

**The independent evaluation of the pilot of the linked pair of GCSEs
in mathematics (MLP)**

Second interim report appendices

Alpha*Plus* Consultancy Ltd

Contents

1	Case-study pilot centre characteristics and demographic information	4
1.1	Case-study centre demographics	4
1.2	Case-study sample coverage	5
2	Joint-offer and single-GCSE-only centre characteristics	6
3	Observation data – autumn 2011	9
4	NPD data- demographics of the MLP cohort and the mainstream cohort.....	15
4.1	Free school meals	15
4.2	Special educational needs.....	15
4.3	English not first language	16
4.4	Ethnicity	16
4.5	Gifted and talented	16
4.6	Local authority regions	17
4.7	Prior attainment for teacher assessment.....	18
4.8	Prior attainment for tests assessment	18
5	NPD data- breakdown of demographic information by awarding organisation....	19
5.1	Free school meals	19
5.2	Special educational needs.....	20
5.3	English not first language	21
5.4	Ethnicity	22
5.5	Gifted and talented	23
5.6	Regions	24
5.7	Prior attainment for teacher assessment.....	26

Table of tables

Table 1: A breakdown of case-study centre characteristics centres visited in autumn 2011 ..	4
Table 2: Number of staff and students spoken to, and focus groups/lesson observations undertaken, during the MLP case-study pilot centre visits in autumn 2011	5
Table 3: A breakdown of joint-offer (MLP & single GCSE) centre characteristics, where heads of mathematics were interviewed in autumn 2011	6
Table 4: Regional spread of joint-offer (MLP & single GCSE) centres, where heads of mathematics were interviewed in autumn 2011	6
Table 5: A breakdown of single-GCSE-only centre characteristics, where heads of mathematics were interviewed in autumn 2011	7
Table 6: Regional spread of single-GCSE-only centres, where heads of mathematics were interviewed in autumn 2011	8
Table 7: Table showing proportion of candidates that are eligible to receive free school meals	15
Table 8: Table showing proportion of candidates with special educational needs variables	15
Table 9: Table showing proportion of candidates where English is not their first language .	16

Table 10: Table showing candidates ethnic background	16
Table 11: Table showing proportion of candidates classified as gifted and talented	16
Table 12: Table showing proportion of candidates in each region.....	17
Table 13: Mean grade score for English KS3 for teacher assessment.....	18
Table 14: Mean grade score for mathematics KS3 for teacher assessment	18
Table 15: Table showing proportion of candidates eligible for free school meals by awarding organisation	19
Table 16: Table showing proportion of candidates with special educational needs by awarding organisation.....	20
Table 17: Table showing proportion of candidates where English is not their first language by awarding organisation.....	21
Table 18: Table showing candidates ethnic background by awarding organisation	22
Table 19: Table showing proportion of candidates who are classed as gifted and talented by awarding organisation.....	23
Table 20: Table showing local authority region of candidates by awarding organisation	24
Table 21: Mean grade score for English KS3 for teacher assessment.....	26
Table 22: Mean grade score for mathematics KS3 for teacher assessment	26
Table 23: Mean grade score for science KS3 for teacher assessment by awarding organisation	26

Table of Figures

Figure 1: Moderated score recorded on summary table lesson 19 and 20.....	9
Figure 2: Moderated score recorded on summary table lesson 21.....	10
Figure 3: Moderated score recorded on summary table lesson 22 and 23.....	10
Figure 4: Moderated score recorded on summary table lesson 24 and 25.....	11
Figure 5: Moderated score recorded on summary table lesson 26 and 27.....	11
Figure 6: Moderated score recorded on summary table lesson 28 and 29.....	12
Figure 7: Moderated score recorded on summary table lesson 30.....	12
Figure 8: Moderated score recorded on summary table lesson 31.....	13
Figure 9: Moderated score recorded on summary table lesson 32 and 33.....	13
Figure 10: Moderated score recorded on summary table lesson 34 and 35.....	14

1 Case-study pilot centre characteristics and demographic information

1.1 Case-study centre demographics

Table 1: A breakdown of case-study centre characteristics centres visited in autumn 2011

Pilot centre number	Type of school	Selective/ non-selective	School category	Region	Age range	Gender of intake	AO
1	Secondary School	Non-selective	Community	North East	11 to 16	Mixed	AQA
2	Secondary School	Non-selective	Community	South East	11 to 16	Mixed	AQA
3	Secondary Comprehensive	Non-selective	Community	South Wales	11 to 18	Mixed	WJEC
4	Secondary School	Non-selective	Voluntary Aided	East of England	11 to 18	Mixed	Edexcel
7	Secondary Comprehensive	Non-selective	Community	West Midlands	11 to 18	Mixed	OCR
9	Independent School	Selective	Independent	East of England	7 to 18	Girls	OCR
10	Secondary School: Academy	Non-selective	Academy: Non-maintained	London	11 to 18	Mixed	Edexcel
12	Secondary School	Non-selective	Community	North West	11 to 16	Mixed	Edexcel
17	Secondary School	Non-selective	Voluntary Aided	North West	11 to 18	Mixed	AQA
18	Secondary School	Non-selective	Voluntary Aided	West Midlands	11 to 18	Mixed	AQA

1.2 Case-study sample coverage

Table 2: Number of staff and students spoken to, and focus groups/lesson observations undertaken, during the MLP case-study pilot centre visits in autumn 2011

Pilot centre number	Institution type	Head of mathematics department	Mathematics teachers	Number of students	Student focus groups	Lesson observations
1	Secondary	1	0	0	0	2
2	Secondary	1	1	12	2	1
3	Secondary & Sixth Form	1	2	5	1	2
4	Secondary & Sixth Form	1	3	17	2	2
7	Secondary & Sixth Form	1	2	12	2	2
9	Primary & Secondary (7 to 18)	1	2	12	2	2
10	Secondary & Sixth Form	1	1	8	1	2
12	Secondary	1	0	7	1	1
17	Secondary & Sixth Form	1	1	8	1	1
18	Secondary & Sixth Form	1	2	6	1	2
Total number		10	14	87	13	17

2 Joint-offer and single-GCSE-only centre characteristics

Table 3: A breakdown of joint-offer (MLP & single GCSE) centre characteristics, where heads of mathematics were interviewed in autumn 2011

