



Department
for Education



Statistical First Release

A level and other level 3 results (provisional): 2013/14

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This statistical first release (SFR) shows results in level 3 qualifications for students aged 16-18 at the end of advanced level study in 2013/14

This release contains overall achievement for students across all regulated level 3 qualifications. In addition, it presents achievements separately for three cohorts of students following programmes of differing qualification types: 'A level', 'academic' (includes A level students), and 'vocational'. To be included in a cohort, a student needs to have taken at least one substantial qualification (defined as the size of an A level) in one or more of the qualification types listed below. Students following programmes of mixed qualification types may belong to more than one cohort.

- **A level** – A level, AS level and applied A levels are included. Following GCSEs, students following an academic pathway may progress to A levels undertaking an AS level initially and then continuing to the full A level in their second year of study.
- **Academic** – Academic qualifications include all AS and A levels (as listed above) and other academic qualifications such as Cambridge Pre-U, advanced extension award and the International Baccalaureate. A levels are therefore a sub-set of academic qualifications.
- **Vocational** – includes all other regulated qualifications which generally focus on developing knowledge and skills in a work related context.

Headlines:

415, 315 **The number of level 3 students in the cohort.** Overall numbers of level 3 students have increased by 17.9 per cent from 2008/09. Vocational students have risen to 185, 211 this year, which is up by 84.6 per cent from 2008/09. The size of the A level and academic cohorts have remained stable over the same time frame (figure 1).

98.5 per cent **The pass rate for A levels this year** has remained stable over the past four years (between 98.3 and 98.7 per cent).

26.4 per cent **The proportion of exams resulting in A* or A** has seen a gradual decline for the past four years, from 27.2 per cent in 2010/11.

26.5 per cent **The proportion of exams taken by females resulting in A* and A grades.** The gender gap in attainment of A* and A grades per A level exam has disappeared. The proportion of females achieving A* and A grades has fallen for the third year in a row from 27.7 per cent in 2010/11 to 26.5 per cent. Prior to this there were three years of stability at 27.7 per cent. Levels for males have remained fairly stable for the past three years at 26.4 per cent in 2013/14.

12.3 per cent **The proportion of male students achieving three A* and A grades.** A higher proportion of male students achieved three A* or A grades at A levels than females (12.3 per cent compared to 11.1 per cent respectively). The proportion of three A* and A grade achievements has decreased since 2010/11. Levels are declining at a faster rate for females, by 1.1 percentage points for males and 1.7 percentage points for females.

Grade C **The average grade for A level results** has been relatively flat for the past four years, fluctuating between a C and C+.

Distinction minus **The average grade for vocational results** in 2013/14. This has remained the same for the last three years.

1. Introduction

This statistical first release (SFR) shows A level and other level 3 results in England based on data from awarding body organisations. The data covers students aged 16-18 at the start of the 2013/14 academic year.

The Department for Education (DfE) receives examination results data from awarding body organisations. The data in this SFR is provisional as, whilst it has been quality assured by the department, the underlying data has yet to be checked by schools and colleges. A revised SFR with updated data will be published in January 2015, alongside the school and college performance tables.

Level 3 qualifications:

Each regulated qualification has a level between entry level and level eight. Qualifications which are at the same level are judged to be of a similar difficulty. This SFR only includes qualifications classified as level 3 and approved for the 16-18 age group under section 96 of the Learning and Skills Act (2000). More information can be found on the Ofqual website (<http://ofqual.gov.uk/help-and-advice/comparing-qualifications>).

16-18 age range:

The cohort of pupils included in this release are based on a student's academic age. This refers to students aged 16, 17 or 18 on 31 August 2013.

2. Changes from last year's release

Changes to A level assessments:

In 2010 the Government set out its education policy aims in the White Paper, The Importance of Teaching. One of these was to reform A level qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modular approach¹. As an interim measure, from September 2013 students in England were no longer able to sit A level exams in January, this may have had an impact on the grades they achieved.

