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## **GCSE AND EQUIVALENT RESULTS IN ENGLAND 2009/10 (PROVISIONAL)**

### **INTRODUCTION**

This Statistical First Release (SFR) provides the earliest information on the overall achievements of young people in GCSE examinations and other accredited qualifications in 2009/10. The information is taken from data collated for the 2010 Secondary School Performance Tables, which is currently in the process of being checked by schools. The results shown in this SFR are based on pupils reaching the end of Key Stage 4, typically those starting the academic year aged 15.

Accredited iGCSEs are included in the figures for the first time this year as equivalent to GCSEs and have been counted towards the English and mathematics indicators.

The SFR includes national figures in Tables 1 to 15 and local authority figures in Table 16 and 17.

### **KEY POINTS**

#### **PUPILS AT THE END OF KEY STAGE 4**

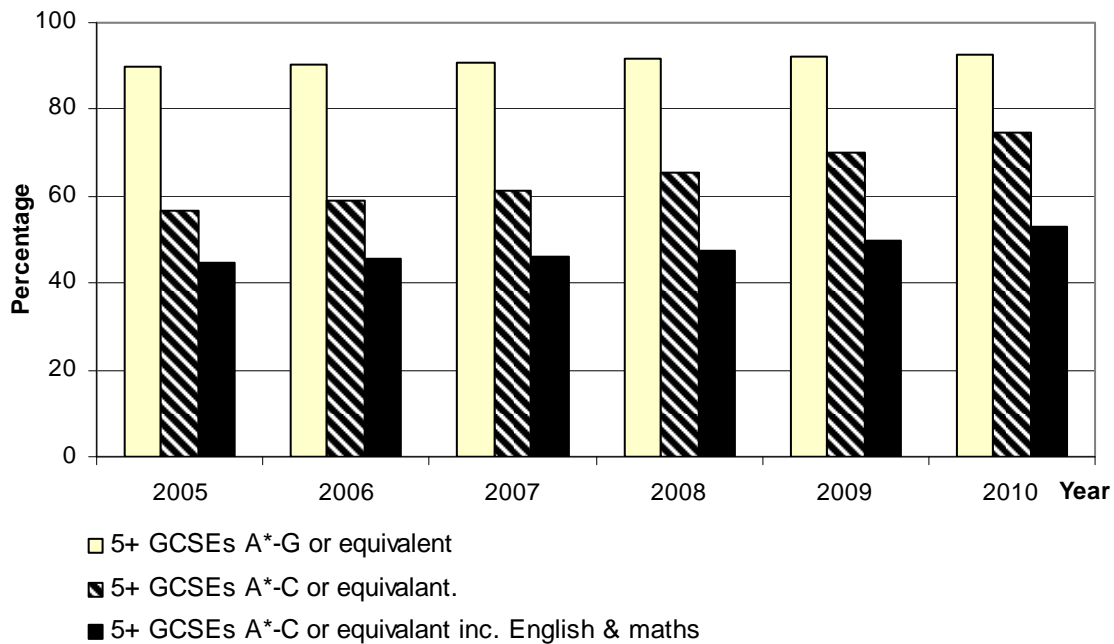
##### **National results for pupils at the end of Key Stage 4 in all schools**

- 53.1 per cent achieved 5 or more GCSEs at grade A\*-C or the equivalent including English and mathematics GCSEs or iGCSEs, an increase of 3.3 percentage points from 2008/09 (Table 1, Chart 1).
- When iGCSEs are excluded, 53.0 per cent achieved 5 or more GCSEs at grade A\*-C or the equivalent including English and mathematics GCSEs, an increase of 3.2 percentage points from 2008/09 (Table 1).
- 74.8 per cent achieved 5 or more GCSEs at grade A\*-C or the equivalent, an increase of 4.8 percentage points from 2008/09 (Table 1, Chart 1).
- 54.8 per cent *in maintained schools* achieved 5 or more GCSEs at grade A\*-C or the equivalent including English and mathematics GCSEs or iGCSEs, an increase of 4.1 percentage points from 2008/09 (Table 1).

The figures made available in this SFR differ from those published by Awarding Bodies in August. The Awarding Bodies' figures related to the outcome in the individual subject areas for all candidates in England, Wales and Northern Ireland, regardless of their age. The figures published in this SFR focus on the overall performance of candidates at the end of Key Stage 4 for GCSE and other accredited examinations in England only.