Joint-offer centre number	Type of school	School category	Selective/non-selective	Age range	Gender of intake	Mathematics award delivered
NPI-1	Selective maintained	Community	Selective	Through 16	Mixed	MLP & Single
NPI-2	Independent	Community	Selective	7 to 18	Mixed	MLP & Single
NPI-3	Comprehensive maintained	Community	Non-selective	Up to 16	Mixed	MLP & Single
NPI-4	Comprehensive maintained	Community	Non-selective	Up to 16	Mixed	MLP & Single
NPI-5	Academy/CTC/Free school/UTC	Academy	Selective	Through 16	Mixed	MLP & Single
NPI-6	Comprehensive maintained	Community	Non-selective	Through 16	Mixed	MLP & Single
NPI-7	Comprehensive maintained	Community	Selective	Up to 16	Mixed	MLP & Single
NPI-10	Secondary	Foundation	Non-selective	11 to 16	Mixed	MLP & Single
NPI-15	Academy/CTC/Free school/UTC	Foundation	Selective	11 to 18	Boys	MLP & Single
NPI-28	Secondary	Community	Non-selective	11 to 18	Mixed	MLP & Single
NPI-29	Comprehensive maintained	Federation	Non-selective	11 to 18	Mixed	MLP & Single

Table 4: Regional spread of joint-offer (MLP & single GCSE) centres, where heads of mathematics were interviewed in autumn 2011

English Regions	Number of joint-offer centres
North East	2
North West	1
Yorkshire and Humber	1
East Midlands	2
West Midlands	1
East of England	0
South East	2
South West	2
London	0

Table 5: A breakdown of single-GCSE-only centre characteristics, where heads of mathematics were interviewed in autumn 2011

Single-GCSE-only centre number	Type of school	School category	Selective/non-selective	Age range	Gender of intake	Mathematics award delivered
NPI-8	Pupil Referral Unit	Community	Selective	5 to 16	Mixed	Single
NPI-9	Academy/CTC /Free school/ UTC	Foundation Trust	Selective	Through 16	Mixed	Single
NPI-11	Pupil Referral Unit	Community	Selective	12 to 16	Mixed	Single
NPI-12	Independent	Foundation	Selective	7 to 18	Mixed	Single
NPI-13	Comprehensive maintained	Community	Non-selective	11 to 16	Mixed	Single
NPI-14	Independent	Foundation	Selective	7 to 18	Mixed	Single
NPI-16	Independent	Independent	Selective	Through 16	Mixed	Single
NPI-17	Comprehensive maintained	Independent	Selective	11 to 18	Boys	Single
NPI-18	Secondary	Community	Non-selective	11 to 18	Mixed	Single
NPI-19	Academy/CTC/ Free school/ UTC	Foundation	Selective	11 to 18	Mixed	Single
NPI-20	Academy/CTC/ Free school/ UTC	Academy	Non-selective	11 to 16	Mixed	Single
NPI-21	Secondary	Community	Selective	11 to 18	Mixed	Single
NPI-22	Secondary	Community	Non-selective	11 to 16	Mixed	Single
NPI-23	Secondary	Community	Non-selective	11 to 18	Mixed	Single
NPI-24	Grammar	Foundation	Selective	11 to 19	Boys	Single
NPI-25	City Technology College	Community	Non-selective	Through 16	Mixed	Single
NPI-26	Secondary	Voluntary Aided	Selective	11 to 16	Mixed	Single
NPI-27	Comprehensive maintained	Foundation	Non-selective	13 to 19	Mixed	Single
NPI-30	Academy/CTC/ Free school/ UTC	Foundation	Selective	11 to 18	Girls	Single
NPI-31	Comprehensive maintained	Community	Non-selective	11 to 18	Mixed	Single
NPI-32	Comprehensive maintained	Community	Non-selective	13 to 18	Mixed	Single
NPI-33	Comprehensive maintained	Foundation	Non-selective	11 to 18	Mixed	Single

Table 6: Regional spread of single-GCSE-only centres, where heads of mathematics were interviewed in autumn 2011

English Regions	Number of single-GCSE-only centres
North East	1
North West	4
Yorkshire and Humber	4
East Midlands	2
West Midlands	4
East of England	3
South East	3
South West	0
London	1

3 Observation data – autumn 2011

Please note: lessons 1 – 18 were observed and reported on in the previous round of fieldwork

Legend:

- **Q:** high-order questioning
- **SC:** stretching and challenging
- **CC:** creating connections
- **R:** encouraging reasoning
- **PS:** supporting development of strategies for investigation and problem solving
- **V:** the value of mathematics
- **MLE:** making learning explicit
- **L:** developing 'mathematical' language

