



Department
for Education

GCSE Reform Equality Analysis

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1. Introduction

This document assesses the impact of GCSE reform on protected groups. The three fundamental strands of the policy that are considered in this equality analysis are:

- the effect of higher expectations of performance;
- the effect of the subject suites offered; and
- the effect of the proposed assessment characteristics.

We are considering separately the equality impact of proposed changes to the accountability framework, subject content of reformed GCSEs, and National Curriculum reform. Ofqual will also conduct a separate equality analysis as it develops its approach to regulating reformed GCSEs so as to secure standards.

Together these analyses will provide a comprehensive assessment of linked but separate policies designed to ensure that all young people are provided with the best possible opportunities for progression into further and higher education and employment.

The relevant protected characteristics are age¹ (except in the case of schools and children's homes), gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Section 149 of the Equality Act 2010 requires the Secretary of State, when exercising functions, to have due regard to the need:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- to advance equality of opportunity between people who share a protected characteristic and those who do not; and
- to foster good relations between people who share a protected characteristic and those who do not.

Pupils with Special Educational Needs (SEN)², pupils eligible for Free School Meals (FSM), pupils with English as an Additional Language (EAL), and looked after children are not groups covered specifically by the Equality Act (although pupils within those groups may otherwise share a protected characteristic) but have been included in this analysis wherever possible.

¹ The current system allows for GCSEs to be taken at any age. Age has therefore been considered in this analysis. As no change is proposed to the age at which these qualifications can be taken, we see no likely impact on different age groups.

² The quantitative data we have available to us does not allow us to distinguish between pupils with disability-related SEN and pupils with SEN and no disability, and it is important to note that these groups may be impacted by these reforms differently. Our consultation with expert SEN and disabilities groups has informed what these differences might be.

Some of the evidence that has informed this equality analysis, for example, that which relates to low attaining pupils, does not relate specifically either to groups covered by the Equality Act or to the defined groups of pupils identified above (e.g. SEN, EAL, FSM). However, we know that some of the groups considered in this analysis are disproportionately represented among low attaining pupils and we refer to this evidence as a proxy to indicate a likely impact on these groups.

2. Engagement and Involvement

In investigating the potential impact of these proposals we have reviewed a wide range of external research and internal analysis. We have also explored any possible impacts through a wide ranging public consultation and in focused discussion with expert groups.

Groups we have consulted with on equalities issues include:

Alliance for Inclusive Education (ALLFIE)

British Association of Teachers of the Deaf (Batod)

British Dyslexia association

Catholic Education Service

Communicate-ed

Council for Disabled Children

Dyslexia action

Dyslexia Trust

Equality and Human Rights Commission

Nasen

National Association for Language Development in the Curriculum (NALDIC)

National Children's Bureau

National Deaf Children's Society

Ofsted

RNIB

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3. Description of the policy

The Government has published its [response to the consultation on reforming Key Stage 4 qualifications and its policy steer to Ofqual](#), the examinations regulator.

The evidence gathered during consultation confirms that there is an urgent need for reform, to ensure that young people have access to qualifications that set expectations that match and exceed those in the highest performing jurisdictions. GCSEs will be comprehensively reformed, building on the work that Ofqual has already done to strengthen the qualification. The qualification will remain, but will be subject to significant reform in order to command the respect our pupils deserve as reward for their hard work.

The changes will apply to GCSEs, ready for first teaching by September 2015, in at least the following subjects: English language, English literature, mathematics, biology, chemistry, physics, combined science (double award), history and geography. Other subjects may be in a position to move to the new approach by that date as well. Changes to remaining subjects should follow as soon as possible after that. The steer to Ofqual suggests that reformed GCSEs in all subjects might be ready for first teaching in September 2016 and we have asked the regulator for its views on the extent to which this will be possible.

3.1. Higher expectations of performance

The reformed GCSEs should remain universal qualifications of about the same size as they are currently, and accessible, with good teaching, to the same proportion of pupils as currently sits GCSE exams at the end of Key Stage 4.

At the level of what is widely considered to be a pass (currently indicated by a grade C), there must be an increase in demand, to reflect that of high-performing jurisdictions. This is something we believe the vast majority of children with a good education should be able to achieve. At the top end the new qualification should prepare pupils properly to progress to A levels or other study. This should be achieved through a balance of more challenging subject content and more rigorous assessment structures. We know that employers and others are keen for greater reassurance that pupils who achieve that level of performance in English and mathematics are literate and numerate.