### Time series of the main indicators

Chart 1: Percentage of pupils achieving the equivalent of 5+ GCSEs at A\*-C, the equivalent of 5+ GCSEs at A\*-C including English and Maths and the equivalent of 5+ GCSEs at A\*-G (see Table 1)

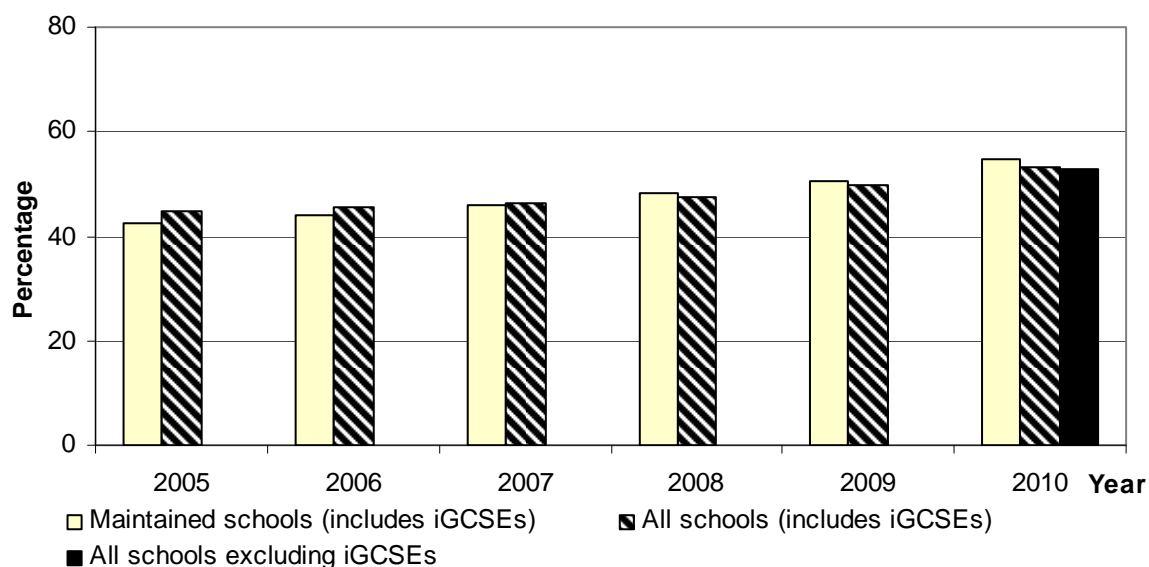


### International GCSEs

For the first time, accredited International GCSEs (iGCSE) have been included in the Performance Tables. In order to better capture the attainment of pupils in the Independent sector, iGCSEs that were not accredited at the beginning of the period of study but have since been accredited have been included (see chart 2).

At the time of publication, not all iGCSEs that were taken had been accredited and where iGCSEs have not been accredited they have not been counted. Many of these are in the subjects of English and mathematics and this continues to impact on some of the indicators published in this SFR particularly on indicators that include schools in the independent sector. It is possible that further accreditations will be made before publication of the School Performance Tables in January 2011 and these will be included in the publication.

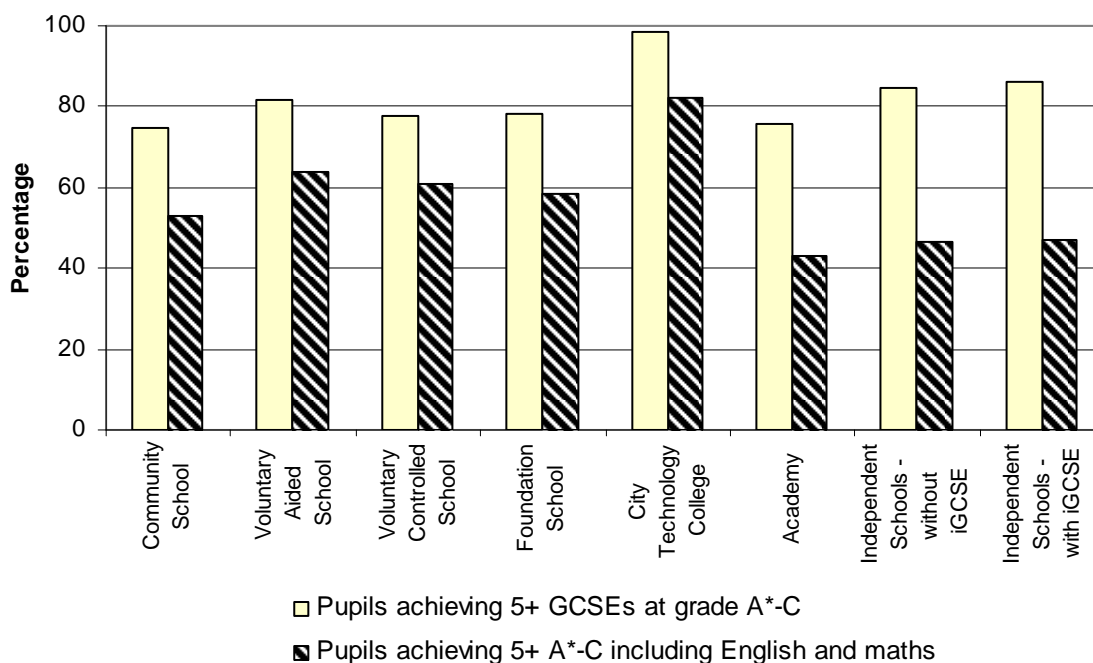
**Chart 2: Analysing the effect of including accredited iGCSEs when comparing the percentage of pupils gaining the equivalent of 5+ GCSEs at A\*-C including English and Maths (see Table 1)**