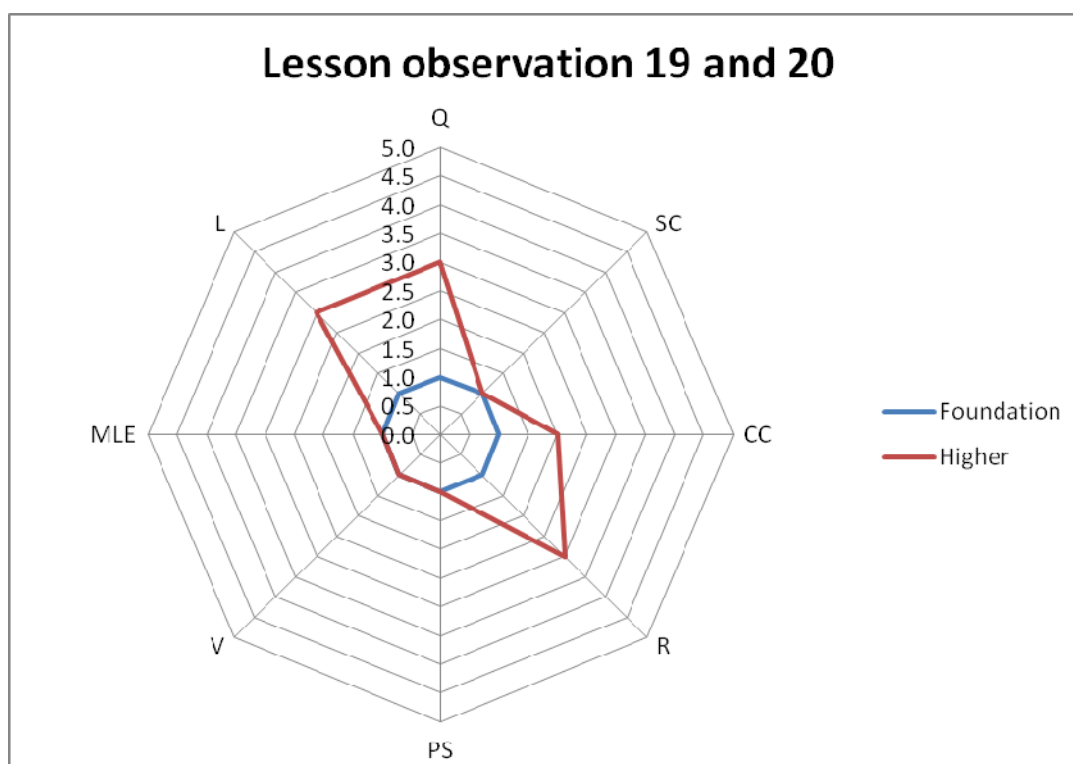


Figure 1: Moderated score recorded on summary table lesson 19 and 20

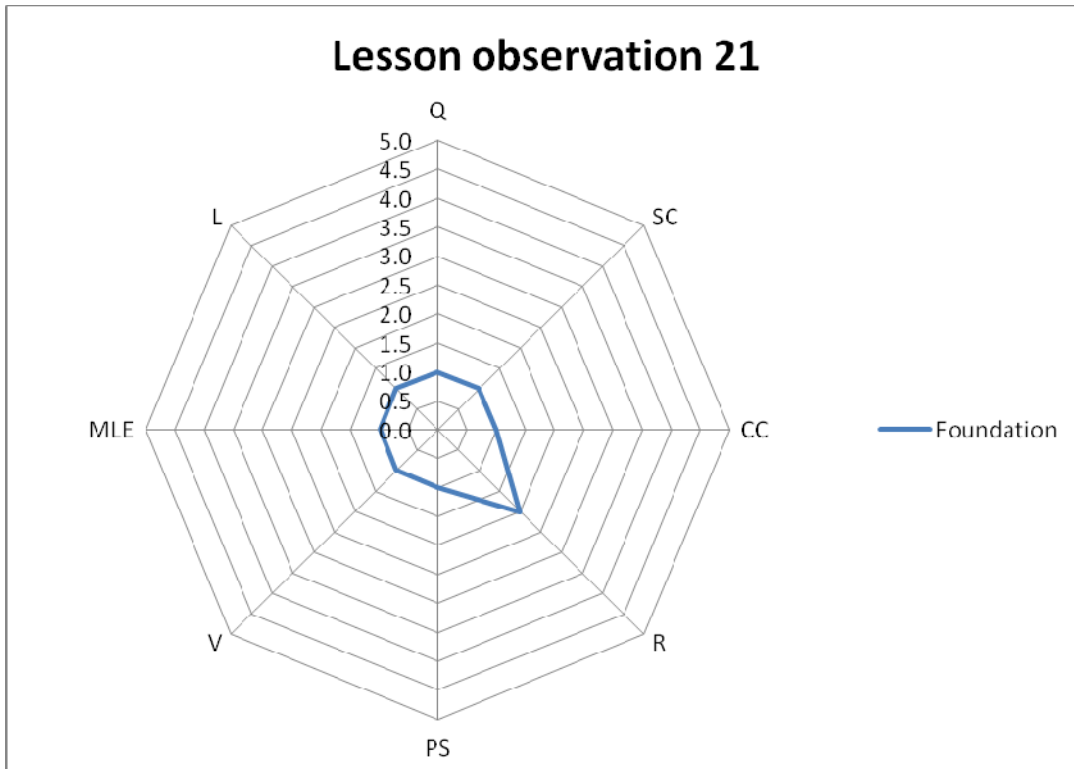


Figure 2: Moderated score recorded on summary table lesson 21

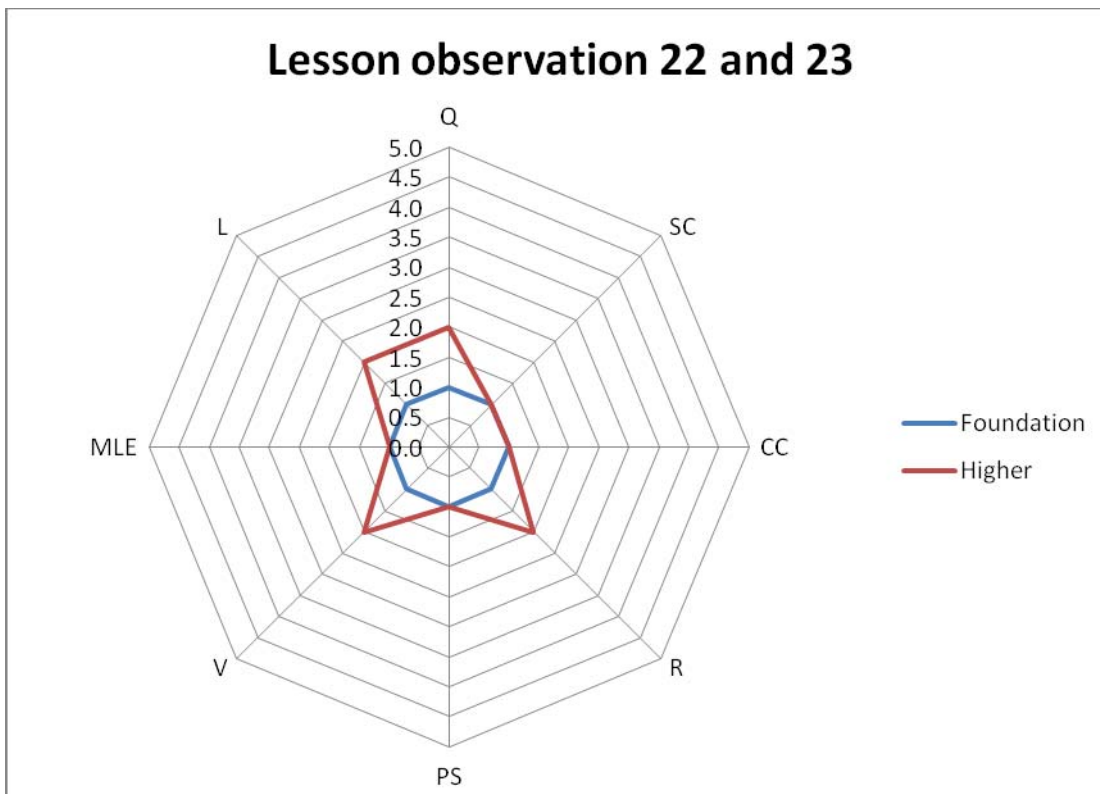


Figure 3: Moderated score recorded on summary table lesson 22 and 23