3.2. Subject Suites for English and sciences

The new GCSEs should include English literature and English language but not a combined 'English' option. They should include a combined science option worth two GCSEs but not a combined science option worth one GCSE.

3.3. Assessment Characteristics

The Secretary of State's letter to Ofqual provides a policy steer on the characteristics of new GCSEs. In summary, these are:

External assessment

Internal assessment should be kept to a minimum and used only where there is a compelling case to do so. We have asked Ofqual to consider this steer in light of its review of Controlled Assessment.

Linear Exams

The qualifications should be linear, with all assessments taken at the end of the course.

Tiered Papers

The current system of tiered papers, whereby pupils are forced to choose between higher and lower tier papers, places a cap on ambition. Reformed GCSEs should avoid that, while enabling high quality assessment at all levels. The appropriate approach to assessment will vary between subjects and a range of solutions may come forward, for example, extension papers offering access to higher grades alongside a common core. There should be no disincentive for schools to give an open choice of papers to their pupils.

Examination Aids

The use of examination aids should be kept to a minimum and used only where there is a compelling case to do so, to provide for effective and deep assessment of the specified curriculum content .

3.4. Supporting all pupils to achieve

The Department consulted on proposals for a 'Statement of Achievement', to provide recognition of achievement below the level certified by the new qualifications. Having reflected on responses to the consultation, it has been decided that the needs of these pupils would be better met by ensuring the qualification itself is accessible, with good teaching, to the same proportion of pupils as currently sit GCSEs, and provides information that is useful to all pupils in supporting progression. For qualifications in English and mathematics, all pupils should receive more information directly from Awarding Organisations on their performance across the different areas tested by the qualification, in order particularly to support progression for those who may need to re-take the qualification post-16. We will take steps to enable better transfer of information

for all pupils changing school or college at 16. We will not proceed with the proposals for a 'Statement of Achievement', given strong evidence, including from schools and SEN/disability groups, that this could stigmatise the pupils concerned.

3.5. Accountability

We have launched a consultation on accountability, which sets out how we propose to address the focus the current system places upon pupils near borderlines, for example, by using average points score progression measures alongside a threshold measure. The latter will focus on those subjects – English language and mathematics – in which achieving good qualifications is essential to all pupils' prospects of continuing to further study and employment. The [accountability consultation](#) closes on Wednesday 1 May.

4. The evidence base

The principal sources of external research consulted are listed at annex A.

The principal sources of quantitative evidence used to inform this analysis are listed below by the theme into which they feed:

4.1. Higher expectations of performance

- External research and literature review.

4.2. Subject Suites

- Internal DfE analysis of the take up amongst different pupil groups of separate sciences compared with combined science and English literature and English language compared with combined English.

4.3. Assessment Characteristics

- Consultation response and engagement with expert groups.
- External research and literature review.

5. What the evidence shows – key facts

5.1. Impact of higher expectations of performance:

Evidence Review:

A review of research literature, supplemented by discussions with schools and colleges, indicates that a culture of high expectations is one of several consistent factors essential to high pupil attainment and good progress. Whilst effective for all pupils, our review of research indicates that the following factors are shown to have the greatest impact on preventing and responding to low pupil attainment:

- effective teaching;
- a culture of high expectations;
- understanding and meeting the needs of all pupils;
- engaging and relevant curriculum;
- initial assessments and on-going monitoring;
- effective transition;
- appropriate infrastructure; and
- accountability at all levels.

5.2. Subject Suites

Data for 2011/2012 shows that:

Pupils with SEN³

- A smaller proportion of pupils with SEN enter any science GCSEs at all compared to pupils with no SEN. Those that do are less likely to study separate sciences than their non SEN peers.
- 53% of pupils with SEN entered at least one science GCSE. Just 7% entered the three separate sciences. In comparison, 82% of Key Stage 4 pupils in maintained schools without SEN entered GCSE science and more than one-in-four entered three separate sciences.
- A smaller proportion of pupils with SEN enter GCSE English compared to pupils with no SEN, but those that do are less likely to study English language and

³ SEN data includes School Action, School Action Plus and Statements.

English literature (as opposed to the combined English syllabus) than their peers without SEN.

- 89% of pupils with SEN entered GCSE English, and less than half entered English literature and English language separately. In comparison, 98% of non-SEN pupils entered GCSE English and almost 80% entered English literature and English language separately.