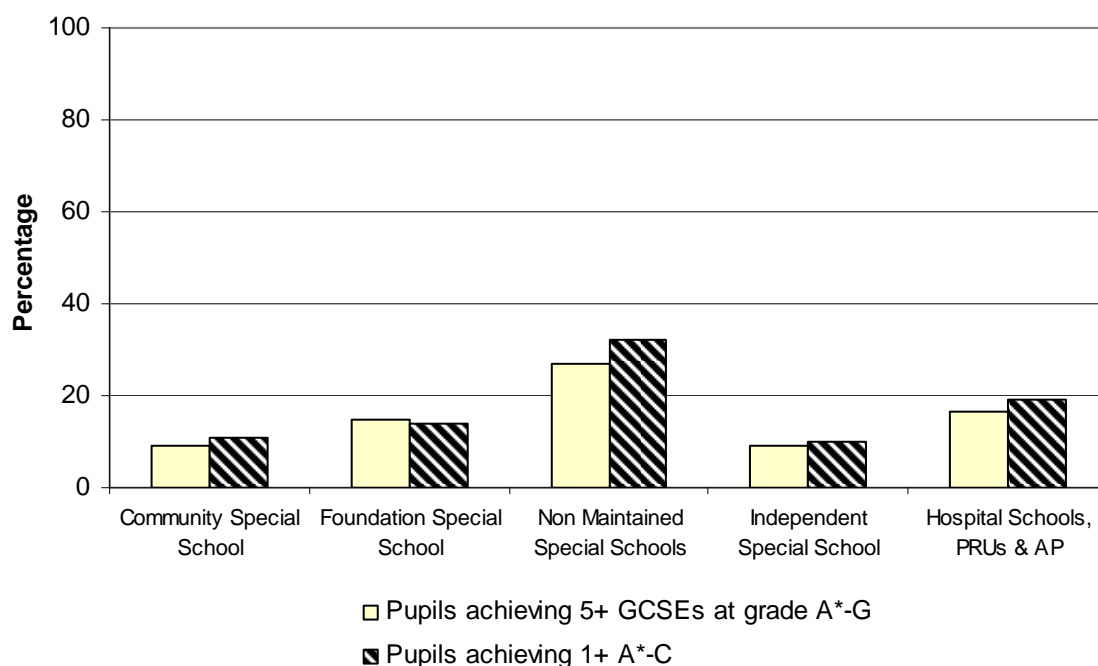
### School types

The following chart compares the performance of the different types of schools based on the percentage of pupils who achieved the equivalent of 5 or more GCSEs at grades A\* to C. The type of schools differ for a number of reasons for example they could be a registered independent school (normally fee paying), a community school which is maintained by the local authorities or an academy which is a publicly funded independent school and is not maintained by local authorities. Chart 3 illustrates the relative performance of mainstream schools while Chart 4 shows indicators for the non-mainstream sector.

**Chart 3: The percentage of pupils achieving the equivalent of 5 or more GCSEs at A\*-C, and that including English and maths in mainstream schools (see Table 6)**



**Chart 4: The percentage of pupils achieving the equivalent of 5 or more GCSEs at A\*-G and the percentage achieving the equivalent of at least one at grade A\*-C in on-mainstream institutions (see Table 6)**



### Other qualifications

There are a large number of qualifications available for pupils to enter at the end of Key Stage 4 that are counted as being equivalent to GCSEs in that they contribute to the attainment of Level 1 (i.e. five or more GCSEs at grade A\*-G) and Level 2 (i.e. five or more GCSEs at grade A\*-C). Chart 5 shows the number of awards in a selection of non-GCSE qualifications that have contributed to pupils' Key Stage 4 achievement. Chart 6 shows the effect that non-GCSE equivalents have on the attainment of Level 2 in mainstream schools.