Impact of EBACC and facilitating subjects performance measures:

This is the first year we would expect to see an impact of the English Baccalaureate (EBacc)² measure (introduced in 2010) and A level facilitating subjects measures³ (introduced in 2012) on post-16 choices. The increased prominence of these published performance measures could be a factor in the continuing rise in uptake of traditional subjects over non-traditional subjects in AS and A level.

¹ Section 4.49 - www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf

² <https://www.gov.uk/english-baccalaureate-information-for-schools>

³ Section 18; p.5 - http://www.education.gov.uk/schools/performance/archive/Statement_of_Intent_2012.pdf; http://www.education.gov.uk/schools/performance/16to18_13/Facilitating_subjects_for_the_AAB_Indicator.pdf

The EBacc measure is reported in the key stage 4 performance tables. It counts achievements in English, maths, history or geography, the sciences and a language. The facilitating subject AAB measures were developed by the DfE. They show the percentage of students achieving three A levels at grades AAB or higher in three facilitating subjects, and additionally, in two facilitating subjects. The list of 'facilitating subjects' were identified by the Russell Group of universities: maths and further maths; English (literature); physics; biology; chemistry; geography; history; languages (modern and classical). They define them as A level subjects that are most often required by universities and help to keep student's options open if they are unsure about what course to study.

Penalty add back:

As part of the school and college performance tables checking exercise, institutions can request that their students are deferred by one year following year 13 if they have not reached the end of their 16-18 study.

Students that were deferred (removed as not at the end of advanced level study) by schools and colleges in 2013 will now be automatically 'added' back and included in the 2014 data. This is consistent with key stage 4 performance table's policy.

The add back rule has become standard practice from this year onwards to ensure that students who were deferred for a year are automatically 'added' back to the institution the following year, regardless of whether they have achieved any further results. In addition, from this year a student cannot be deferred at academic age 18 as they will be outside the scope of performance tables the following year. For more information, please see our quality and methodology document⁴.

Analysis shows that this change has not had much of an impact on level 3 attainment at a national level. The average point score per entry across all level three qualifications is 213.4 points (table 1a); when these students are removed the average point score per entry is 213.5.

The majority (approximately three quarters) of add back students were in the other FE college sector, of which 85 per cent were on a vocational programme. The add back rule has lowered the average point score per entry for this sector by 0.2 point scores, from 204.2 to 204.0 points.

Time series data for academic and vocational cohorts: (Table S1)

Last year's SFR published separate 2012/13 performance data for students entered into academic and vocational qualifications to reflect changes to the 16-18 performance tables. In this SFR, a time series of average point score per entry and cohort numbers by academic and vocational cohorts dating back to 2007/08 has been included to show trends over time.