Gender

- Science entry levels are similar for boys and girls, with boys slightly more likely to enter triple science (24% compared to 22%). However, girls are significantly more likely to take English language and English literature than boys (76% compared to 67%).

Ethnicity

- Science entry levels vary dramatically across different ethnicities, with Chinese pupils most likely to take GCSE science. Chinese pupils are more than twice as likely as either black or white pupils to take triple science. English entry levels are similar across all ethnicities except for Chinese pupils. 82% of Chinese pupils entered English literature compared to 75% of mixed pupils, 73% of Asian pupils, and 72% of Black and White pupils.

English as an additional language

- EAL pupils are only slightly less likely than native English-speaking pupils to enter GCSE sciences or GCSE English. 23% of non-EAL pupils entered triple science compared to 21% of EAL pupils. 72% of non-EAL pupils entered English literature and language compared to 69% of EAL pupils.

Further information is included at annex B.

5.3. Impact of proposed assessment characteristics:

- Consultation and engagement with expert groups indicates that of the protected characteristics covered by the Equality Act 2010, these reforms are most likely to have a differential impact on disability, gender and ethnicity. Our analysis is therefore focussed on these groups. The proposed assessment principles, along with key consultation findings and relevant external research, are discussed below.

100% externally assessed exams

- 5% of consultation respondents considered that the proposals would have an adverse impact on those not good at written examinations. For instance, a

common theme raised was that a focus on final, externally assessed examination may lead to increased stress and anxiety levels amongst some pupils. However, available research on the effect of coursework and controlled assessment on particular groups does not provide consistent conclusions.

- In his review of Key Stage 2 assessment Bew (2011) points to evidence that teacher assessment tends to under-state the achievement of pupils from some groups. The review found that categorisation and stereotyping partly explain the difference in results seen in teacher assessments of writing at Key Stage 2 compared to external assessments for some pupil groups, particularly in the case of ethnicity. The results may have relevance for coursework and suggest that external testing might protect pupils from subconscious assumptions which can come in to play in teacher assessment.
- Some research suggests that girls perform better in coursework than boys (Elwood 2005), however there is also evidence to suggest that while the introduction of coursework was an influential factor in raising girls' achievement under GCSEs, it was not the defining factor (Stobart et al 1992). Other factors, such as teacher and pupil expectations, entry policies and syllabus emphases may be more influential.
- Low attaining pupils may benefit from coursework more than high attaining pupils, but this could vary between subjects (Martin et al 2000, and QCA 2005).

Linear Exams

- Some of the responses to the consultation said that linear exams could have a disproportionate impact on learners with SEN and/or disabilities, especially pupils with dyslexia. However, the available research in this area suggests that the picture is not straightforward.
- For instance, in 2011, Ofqual carried out an equality analysis of the impact of implementing linear assessment in GCSEs. This concluded that while this change could affect how learners with disabilities accessed GCSE qualifications, the timing of assessment (whether terminal or modular) was of less concern than the form of the assessment.
- Ofqual went on to argue that moving from modular to linear assessment can be seen to be advancing equality of opportunity. Removing choice of terminal or modular routes and the advantages and disadvantages associated with each may result in the 'levelling' of an approach to assessment. This analysis can be viewed at the following link: <http://www.ofqual.gov.uk/downloads/category/149-equality-analyses>
- Outcomes in modular and linear routes appear to vary between subject and ability grouping. Rodeiro and Nadas (2010) found that more pupils achieved higher

grades in mathematics via a modular route, but in English more achieved higher grades via a linear route. Ofqual (2012), however, found higher average grades in mathematics via a linear route but in English via a modular route.

- Rodeiro and Nadas' (2010) finding that outcomes in English GCSE tend to be worse via a modular route was more marked for girls. This is in line with some previous research showing that boys are more likely to take advantage of some of the features of modular exams (McClune 2001).