**Chart 5: Number of non-GCSE qualifications that make a contribution to Key Stage 4 Levels 1 and 2 awarded to pupils at the end of Key Stage 4 in 2010 (see Table 15).**

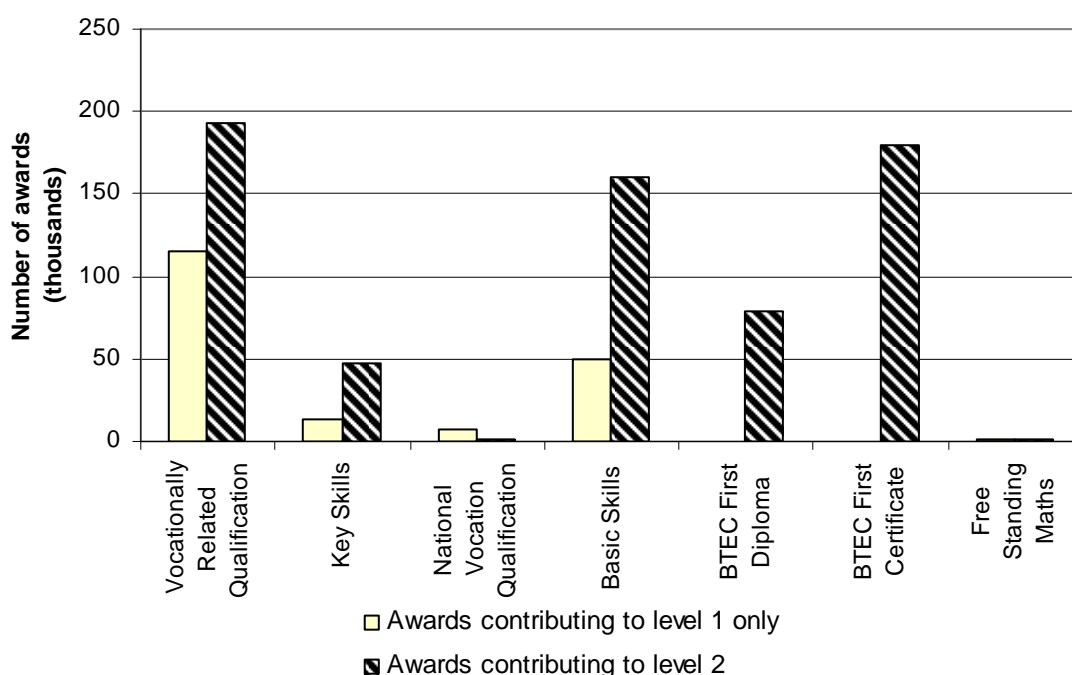
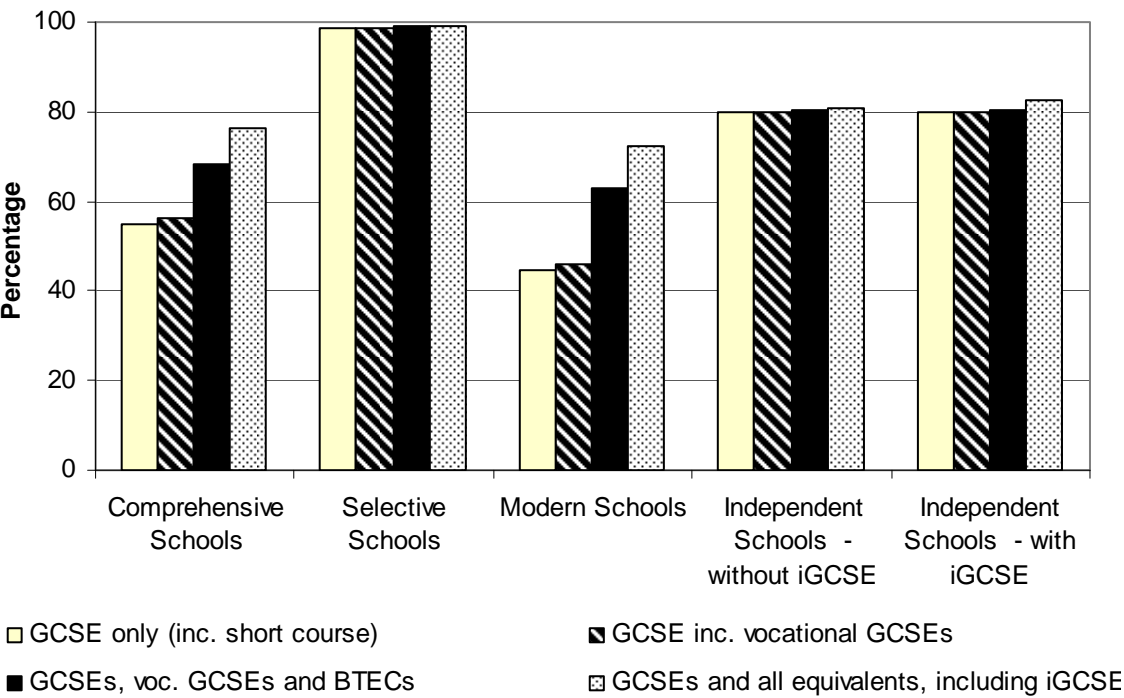