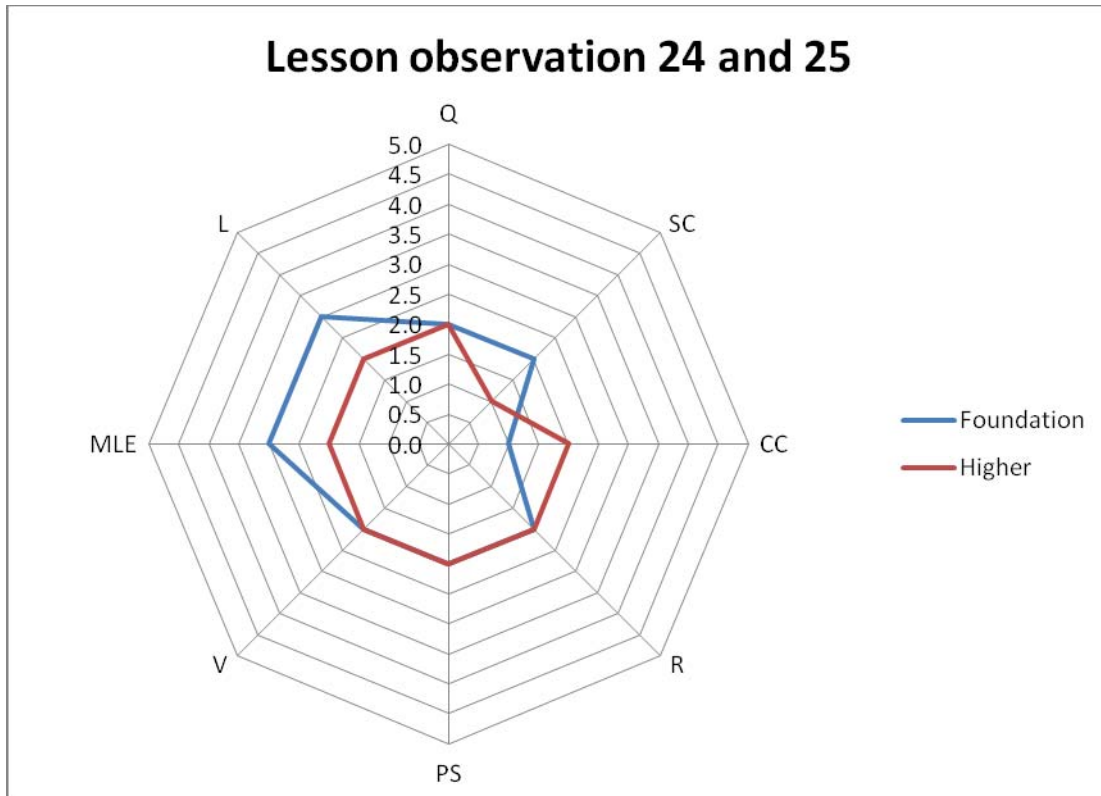


Figure 4: Moderated score recorded on summary table lesson 24 and 25

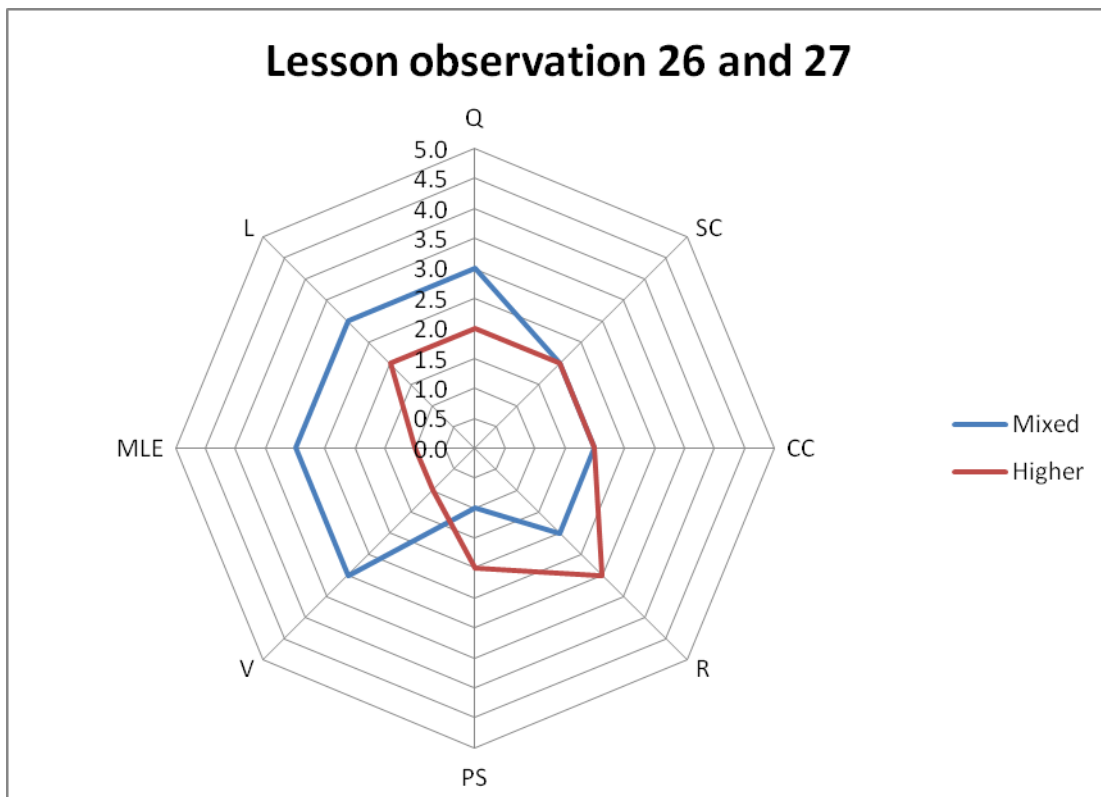


Figure 5: Moderated score recorded on summary table lesson 26 and 27

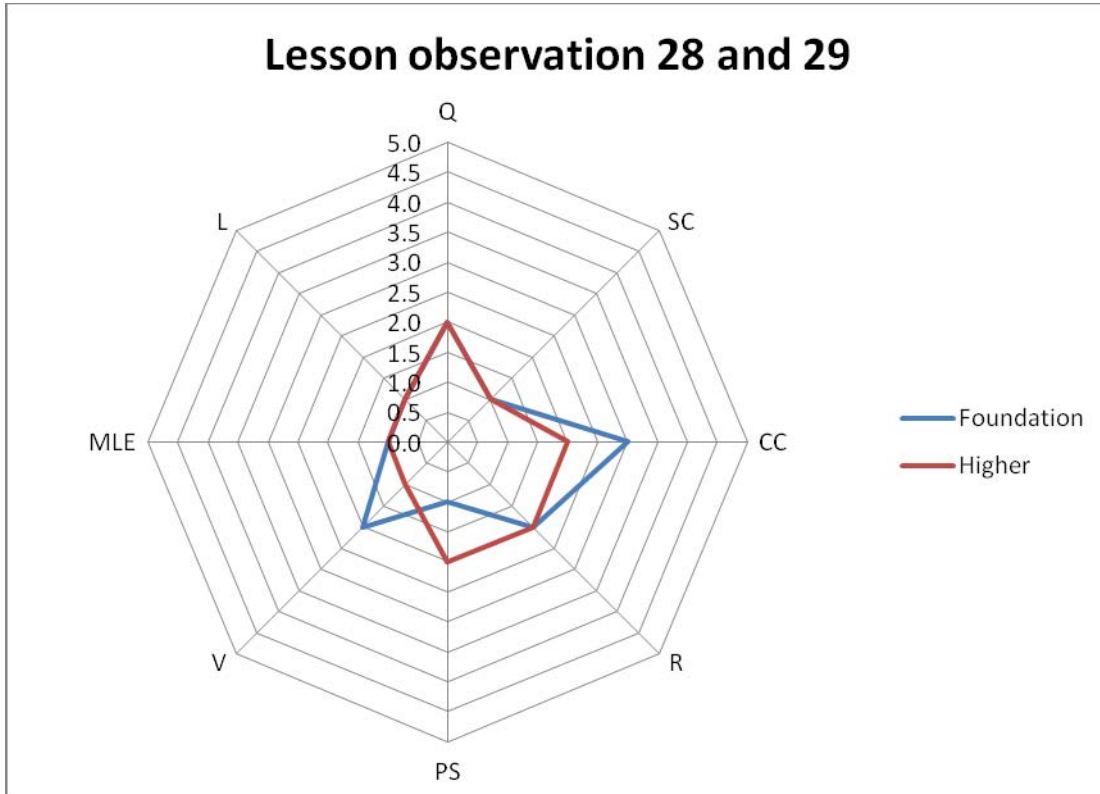


Figure 6: Moderated score recorded on summary table lesson 28 and 29

