Entries	% of total entries
AQA	GCSE English and English language	ENG1H	18,050	191,400	9.44%	GCSE English and English language	ENG1H	14,300	177,050	8.08%	
	GCSE English and English language	ENG1F	7,850	92,850	8.45%		GCSE Economics	413012	250	3,100	7.94%
	GCSE Classical civilisation	40203H	100	1,050	7.91%		GCSE Drama	42401	1,650	20,950	7.90%
	GCSE English and English language (NI)	NENG1H	100	1,350	7.40%		GCSE Economics	413011	250	3,700	6.61%
	GCSE Classical civilisation	40202H	100	1,100	7.35%		GCSE English and English language	ENG1F	6,900	108,850	6.36%
Pearson	GCSE English	5EH2H 01	400	4,550	8.93%	GCSE English language	5EN2H/01	1,800	27,750	6.49%	
	GCSE English language	5EN2H 01	2,150	27,050	7.86%	GCSE Physical education	5PE01/01	4,000	69,950	5.73%	
	GCSE English language	KEA0 01	800	10,300	7.68%	GCSE English	5EH2H/01	150	2,800	5.08%	
	GCSE Maths A	1MA0 1H	26,700	406,200	6.58%	GCSE Maths A	1MA0/1H	18,950	391,750	4.84%	
	GCSE Maths A	1MA0 2H	26,700	406,200	6.57%	GCSE Maths A	1MA0/2H	18,050	391,750	4.60%	
OCR	GCSE English/English language	A680	2,300	28,550	8.07%	GCSE English/English language	A680 2	1,500	26,100	5.73%	
	GCSE Engineering	A622	50	1,000	7.21%	GCSE Music	B353 1	450	8,000	5.61%	
	GCSE French	A704	600	9,850	6.34%	GCSE French	A704 1	400	7,850	4.95%	
	GCSE Physical education	B453	550	10,050	5.66%	GCSE Classical civilisation	A351 2	150	2,800	4.89%	
	GCSE Physical education	B451	550	10,250	5.60%	GCSE History	A022 1	650	13,950	4.71%	
CCEA	GCSE Drama	G9250	100	1,100	8.68%	GCSE Drama	G9251	100	1,200	6.59%	
	GCSE Further maths	GMF1	150	3,050	5.39%	GCSE Further maths	GMF2	200	3,550	4.95%	
	GCSE Further maths	GMF2	200	3,600	5.31%	GCSE Physical education	G9741	100	1,800	4.87%	
	GCSE Business studies	GBS1	150	3,300	5.08%	GCSE English and English language	GEG1	900	19,850	4.59%	
	GCSE French	GFR2	200	4,100	4.81%	GCSE English and English language	GEG2	800	18,200	4.46%	
WJEC	GCSE English and English language	4172/02	6,500	72,350	8.96%	GCSE History	4282	50	1,250	5.46%	
	GCSE English and English language	4171/02	4,550	72,150	6.33%	GCSE History	4373	150	2,900	5.32%	
	GCSE English and English language	4172/01	2,200	36,350	6.08%	GCSE English and English language	4172	2,100	39,950	5.26%	
	GCSE English and English language	4171/01	1,750	36,600	4.79%	GCSE English and English language	4172	3,450	66,850	5.18%	
	GCSE Business studies	4080/SA	250	5,400	4.62%	GCSE English and English language	4171	2,950	67,450	4.41%	

**Notes:**

1. Data shown, are for units that had entries of a thousand or more.
2. Figures include applied subjects, other UK regions e.g. Isle of Man, and overseas entries.
3. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
4. If the value is less than 25, it is represented as 0- and 0 represents zero enquiries or grade changes.
5. Percentages are calculated on actual figures.