Chart 6: Analysing the effect of including non-GCSE qualifications on the percentage of pupils achieving the equivalent of 5+ GCSEs at A\*-C (see Table 5)



## TABLES

Included within this document and available on the DfE statistics website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000963/index.shtml>

<b>Table 1</b>	Time series of GCSE and equivalent attempts and achievements, 1995/96 – 2009/10, England.
<b>Table 2</b>	National performance of pupils attaining Levels 1 and 2 (including English and maths), 2 or more sciences GCSEs and modern foreign language GCSE for pupils at the end of Key Stage 4

### Further tables

Available on the DfE statistics website:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000963/index.shtml>

<b>Table 3</b>	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admissions basis, 2009/10, England.
<b>Table 4</b>	Average point scores of pupils at the end of Key Stage 4, 2009/10, England.
<b>Table 5</b>	Percentages of pupils achieving level 2 at the end of Key Stage 4 by qualification families and by admissions basis, 2009/10, England.
<b>Table 6</b>	GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by school type, 2009/10, England.
<b>Table 7</b>	GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (numbers), 2009/10, England
<b>Table 8</b>	GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of pupils attempting the subject), 2009/10, England
<b>Table 9</b>	GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of all pupils), 2009/10, England
<b>Table 10</b>	GCSE attempts in selected subjects by pupils at the end of Key Stage 4 by admissions basis (percentages), 2009/10, England
<b>Table 11</b>	GCSE results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2009/10, England
<b>Table 12</b>	International GCSE results of pupils at the end of Key Stage 4 in schools, by subject and grade, 2009/10, England
<b>Table 13</b>	Results of GCSEs in Vocational subjects of end of Key Stage 4 pupils in educational establishments, by subject and grade, 2009/10, England
<b>Table 14</b>	GCSE (Short Course) results of pupils at the end of Key Stage 4 in all schools by subject and grade, 2009/10, England
<b>Table 15</b>	Other Qualifications results of pupils at the end of Key Stage 4 in all schools by type of qualification, 2009/10, England
<b>Table 16</b>	GCSE and equivalent results of pupils at the end of Key Stage 4 by gender for each Local Authority and Government Office Region, 2009/10, England
<b>Table 17</b>	GCSE and equivalent results of pupils at the end of Key Stage 4 for each Local Authority and Government Office Region, 2005/06 - 2009/10, England

## DEFINITIONS

**Academic Age** – Academic age used for reporting examinations and awards is the age at the start of the academic year. For the majority of pupils at the end of Key Stage 4, this will be age 15. The end of Key Stage 4 signals the end of compulsory education. From 2005, the Secondary School Performance Tables reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. This shift to stage-based reporting removes any barriers to more flexible rates of learning.

**Awarding Body** – An organisation or consortium recognised by a regulatory authority for the purpose of awarding specified qualifications.

**Level** – In order to incorporate other accredited qualifications into measures such as the proportion of pupils achieving the equivalent of 5 grades A\*-C the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

**Level 1** – The pupil has achieved the equivalent of 5 GCSEs at grades A\*-G.

**Level 2** – The pupil has achieved the equivalent of 5 GCSEs at grades A\*-C.

The results reported incorporate entry level, level 1 and level 2 qualifications with the addition of GCE/VCE AS levels, which are level 3 qualifications.