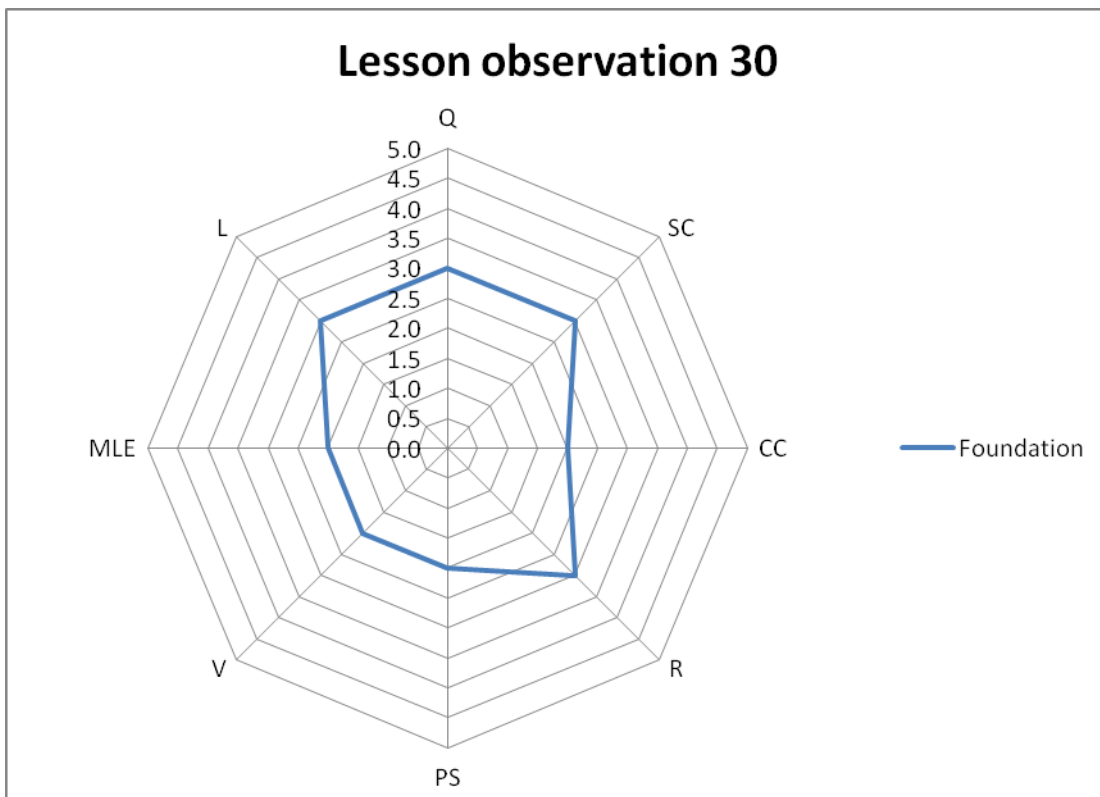


Figure 7: Moderated score recorded on summary table lesson 30

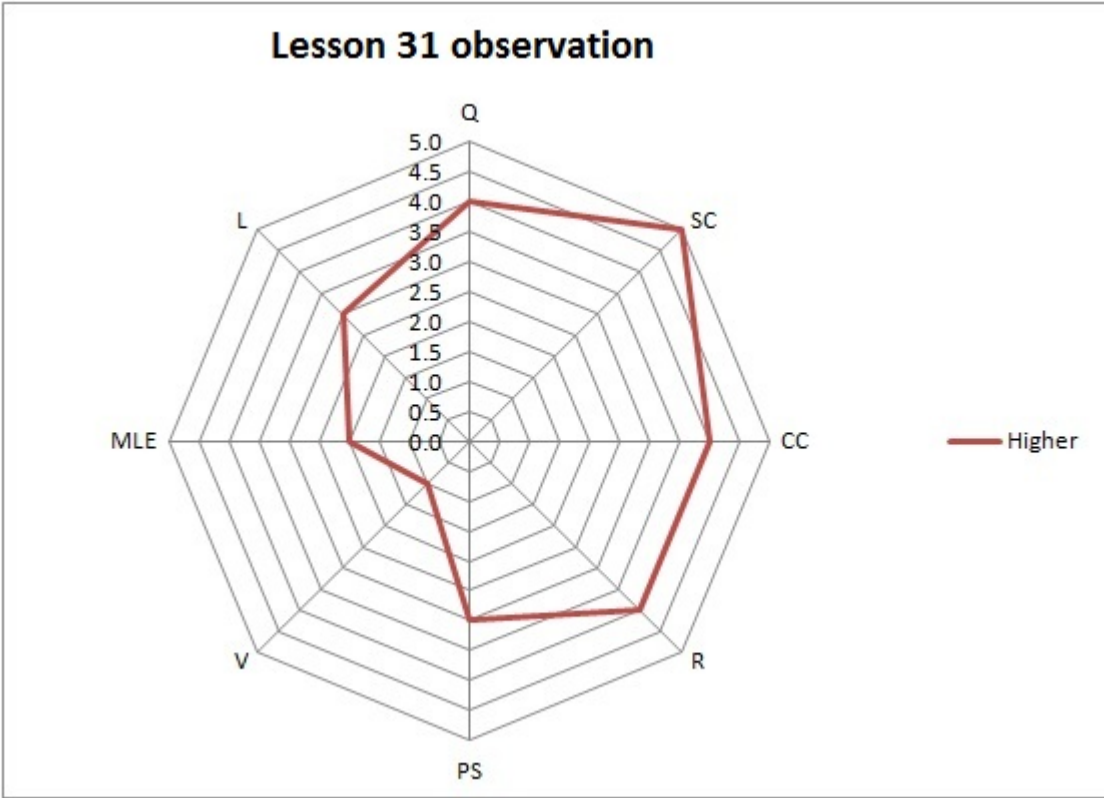


Figure 8: Moderated score recorded on summary table lesson 31

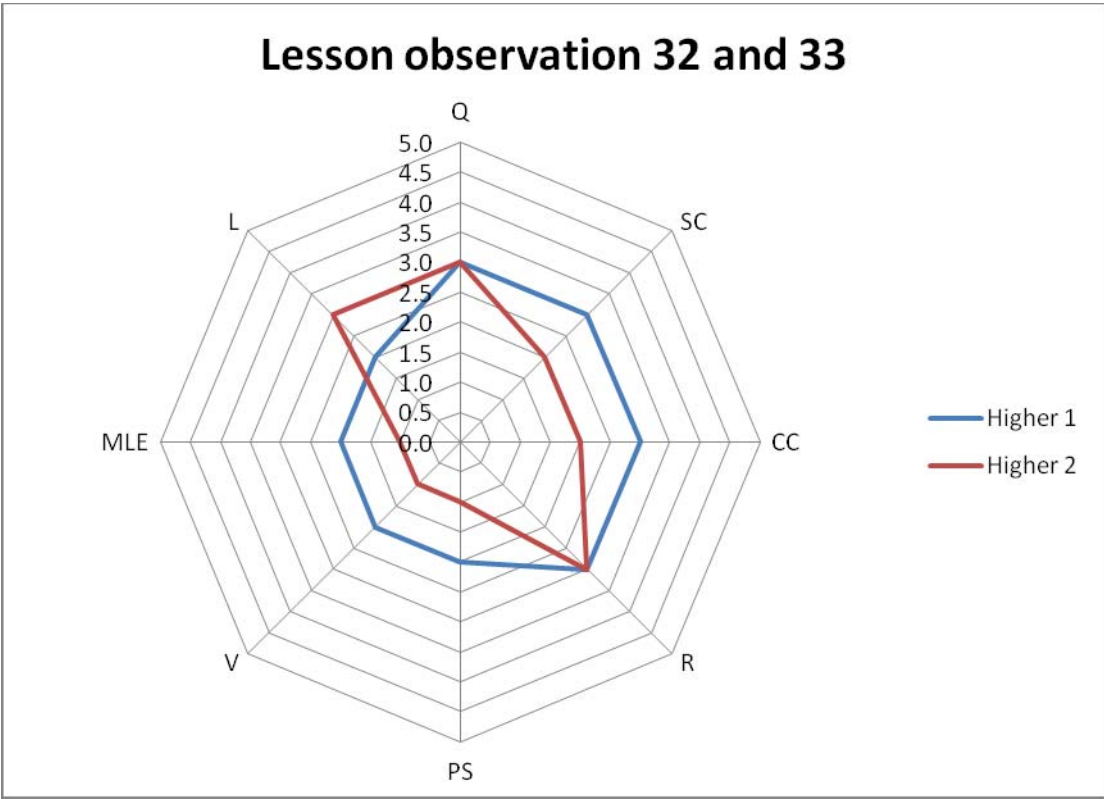


Figure 9: Moderated score recorded on summary table lesson 32 and 33

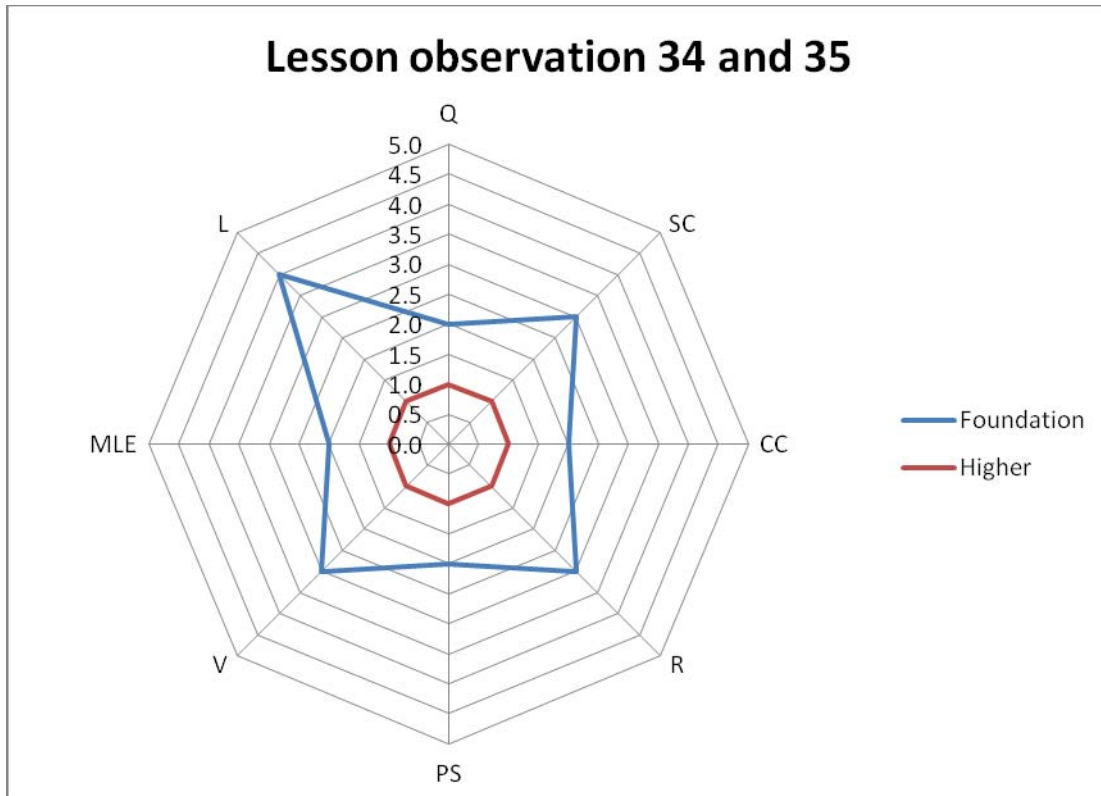


Figure 10: Moderated score recorded on summary table lesson 34 and 35

4 NPD data- demographics of the MLP cohort and the mainstream cohort

In the following sections, comparisons are made between the demographics of candidates who have either entered any unit of or completed an MLP GCSE with completers of the mainstream GCSE.