Tiered papers

- A concern raised by expert disability and SEN groups was that there might be a potential for externally assessed, linear, single tier examinations to result in single, longer, papers. They suggested that this could have a disproportionate impact on pupils that require extra time in examinations and pupils with disabilities that affect memory recall ability. There are, however, reasonable adjustments beyond extra time that can be put in place for these pupils, for example supervised rest breaks. Existing requirements on Awarding Organisations to provide access arrangements and reasonable adjustments will continue to apply. It will be for Ofqual, as the independent regulator, to monitor these, and assess whether they continue to be suitable for candidates taking these reformed GCSEs.
- There is also strong evidence to suggest that removing tiered papers can have a positive impact on equality of opportunity. For instance, there is some evidence to suggest that the restricted range of grades available on tiered papers can lead to some pupils having their attainment capped at a grade C when they would otherwise have been capable of achieving a grade B. Additionally, teacher assumptions can lead to particular groups of pupils being entered for the wrong tier, with gender and ethnicity producing variable effects on tier entry.
- A study by Baird et al (2001) concluded that a 'substantial minority' of candidates might not be achieving the grade of which they are capable, which they attributed either to the structure of the examination or a 'backwash effect' whereby the candidate was allocated to a 'lower tier' group in Year 9 or 10 and not stretched beyond the requirements for that tier during the course of their studies.
- Baird et al (2001) found that of those awarded a grade C on a foundation tiered paper 5-26% would have gained a grade B had it been available to them. A separate study by Weadon et al (2010) also concluded that a small minority of foundation tier candidates had their achievement capped at grade C when they could have achieved a grade B. However, the incidence was not as high as the 'substantial minority' reported by Baird et al (2001).
- Baird et al (2001) found a small and inconsistent effect of gender on the tier for which a candidate was entered, with females more likely than males to be entered for higher tier for English, English literature and geography, and males more likely

to be entered for higher tier for mathematics and combined science (double award).

- In mathematics, Elwood (2005) found that more boys than girls were entered for the foundation tier, more girls were entered for the intermediate tier, more boys were entered for the higher tier, and more boys obtained the top grades of A and A* (Elwood, 2005).
- As explained by Elwood (2005), teachers' perceptions of how they think pupils will cope with the demands made on them in examination influence their judgements around which tier a pupil should be entered for. Stobart *et al.* (1992) have argued that the larger female entry in the intermediate tier represents an underestimation of girls' mathematical abilities by teachers who perceive girls to be less confident and more anxious of failure in mathematics than boys.
- Strand (2008) found that Black Caribbean pupils were systematically under-represented in entry to the higher tier papers in the KS3 mathematics and science tests. This bias remains when factors including prior attainment, socio-economic status and a wide range of pupil, family school and neighbourhood variables are included.
- It should be noted, however, that for gender and ethnicity, this bias may be an indicator of 'in school' factors that impact on low attainment and progress.

Restricted Examination Aids

- Overall there is very little evidence on examination aids and how their removal would affect different groups of pupils. The available evidence relates to the use of calculators and suggests that boys may benefit from using calculators more than girls (Colton, 1997; Morgan & Stevens, 1991 cited in Wolfe 2010).
- Expert SEN and disabilities groups had mixed views on examination aids; some felt that removing them would level opportunity, while others felt that removing them would lead to assessment of memory rather than of knowledge and skills. These groups also said that it is important for pupils using modified papers to have access to example or past scripts.

6. Challenges and opportunities

The reforms that the Government is introducing will ensure that all pupils are provided with the opportunity to succeed and that the performance they are expected to demonstrate is on a par with their peers in the highest performing jurisdictions. The changes will impact on all pupils taking reformed GCSEs; the increased level of challenge and the assessment principles will apply equally to all pupils.

As with any changes to exams and qualifications, some of the changes we are introducing may have a disproportionate impact on specific pupil groups, advantaging some and disadvantaging others. However, Ofqual and Awarding Organisations already have a number of tools at their disposal – such as providing extra time to pupils with disabilities – to help ensure there is a level playing field. Other parts of this package – such as the steer to Ofqual that reformed GCSEs should remain universal qualifications which enable high quality assessment at all levels – will mitigate against potential negative impacts on specific groups.

Qualifications must first and foremost be designed to recognise and assess robustly what is educationally important and has real value in supporting future progression to further education and employment.

6.1. Higher expectations of performance

Reformed GCSEs will remain universal qualifications, and accessible, with good teaching, to the same proportion of pupils as currently sits GCSE exams at the end of Key Stage 4. However, at the level of what is widely considered to be a pass (currently indicated by a grade C), there will be an increase in demand, to reflect that of high-performing jurisdictions.