**Qualification Abbreviation/Descriptions** – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

**Entry Level** – Qualifications with an academic standard below that of a G-grade GCSE.

**GCE/Applied GCE** – General Certificate of Education/Applied General Certificate of Education (Advanced Supplementary level qualifications only).

**GCSE** – General Certificate of Secondary Education.

**iGCSE** – international General Certificate of Secondary Education (iGCSEs). Accredited qualifications of this type are counted as equivalent to a GCSE of the same grade in both the contribution to Level 1 and Level 2 and also for the purposes of counting whether a pupil has passed English and maths. Since these qualifications are new, figures are given without their inclusion for comparison purposes.

**NVQ** – National Vocational Qualification.

**VGCSE** – A GCSE in a vocational subject (first reported in 2004).

**VRQ** – Vocationally Related Qualifications.

**BTEC** – A qualification originally developed by the Business and Technology Education Council.

**English and mathematics skills at level 2** – A pupil will fulfil this by achieving the equivalent of GCSE grades A\*-C (level 2) in both English and mathematics. Valid equivalents, along with GCSEs, are Functional Skills, Key Skills and Basic Skills at level 2.

**English and mathematics skills at level 1** – A pupil will fulfil this by achieving the equivalent of GCSE grades A\*-G (level 1) in both English and mathematics. Valid equivalents, along with GCSEs, are Functional Skills, Key Skills and Basic Skills at level 1.

Further notes on coverage and definitions can be found at the bottom of each table.

## **TECHNICAL NOTES**

The statistics in this first release cover the data prepared for the publication of the 2010 Secondary School Performance Tables, previously Achievement and Attainment Tables (AATs). From 2005 the Secondary School Achievement and Attainment Tables reported results on pupils at the end of Key Stage 4. This publication includes tables only for pupils at the end of Key Stage 4.

### **Qualifications included in GCSE and Equivalent results**

#### **Contribution of qualifications to a pupil's level**

National figures in this SFR include results from independent schools. Although iGCSEs accredited at the time of publication have been included in 2010 results and have resulted in an increase in the proportion of pupils in independent schools who achieved 5 or more GCSEs at grade A\*-C including English and mathematics (compared to results with iGCSEs excluded), the 2010 figure represents a decrease in the proportion meeting this threshold from 2009. The majority of iGCSEs that are taken in independent schools remain unaccredited and are therefore not reported in this SFR (see Tables 3, 5 & 6).

#### **Average Point Score (Table 4)**

Another measure of institution performance is an average point score. In order to incorporate a wider range of qualifications within average point scores, QCDA have attributed a number of points to all accredited qualifications – on a scale equivalent to GCSEs. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires. The capped point score in Table 4 is based on a pupil's best 8 GCSEs or equivalent. Finally, a pupil at the end of Key Stage 4 that has accumulated a non-zero number of points is considered to have passed at least one qualification (see Tables 1,2,3,5 and 13).

**It is important to note that the point scoring system developed by QCDA is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs of individual pupils.**

#### **Range of Qualifications**

The general range of qualifications, together with the qualification families into which they fall, is set out in the box overleaf:



Box 1. The range of examinations and their families as set out by QCDA

General	GCE AS	GCSE (Full course)	Accredited iGCSE	GCSE Short Course	Entry Level 1-3
General Vocational	Applied GCE AS Double award	Applied GCE AS/ VCE AS	Vocational GCSE Single	Vocational GCSE Double	
Occupational	NVQ Level 1-2				
Vocationally related	VRQ Level 2 or BTEC First	VRQ Level 1			
Key Skills	Key Skills Level 1-2				
Basic Skills	Basic Skills Level 1-2				
Vocational Languages	NVQ Language Unit at Level 1-2				
Graded Exams	Graded Exam (Grade 1-8)				
Free Standing Maths	Level 1-3				
Other General	Other General qualifications Level 1-2				

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in vocational subjects are of the same academic standard as a full GCSE but have double the content. The exception to this is the vocational GCSE in Additional Applied Science which has the same content as one GCSE.

### International GCSEs

In addition to counting iGCSEs that were accredited at the start of the period of study, "Legacy" iGCSEs – i.e. those that were accredited by the time the provisional dataset was produced – will be included. Ofqual's subject matter expert advice has been followed on which iGCSEs are suitable for the all subject-specific indicators, including:

- Achievement of 5 or more A\*– C grades at GCSE or equivalent including English and maths GCSEs or iGCSEs.
- Achievement of 2 or more A\*– C grades in science GCSEs or equivalent.
- Achievement of 1 or more A\*– C grades in a modern foreign language GCSE or equivalent.