4.1 Free school meals

Table 7: Table showing proportion of candidates that are eligible to receive free school meals

Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
FSM	Yes	11.0	9.7	13.8	15.0
	No	89.0	90.3	86.2	85.0
	TOTAL	100.0	100.0	100.0	100.0

4.2 Special educational needs

Table 8: Table showing proportion of candidates with special educational needs variables

Proportion of candidates with key variable					
Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
SEN any	Yes	18.0	17.1	19.7	22.5
	No	82.0	82.9	80.3	77.5
	TOTAL	100.0	100.0	100.0	100.0
SEN action plus	Yes	5.3	5.4	5.3	6.2
	No	94.7	94.6	94.7	93.8
	TOTAL	100.0	100.0	100.0	100.0
SEN action	Yes	10.8	9.8	12.7	14.0
	No	89.2	90.2	87.3	86.0
	TOTAL	100.0	100.0	100.0	100.0
SEN statement	Yes	1.9	1.9	1.7	2.2
	No	98.1	98.1	98.3	97.8
	TOTAL	100.0	100.0	100.0	100.0

4.3 English not first language

Table 9: Table showing proportion of candidates where English is not their first language

Proportion of candidates with key variable					
Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
English is pupil's first language	Yes	91.3	92.8	88.2	87.8
	No	8.5	7.1	11.6	11.7
	Unknown	0.1	0.1	0.2	0.5
	Total	100.0	100.0	100.0	100.0

4.4 Ethnicity

Table 10: Table showing candidates ethnic background

Proportion of candidates with key variable					
Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
Ethnicity	Asian	4.8	4	6.6	8.1
	Black	4.2	3.8	5.1	4.6
	Chinese	0.6	0.7	0.5	0.4
	Mixed	3.5	3.8	3	3.3
	Unclassified	1.3	1.3	1.3	1.2
	Any other ethnic group	0.8	0.8	0.9	1.2
	White	84.7	85.6	82.8	81.2
	Total	100.0	100.0	100.0	100.0

4.5 Gifted and talented

Table 11: Table showing proportion of candidates classified as gifted and talented

Proportion of candidates with key variable					
Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
Gifted and talented	Yes (1)	18.4	17.1	21	14.5
	No (0)	81.6	82.9	79	85.5
	Total	100.0	100.0	100.0	100.0

4.6 Local authority regions

Table 12: Table showing proportion of candidates in each region

Proportion of candidates with key variable						
Key variable		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed (%)	MLP completers (%)	Mainstream completers (%)	Diff between MLP and mainstream
Local authority region	London	4.8	5.7	2.9	13.1	-8.3
	North West	10.5	9.7	12	14.5	-4
	West Midlands	10	9.2	11.6	12.3	-2.3
	North East	3.6	3.5	3.7	5.4	-1.8
	East of England	10.7	13.1	5.7	10.7	0
	Yorkshire and the Humber	11.3	11.6	10.7	11	0.3
	East Midlands	13.3	9.6	20.9	8.9	4.4
	South West	13.8	8.1	25.9	9.1	4.7
	South East	22.1	29.5	6.5	15	7.1
	Total	100.0	100.0	100.0	100.0	0.0

4.7 Prior attainment for teacher assessment

Since KS3 testing was abandoned in 2008, teacher assessment levels are used to compare the prior attainment of candidates in the MLP cohort with those in the mainstream cohort. Teacher assessment levels were recorded both before and after testing was abandoned, so it remains possible to make comparisons between all MLP candidates and mainstream candidates for whom teacher assessment levels were recorded.

Table 13: Mean grade score for English KS3 for teacher assessment

Mean grade score for English KS3 for teacher assessment ¹				
MLP any (Entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)	
5.53	5.57	5.45	5.28	

Table 14: Mean grade score for mathematics KS3 for teacher assessment

Mean grade score for mathematics KS3 for teacher assessment ¹				
MLP any (Entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)	
6.09	6.16	5.95	5.71	

4.8 Prior attainment for tests assessment

Since KS3 testing was abandoned in 2008, 'tested' prior attainment data is only available for candidates who sat their KS3 examinations in or before 2008. The majority of candidates, however, reached KS3 after this time so a comparison would likely be uninformative.

¹ Mean grade score was calculated by assigning weights to the levels and taking the mean average. Level 3 was given a weight of 3, level 4 a weight of 4, etc. through to level 8 a weight of 8.

5 NPD data- breakdown of demographic information by awarding organisation

In the following sections, the demographics of candidates are broken down by awarding organisation.

5.1 Free school meals

Table 15: Table showing proportion of candidates eligible for free school meals by awarding organisation

Proportion of candidates with key variable						
Key variable	AO		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
FSM	AQA	Yes	11.3	10.7	12.8	11.7
		No	88.7	89.3	87.2	88.3
	Edexcel	Yes	19.4	17.7	19.7	16.8
		No	80.6	82.3	80.3	83.2
	OCR	Yes	8.0	7.6	9.6	13.9
		No	92.0	92.4	90.4	86.1

5.2 Special educational needs

Table 16: Table showing proportion of candidates with special educational needs by awarding organisation

		Proportion of candidates with key variable				
Key variable	AO		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
SEN any	AQA	Yes	17.7	16.8	20.0	20.5
		No	82.3	83.2	80.0	79.5
	Edexcel	Yes	17.7	17.7	17.7	23.5
		No	82.3	82.3	82.3	76.5
	OCR	Yes	18.5	17.8	21.1	21.6
		No	81.5	82.2	78.9	78.4
SEN Action Plus	AQA	Yes	6.1	6.0	6.3	5.6
		No	93.9	94.0	93.7	94.4
	Edexcel	Yes	4.2	3.2	4.3	6.6
		No	95.8	96.8	95.7	93.4
	OCR	Yes	4.3	4.5	3.6	5.7
		No	95.7	95.5	96.4	94.3
SEN action	AQA	Yes	9.6	8.8	11.7	12.7
		No	90.4	91.2	88.3	87.3
	Edexcel	Yes	12.1	14.5	11.7	14.7
		No	87.9	85.5	88.3	85.3
	OCR	Yes	12.5	11.5	16.4	13.5
		No	87.5	88.5	83.6	86.5
SEN statement	AQA	Yes	2.0	2.0	1.9	2.2
		No	98.0	98.0	98.1	97.8
	Edexcel	Yes	1.5	0.0	1.7	2.2
		No	98.5	100.0	98.3	97.8
	OCR	Yes	1.7	1.9	1.1	2.4
		No	98.3	98.1	98.9	97.6