GCSE reforms are not being introduced in isolation. Reforms across the education system will benefit all pupils and lead to improvements in teaching and learning so that pupil performance will rise to meet the new higher standard. Many policies, for example the introduction of the Pupil Premium, SEN reforms, and the expansion of the academies programme have a particular focus on those pupils left behind currently. Furthermore, a review of research literature indicates that a culture of high expectations is one of several consistent factors essential to high pupil attainment and good progress. Andreas Schleicher, Deputy Director for Education and Skills at the OECD, has said that a common factor in high performing systems is “the belief in the possibilities for all children to achieve” and there is evidence that suggests that with the right teaching and learning pupils will benefit from those higher expectations (Ofsted, 2009; OECD, 2010). All pupils taking the reformed GCSEs will have studied a curriculum which draws on those of the highest performing jurisdictions and will be provided with an accurate assessment of their

performance that has real value for their future progression to further education and/or employment.

6.2. Improving transition information for all pupils

We have looked at ways of ensuring that pupils who do not achieve a grade in reformed GCSEs (either because they are not entered or because they fail) and those who achieve a low grade are supported to achieve by 19. Consultation respondents generally agreed that improving arrangements for transferring information for all pupils who change school or college at 16, including information about progress and attainment in English and mathematics, would impact positively on pupils with SEN and low attaining pupils. There was general consensus that the 'Statement of Achievement', proposed as one way to achieve better transition for these pupils, would in fact result in stigmatising them. We are therefore taking steps to enable better transfer of information for *all* pupils changing school or college at 16. Schools and colleges have told us that good transition at 16 will lead to improved success rates at 19. We will look at ways to enable schools and colleges to transfer data between one another and ways of ensuring that this happens and reflects progress and attainment in English and mathematics. This will benefit all pupils, including low attaining pupils and mobile pupils who will be provided with stronger information to support their progress. We will also expect Awarding Organisations to improve the detail of feedback to pupils, beyond grades, about examination performance. This will enable pupils and their future teachers to better know their strengths and weaknesses to support attainment beyond age 16.

6.3. Assessment Characteristics

Relatively few respondents to the consultation were able to identify elements of the proposals that had specific impacts on specific pupil groups over and above the likely impact on all pupils, despite the consultation directly asking for views on this⁴. For example, only 7% of respondents stated concerns about a negative impact on pupils with special educational needs and or disabilities, and 2% of respondents considered that the proposals would negatively affect pupils with EAL.

However, there were some specific issues raised either in the public consultation or in discussion with expert groups. One of these was in relation to proposals to reduce controlled assessment wherever possible and the potential impact of this on boys and girls. The attainment gap between boys and girls at Key Stage 4 is well established, with

⁴ 93% of consultation respondents expressed concern about the potential negative impact of the proposals for all pupils. This concern was strongly driven by organised campaigns, most notably for the inclusion of a 'Sixth Pillar' representing the arts in the English Baccalaureate. Removing the campaigns changes this percentage to approximately 80%.

girls outperforming boys in most subjects. The reasons behind this trend are difficult to isolate. Some evidence suggests that coursework or controlled assessment favours girls, but there is also evidence to suggest that other factors, such as teacher and pupil expectations, entry policies and syllabus emphases may be more influential. It may be that reducing the amount of controlled assessment in reformed GCSEs will strengthen equality of opportunity in relation to gender.

Other concerns raised via the consultation indicate that some pupils with SEN and/or disabilities, especially those requiring extra time in examinations, may find increased focus on externally assessed exams more challenging. A principal example cited was a dyslexic candidate who might find it difficult fully to demonstrate their ability in a single externally assessed exam. There are, however, reasonable adjustments beyond extra time that can be put in place for these pupils, for example supervised rest breaks. Existing requirements on Awarding Organisations to provide access arrangements and reasonable adjustments will continue to apply. It will be for Ofqual, as the independent regulator, to monitor these, and assess whether they continue to be suitable for candidates taking these reformed GCSEs.

It was suggested in consultation with expert disability and SEN groups that these reforms offer an opportunity for Awarding Organisations to consider fully the accessibility of reformed GCSEs, in terms of subject content and how it is assessed, at the design stage. They suggested that building accessibility into the design of these qualifications from the outset would go some way to allowing disabled candidates to compete on a level playing field with their peers thereby advancing equality of opportunity. We will look to Awarding Organisations to demonstrate that reformed GCSEs provide rigorous assessment for the widest possible range of candidates, without jeopardising the integrity of the assessment.

In addition to the potential for reductions in the proportion of controlled assessment to level equality of opportunity in relation to gender, other proposed changes to the assessment characteristics will have positive equality implications. Reformed GCSEs should avoid forcing pupils to choose between higher and lower tier papers and enable all pupils to have access to all grades. The evidence suggests that this will have a positive impact on equality with regard to ethnicity and gender by removing the risk of any subconscious teacher assumptions in relation to groups which are disproportionately likely to be low attaining. The reduction in controlled assessment will also reduce opportunities for these groups to be put at a disadvantage by subconscious assumptions about their performance.