In particular, iGCSEs in English, First Language English and English Language are counted in the English components, but iGCSE English Literature (like the GCSE in this subject) is not counted.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through QCDA's National Database of Accredited Qualifications website: [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

### Coverage of the data

The coverage of the national statistics is all schools in England.

The coverage of the Local Authority (LA) statistics is maintained schools only in England. This includes City Technology Colleges and Academies but excludes hospital schools and pupil

referral units.

The provisional figures reported in this SFR are subject to amendments provided by schools during the checking exercise.

## **A NATIONAL STATISTICS PUBLICATION**

National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure they meet customer needs. They are produced free from any political interference.

## **RELATED PUBLICATIONS**

SFR27/2009 – [DCSF: GCSE and Equivalent Results in England, 2008/09 \(Provisional\)](#)

SFR01/2010 – [DCSF: GCSE and Equivalent Results in England, 2008/09 \(Revised\)](#)

SFR31/2010 – [DfE: GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2009/10 \(Provisional\)](#)

*Examination Results in Wales, 2009/10 (Provisional)*: This publication was produced by the Welsh Assembly Government and provides the earliest results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2009/10. It was published on 30 September 2010 and is available at:

<http://wales.gov.uk/topics/statistics/headlines/schools2010/100930/?lang=en>

*Statistics Publication Notice Education Series: SQA Examination Results in Scottish Schools, 2009/10*. This publication was produced by the *Scottish Executive* and presents information on attainment of National Qualifications by all pupils in publicly funded secondary schools. It was published on 22 September 2010 and is available at:

<http://www.scotland.gov.uk/Publications/2010/09/27142058/0>

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Press enquiries should be made to the Department's Press Office at:

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Sanctuary Buildings,  
Great Smith Street,  
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**Table 1: Time series of GCSE and equivalent attempts and achievements****Years: 1995/96 - 2009/10<sup>1</sup> (Provisional)<sup>2</sup>****Coverage: England**

		Percentage who achieved (including equivalents)				
	Number of pupils <sup>3</sup>	5+ GCSEs A*-C or equivalent	5+ GCSEs A*-C or equivalent inc. English & maths GCSEs <sup>7</sup>	5+ GCSEs A*-G or equivalent	5+ GCSEs A*-G or equivalent inc. English & maths GCSEs <sup>7</sup>	Any passes <sup>4</sup>
15 year olds						
1995/96	594,035	44.5	35.2	86.1	83.4	92.2
1996/97 <sup>5</sup>	586,766	45.1	35.6	86.4	83.9	92.3
1997/98	575,210	46.3	37.0	87.5	83.8	93.4
1998/99	580,972	47.9	38.6	88.5	85.8	94.0
1999/00	580,393	49.2	40.0	88.9	86.8	94.4
2000/01	603,318	50.0	40.7	88.9	86.9	94.5
2001/02	606,554	51.6	42.1	88.9	87.1	94.6
2002/03	622,122	52.9	41.9	88.8	86.6	94.8
2003/04 <sup>6</sup>	643,560	53.7	42.6	88.8	86.7	95.9
2004/05	636,771	56.3	44.3	89.0	86.9	96.4
2005/06	648,942	58.5	45.3	89.4	86.8	96.7
2006/07	656,396	60.9	46.0	90.0	86.4	97.3
2007/08	653,808	64.8	47.3	90.8	86.7	98.0
Pupils at end Key Stage 4						
2004/05	636,119	56.8	44.7	89.9	87.6	97.0
2005/06	648,833	59.0	45.6	90.1	87.4	97.3
2006/07	655,146	61.4	46.3	90.9	87.1	98.0
2007/08	653,083	65.3	47.6	91.6	87.4	98.6
2008/09	634,496	70.0	49.8	92.3	88.3	98.9
2009/10 without iGCSEs	640,618	74.7	53.0	92.4	88.4	98.9
2009/10 with iGCSEs <sup>7</sup>	640,618	74.8	53.1	92.6	88.4	99.0
Pupils at end Key Stage 4 in maintained schools <sup>8</sup>						
2004/05	584,170	54.9	42.5	90.3	88.5	97.3
2005/06	594,134	57.3	44.0	90.8	88.8	97.8
2006/07	600,664	59.9	45.8	91.5	89.6	98.4
2007/08	598,102	64.4	48.2	92.5	91.0	99.0
2008/09	578,841	69.8	50.7	93.6	92.1	99.5
2009/10 without iGCSEs	578,276	75.6	54.8	94.6	93.2	99.7
2009/10 with iGCSEs <sup>7</sup>	578,276	75.6	54.8	94.6	93.2	99.7