5.3 English not first language

Table 17: Table showing proportion of candidates where English is not their first language by awarding organisation

		Proportion of candidates with key variable				
Key variable	AO		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
English is pupil's first language	AQA	Yes	92.1	92.6	90.9	92.1
		No	7.8	7.3	9.1	7.6
		Unknown	0.1	0.2	0.0	0.3
	Edexcel	Yes	79.0	97.6	76.0	85.8
		No	20.8	2.4	23.8	13.7
		Unknown	0.2	0.0	0.3	0.5
	OCR	Yes	93.5	93.0	95.6	90.7
		No	6.3	7.0	3.6	8.9
		Unknown	0.2	0.0	0.8	0.4

5.4 Ethnicity

Table 18: Table showing candidates ethnic background by awarding organisation

		Proportion of candidates with key variable				
Key variable	AO		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
Ethnicity	AQA	Asian	4.6	3.9	6.1	6.2
		Black	3.8	4.1	3.0	2.1
		Chinese	0.7	0.9	0.3	0.3
		Mixed	2.9	3.2	2.3	2.6
		Unclassified	1.5	1.5	1.5	1.1
		Any other ethnic group	0.5	0.5	0.6	0.6
		White	86.0	86.0	86.1	87.1
	Edexcel	Asian	9.9	0.0	11.6	9.1
		Black	11.0	2.4	12.4	5.8
		Chinese	1.0	0.0	1.2	0.4
		Mixed	4.0	3.2	4.1	3.6
		Unclassified	1.4	0.0	1.6	1.3
		Any other ethnic group	1.6	0.8	1.7	1.4
		White	71.2	93.5	67.5	78.4
	OCR	Asian	3.8	4.3	2.0	7.2
		Black	3.1	3.4	1.8	2.9
		Chinese	0.3	0.4	0.2	0.3
		Mixed	4.4	4.8	3.3	3.0
		Unclassified	1.0	1.2	0.3	1.1
		Any other ethnic group	1.1	1.3	0.6	0.7
		White	86.2	84.7	91.8	84.8

5.5 Gifted and talented

Table 19: Table showing proportion of candidates who are classed as gifted and talented by awarding organisation

Proportion of candidates with key variable						
Key variable	AO		MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)
Gifted and talented	AQA	Yes	19.9	20.6	18.5	14.9
		No	80.1	79.4	81.5	85.1
	Edexcel	Yes	19.3	27.4	18.0	14.3
		No	80.7	72.6	82.0	85.7
	OCR	Yes	15.1	10.7	31.0	13.9
		No	84.9	89.3	69.0	86.1

5.6 Regions

Table 20: Table showing local authority region of candidates by awarding organisation

Proportion of candidates with key variable							
Key variable	AO	MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)	Diff between MLP and mainstream	
Local authority region	East Midlands	10.6	8.4	15.9	13.2	-2.6	
	East of England	9.6	10.5	7.6	5.1	4.5	
	London	5.0	5.5	3.7	4.3	0.7	
	North East	4.3	3.8	5.4	9.0	-4.7	
	AQA	North West	13.5	15.5	8.6	13.2	0.3
		South East	22.1	29.1	5.3	13.5	8.6
		South West	11.5	6.5	23.5	12.8	-1.3
		West Midlands	5.3	3.2	10.4	10.1	-4.8
		Yorkshire and the Humber	18.2	17.5	19.7	18.8	-0.6
		East Midlands	2.5	0.8	2.8	5.2	-2.7
		East of England	5.5	0.8	6.3	13.0	-7.5
	Edexcel	London	3.6	3.2	3.7	17.4	-13.8
		North East	8.0	56.5	0.1	4.0	4.0
		North West	26.7	7.3	29.8	16.1	10.6
		South East	16.3	24.2	15.0	15.2	1.1
		South West	15.8	4.0	17.7	7.7	8.1
		West Midlands	21.5	3.2	24.4	12.5	9.0
		Yorkshire and the Humber	0.1	0.0	0.1	8.9	-8.8

Proportion of candidates with key variable						
Key variable	AO	MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed) (%)	MLP completers (%)	Mainstream completers (%)	Diff between MLP and mainstream
	Humber					
	East Midlands	21.5	12.3	54.7	20.4	1.1
	East of England	14.2	18.2	0.0	6.9	7.3
	London	4.7	6.1	0.0	4.5	0.2
	North East	0.9	0.1	3.6	10.1	-9.2
	North West	0.1	0.0	0.2	9.7	-9.6
	South East	23.7	30.3	0.0	13.6	10.1
	South West	17.7	11.1	41.5	8.5	9.2
	West Midlands	15.5	19.8	0.0	16.2	-0.7
	Yorkshire and the Humber	1.6	2.1	0.0	10.2	-8.6

5.7 Prior attainment for teacher assessment

Table 21: Mean grade score for English KS3 for teacher assessment

Mean grade score for English KS3 for teacher assessment ²				
AO	Variable state	MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed (%)	MLP completers (%)
AQA	5.51	5.55	5.42	5.34
Edexcel	5.39	5.45	5.38	5.25
OCR	5.53	5.57	5.45	5.28

Table 22: Mean grade score for mathematics KS3 for teacher assessment

Mean grade score for mathematics KS3 for teacher assessment ²				
AO	Variable state	MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed (%)	MLP completers (%)
AQA	6.13	6.17	6.06	5.80
Edexcel	5.83	6.20	5.77	5.65
OCR	6.09	6.15	5.90	5.72

Table 23: Mean grade score for science KS3 for teacher assessment by awarding organisation

Mean grade score for science KS3 for teacher assessment ²					
AO	Variable state	MLP any (entry or completer) (%)	MLP entries (i.e. entered but not completed (%)	MLP completers (%)	
	AQA	5.72	5.74	5.67	5.46
	Edexcel	5.53	5.65	5.51	5.31
	OCR	5.72	5.73	5.71	5.38

² Mean grade score was calculated by assigning weights to the levels and taking the mean average. Level 3 was given a weight of 3, level 4 a weight of 4, etc. through to level 8 a weight of 8