More generally, removing modular exams and limiting or removing controlled assessment will shift the focus away from re-sitting exams, inappropriate 'teaching to the test' and the rote learning and re-taking of isolated tasks. There will be more time available for high-quality teaching and in-depth study; all pupils will acquire a depth of learning in the subject and be better able to progress and achieve at the next level of study.

7. Summary

It is clear that we cannot maintain the status quo. Increases in performance at GCSE overstate improvements in learning; between 2006 and 2009, the proportion of pupils achieving a C grade or higher in English and mathematics GCSE increased by 8%. But comparison of international tests shows that this significantly overstates the actual improvement in attainment that has taken place. Employers, universities and colleges are dissatisfied with school leavers' literacy and numeracy, with 42% of employers needing to organise additional training for at least some young people joining them from school or college (CBI survey, 2012).

We must raise the bar so that all pupils are provided with the opportunity to succeed and compete with their peers internationally, and so that pupils, further and higher education institutions, and employers will be able to have confidence that GCSEs properly identify whether pupils are literate and numerate, have a sound understanding of the subject studied, and are ready to move on to further study. Higher expectations of attainment will drive and influence teaching and learning. The reforms we are making across education, for example support for disadvantaged pupils through the Pupil Premium, the introduction of the new National Curriculum, changes to how schools are held accountable, and policies designed to improve teacher quality will support this ambition and restore rigour and confidence to our examination system at age 16. Ultimately, all young people will be provided with the best possible opportunities for progression into further and higher education and employment.

Consultation and engagement with expert groups, along with a review of the available research indicates that the risk of disproportionate impact on gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation and age, is likely to be low. This exercise also suggests there is a greater likelihood of disproportionate impact, some positive and some negative, on gender, disability, and ethnicity. However, we are confident that there are a number of tools available to Ofqual and Awarding Organisations to deal with any unfair or disproportionate impacts – such as extra time in exams for pupils with disabilities– and we expect them to continue to apply these appropriately.

We believe that overall these reforms will have a positive impact on equality of opportunity. The reforms are likely to reduce the potential for subconscious teacher assumptions to affect the grades of groups which are disproportionately likely to be lower attaining. Some pupils may find linear, externally assessed examinations more challenging than their peers, but we believe that this reform is justified because it will increase teaching time and improve the overall integrity of the assessment.

Some of the concerns raised in consultation will be mitigated by the following:

- the steer to Ofqual that reformed GCSEs should remain universal qualifications which enable high quality assessment at all levels;
- the decision to improve transitional information for all pupils in English and mathematics which will impact positively on pupils with SEN and low attaining pupils;
- including combined science in the subject suite;
- providing for the use of calculators in mathematics and science examinations; and
- Ofqual's continued monitoring of access arrangements and reasonable adjustments, including assessing whether they are suitable for candidates taking reformed GCSEs.

Ofqual will be conducting a separate equality impact analysis as it develops its approach to regulating new GCSEs so as to secure standards.

8. Next steps

- Accountability consultation will consider equality issues.
- Consideration of the equality impacts of subject content of reformed GCSEs and reforms to the National Curriculum.
- Ofqual will conduct a separate equality analysis as it develops its approach to regulating reformed GCSEs so as to secure standards.
- Ongoing discussions with expert groups on how to minimise any negative impacts on specific pupil groups during implementation.
- Ofqual will continue to monitor suitability of access arrangements and reasonable adjustments for candidates taking reformed GCSEs.

Annex A: Principal sources of external research

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Annex B: Percentage of pupils entered for GCSE Science and GCSE English, 2012

	Non-SEN	SEN	Female	Male	Asian	Black	Chinese	Mixed	White	Non-EAL	EAL
Entered GCSE science (any)	82%	53%	76%	75%	79%	72%	88%	77%	76%	76%	74%
Entered triple science	28%	7%	22%	24%	26%	18%	47%	24%	23%	23%	21%
Entered GCSE English (any)	98%	89%	97%	95%	97%	97%	97%	96%	97%	97%	96%
Entered GCSE English literature	79%	45%	76%	67%	73%	72%	82%	75%	72%	72%	69%

Source: 2012 KS4 Amended NPD

Coverage: Maintained pupils at the end of Key Stage 4, eligible for national results



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