1. Including attempts and achievement in previous academic years.

2. Figures for 2009/10 are provisional, all other figures are final.

3. Number of pupils on roll aged 15 at the start of the academic year or at the end of Key Stage 4

4. From 2003/04 this includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

5. Percentages from 1996/97 include GCSEs and GNVQs.

6. Percentages from 2003/04 include GCSEs and other equivalent qualifications approved for use pre-16.

7. In 2010 iGCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English &amp; maths GCSEs.

8. All maintained schools excluding hospital schools, PRUs and Alternative Provision.

**Table 2: National performance of pupils attaining Levels 1 and 2 (including English and maths), 2 or more sciences GCSEs and modern foreign language GCSE for pupils at the end of Key Stage 4**  
**Years: 2005/06 to 2009/10<sup>1</sup> (Provisional)<sup>2</sup>**  
**Coverage: England**

	2005/06			2006/07			2007/08			2008/09			2009/10 without iGCSE			2009/10 with iGCSE <sup>x</sup>		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of pupils	331,343	317,490	648,833	334,369	320,777	655,146	334,245	318,838	653,083	324,890	309,606	634,496	328,561	312,057	640,618	328,561	312,057	640,618
Percentage who achieved at GCSE or equivalent <sup>3</sup> :																		
5+A*-C grades	54.3	63.9	59.0	57.0	66.0	61.4	60.9	69.9	65.3	65.8	74.5	70.0	70.6	79.0	74.7	70.8	79.0	74.8
- Including English and Mathematics GCSE <sup>5</sup>	41.3	50.1	45.6	41.9	51.0	46.3	43.2	52.3	47.6	45.7	54.1	49.8	48.8	57.5	53.0	48.9	57.5	53.1
- Including English and Mathematics skills <sup>3</sup> at Level 2	42.2	50.7	46.4	43.7	52.3	47.9	46.2	54.4	50.2	48.9	56.6	52.7	51.9	59.7	55.7	51.9	59.7	55.7
English and Mathematics skills at Level 2	44.0	52.1	47.9	45.9	53.9	49.8	48.3	55.9	52.0	50.8	57.8	54.2	53.6	60.8	57.1	53.6	60.8	57.1
5+A*-G grades	87.8	92.5	90.1	88.8	93.1	90.9	89.6	93.6	91.6	90.4	94.4	92.3	90.6	94.4	92.4	90.8	94.4	92.6
- Including English and Mathematics GCSE <sup>5</sup>	84.6	90.3	87.4	84.5	89.9	87.1	84.8	90.1	87.4	85.8	90.8	88.3	86.1	90.8	88.4	86.1	90.8	88.4
- Including English and Mathematics skills <sup>3</sup> at Level 1	84.8	90.4	87.5	84.7	90.1	87.3	85.1	90.3	87.6	86.1	91.0	88.5	86.4	91.0	88.6	86.5	91.0	88.7
English and Mathematics skills at Level 1	88.1	92.4	90.2	87.9	92.2	90.0	88.2	92.3	90.2	88.9	92.8	90.8	89.1	92.7	90.9	89.1	92.8	90.9
2+ A*-C grades in Science subjects	.	.	.	48.8	50.9	49.8	48.9	51.9	50.4	51.8	55.8	53.7	57.5	62.3	59.8	57.6	62.4	59.9
A*-C grades in a Modern Foreign Language	.	.	.	.	.	.	24.9	36.8	30.7	25.9	37.7	31.7	25.7	37.5	31.5	25.7	37.5	31.5
A*-G GCSE short course or equivalent in a Modern Foreign Language	.	.	.	.	.	.	39.3	50.5	44.8	39.6	51.4	45.3	39.1	51.0	44.9	39.1	51.0	44.9
Any qualification <sup>4</sup>	96.7	98.1	97.3	97.4	98.7	98.0	98.1	99.1	98.6	98.3	99.5	98.9	98.5	99.4	98.9	98.5	99.4	99.0

1. Including attempts and achievements by these pupils in previous academic years.

2. Figures for 2009/10 are provisional, all other figures are final.

3. Includes the equivalent levels in functional skills, key skills or basic skills.

4. This includes passes in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

5. iGCSEs, accredited at time of publication, have been counted as GCSE equivalents and also as English & maths GCSEs.

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Not applicable.