**Table 11: GCE units with the highest proportion of reviews for service 2, summer exam series, 2016 and 2015**

Service 2 for GCE summer 2015						Service 2 for GCE summer 2016						
	Subject	Unit Code	No. of reviews	No. of Entries	% of total entries		Subject	Unit Code	No. of reviews	No. of Entries	% of total entries	
AQA	GCE Music	MUS2B	150	1,100	14.76%	GCE Dance		DANC1	350	2,850	11.85%	
	GCE Philosophy	PHLS1	650	4,450	14.22%		GCE Physical education		PHED1	800	9,450	8.62%
	GCE History of art	HART2	200	1,450	12.05%		GCE History of art		HART2	100	1,300	6.45%
	GCE English literature	LITB1	2,700	26,850	10.14%		GCE Philosophy		PHLS1	250	4,500	6.08%
	GCE History	HIS1D	150	1,350	10.08%		GCE History		HIS3G	50	1,100	6.03%
Pearson	GCE Music	6MU02 01	500	4,500	10.68%	GCE Music		6MU02/01	450	4,050	10.93%	
	GCE Physical education	6PE01 01	250	2,400	9.73%	GCE Music technology		6MT01/01	200	2,750	7.62%	
	GCE Music technology	6MT01 01	350	3,600	9.08%	GCE Drama		6DR02/01	600	10,200	5.89%	
	GCE Physical education	6PE03 01	100	1,350	8.01%	GCE Physical education		6PE03/01	50	1,050	5.88%	
	GCE Music technology	6MT03 01	150	2,250	7.58%	GCE Music technology		6MT03/01	100	2,000	5.84%	
OCR	GCE English literature	F661	1,450	16,750	8.68%	GCE Classics: classical civilisation		F382 1	150	2,150	6.67%	
	GCE History	F961	700	9,200	7.72%	GCE Physical education		G451 1	600	9,400	6.35%	
	GCE Spanish	F722	100	1,200	7.53%	GCE Classics: Latin		F363 1	50	1,150	5.78%	
	GCE Government and politics	F851	100	1,250	7.19%	GCE Design and technology		F521 2	150	2,500	5.57%	
	GCE Classics: classical civilisation	F382	150	2,200	7.13%	GCE Classics: Latin		F364 1	50	1,150	5.47%	
CCEA	GCE English literature	AL12	300	2,700	11.96%	GCE English literature		AL12	300	2,800	11.27%	
	GCE History	AH11	300	3,250	9.85%	GCE History		AH11	300	3,300	9.22%	
	GCE Government and politics	AQ11	100	1,300	8.04%	GCE Business studies		AT11	150	2,200	7.43%	
	GCE History	AH12	250	3,400	7.52%	GCE Religious studies		AR12	50	1,000	7.01%	
	GCE Business studies	AT11	150	1,950	6.59%	GCE History		AH12	200	3,300	6.66%	
WJEC	GCE English literature	1171/01	1,150	13,000	8.73%	GCE Physical education		1312	50	1,000	5.88%	
	GCE Drama	1122/01	100	1,700	4.78%	GCE Drama		1122	100	1,700	4.94%	
	GCE English language	1154/01	150	3,000	4.67%	GCE History		2100UA	50	1,050	4.88%	
	GCE French	1192/01	200	3,900	4.66%	GCE ICT		1241	250	6,200	3.88%	
	GCE History	1231/01	50	1,250	4.63%	GCE History		2100U8	100	2,100	3.86%	

**Notes:**

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2. Figures include applied subjects, other UK regions e.g. Isle of Man, and overseas entries.
3. All figures have been rounded to the nearest 50. Figures have been rounded independently so may not add up to the total.
4. If the value is less than 25, it is represented as 0- and 0 represents zero enquiries or grade changes.
5. Percentages are calculated on actual figures.

**Table 12: GCE units with the highest proportion of reviews for priority service 2, summer exam series, 2016 and 2015**

Priority Service 2 for GCE summer 2015						Priority Service 2 for GCE summer 2016					
	Subject	Unit Code	No. of reviews	No. of Entries	% of total entries		Subject	Unit Code	No. of reviews	No. of Entries	% of total entries
AQA	GCE Religious studies	RST4C	50	1,500	4.98%		GCE History	HIS3N	100	2,250	4.98%
	GCE French	FREN3	250	5,400	4.35%		GCE French	FREN3	200	5,200	3.97%
	GCE Economics	ECON4	450	10,150	4.17%		GCE History	HIS3D	50	1,100	3.50%
	GCE Government and politics	GOV3A	100	2,550	4.10%		GCE Philosophy	PHLS2	50	2,200	3.29%
	GCE Economics	ECON3	400	10,200	3.76%		GCE Economics	ECON3	350	11,000	3.25%
Pearson	GCE French	6FR04	100	2,550	4.65%		GCE Economics	6EC04/01	350	8,850	4.01%
	GCE Economics	6EC04	400	8,900	4.26%		GCE Physical education	6PE03/01	50	1,050	3.92%
	GCE English literature	6ET03	150	4,250	3.66%		GCE English literature	6ET03/01	150	4,100	3.62%
	GCE Chemistry	6CH05	200	6,250	3.58%		GCE Chemistry	6CH05/01	200	5,750	3.39%
	GCE Spanish	6SP04	100	2,650	3.57%		GCE Spanish	6FR04/01	100	2,500	3.24%
OCR	GCE Classics: Latin	F364	100	1,300	6.63%		GCE Classics: Latin	F363 1	50	1,150	4.92%
	GCE Classics: Latin	F363	50	1,300	5.54%		GCE Classics: Latin	F364 1	50	1,150	4.87%
	GCE Economics	F585	300	6,800	4.24%		GCE Economics	F585 1	250	7,000	3.63%
	GCE History	F966	450	10,300	4.18%		GCE Economics	F584 1	100	3,700	3.29%
	GCE Economics	F584	150	3,500	4.07%		GCE English literature	F663 1	350	11,500	3.23%
CCEA	GCE ICT	AP21	50	1,450	4.03%		GCE Business studies	AT22	50	1,200	3.95%
	GCE English literature	AL21	50	1,800	3.88%		GCE English literature	AL21	50	1,750	3.78%
	GCE English literature	AL22	50	1,800	3.17%		GCE Chemistry	AC22	50	1,250	3.39%
	GCE Geography	AG22	50	1,850	3.10%		GCE English literature	AL22	50	1,750	3.33%
	GCE History	AH21	50	2,200	3.02%		GCE ICT	AP21	50	1,450	3.14%
WJEC	GCE French	1194/01	50	1,850	3.90%		GCE Physics	1325	50	1,600	2.18%
	GCE English language	1154/01	100	3,000	2.50%		GCE Physics	1324	50	1,600	2.18%
	GCE Spanish	1364/01	50	1,250	2.48%		GCE French	1194	50	1,700	2.09%
	GCE Chemistry	1095/01	50	1,900	1.77%		GCE English language	1154	50	2,750	1.97%
	GCE Biology	1074/01	100	5,100	1.74%		GCE Spanish	1364	0~	1,150	1.72%

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