3. Students entered into level 3 qualifications by cohort type

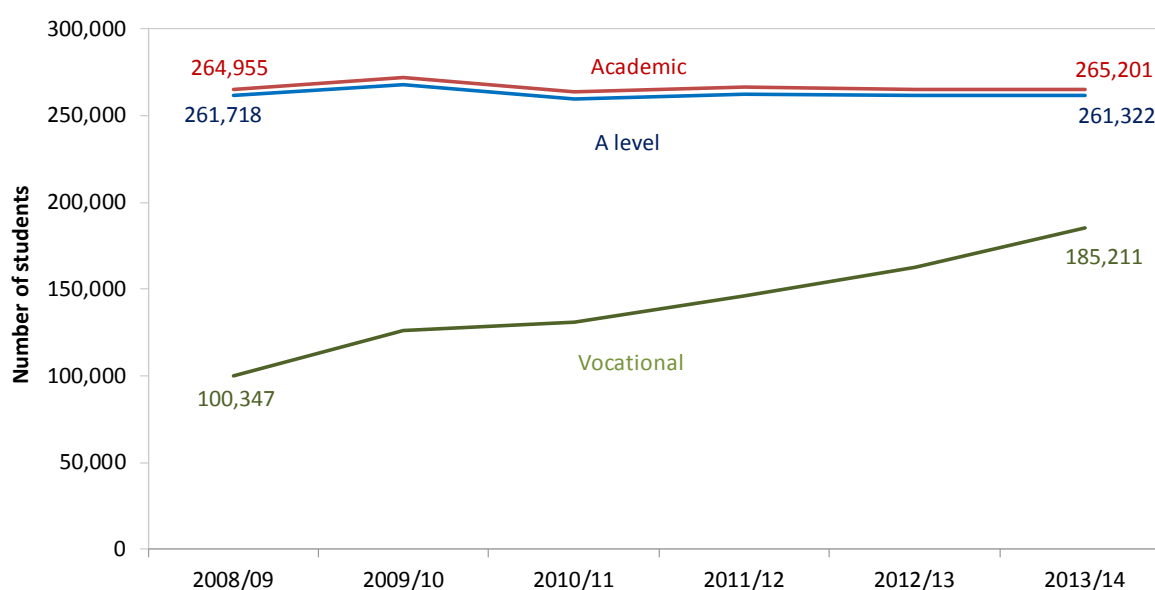
In this SFR students are reported in three separate cohorts: A level, academic and vocational. Depending on the type of qualification taken by each student they will be allocated into one or more cohorts. To be included in a particular cohort the student must have entered for at least

⁴ <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

one substantial qualification of the respective qualification type. A substantial qualification is defined as at least the size of an A level (180 guided learning hours)⁵.

A level students are included within the academic cohort. The academic cohort includes students taking A levels and AS levels but also other academic qualifications such as the Cambridge Pre-U, advanced extension award and the International Baccalaureate Diploma. The academic and A level cohort show very similar trends since the majority of academic students take A level programmes. The vocational cohort includes students entering all other qualifications. Students taking programmes with mixed qualification types can be included in more than one cohort. More detail on each cohort is provided in the SFR data tables.

Figure 1: Students entered into level 3 qualifications
Students entered into vocational qualifications has increased rapidly



Number of level 3 students has increased	The number of students entered for at least one substantial level 3 qualification has increased by 5.0 per cent on last year to 415,315 students, and by 17.9 per cent compared to 2008/09.
Number of vocational students has rapidly increased	The size of the vocational cohort has increased by 84.6 per cent since 2008/09, and 14.1 per cent compared to last year.
Number of academic students remains stable	The size of the academic cohort has remained fairly static over the past four years. There was a peak of 271,925 academic students in 2009/10, since then the number has stabilised with 265,201 students in 2013/14.

The chart above shows that the increase in the size of the level 3 cohort is driven by the rise in the number of vocational students. The increase in the vocational cohort and level 3 entries

⁵ <http://ofqual.gov.uk/blog/whats-the-deal-with-guided-learning-hours/>

overall is also reflected in the number of students staying on in education which are at the highest levels since records began in 1994/95⁶.

The Qualifications and Credit Framework (QCF) was launched in 2008 as an innovative achievement-based framework for vocational qualifications. It could have encouraged greater participation in level 3 vocational qualifications by creating more choice and flexibility in the structure of qualifications through opportunities for bite-sized learning and credit transfer. For example, students were able to take smaller qualifications and build up their achievements to larger qualifications.

In addition, the introduction of The Raising the Participation Age legislation⁷ in the Education and skills act 2008 which started to take effect in the 2013/14 academic year may be starting to have an impact. This means students who left year 11 in summer 2013 had to continue in education or training for at least another year until June 2014; and students who left year 11 in summer 2014 or later will have to continue until at least their 18th birthday.

4. A level results

A level results for 2013/14

The figures below cover results in A level examinations for the 2013/14 academic year only.

Grading structures:

A levels are graded A* to E, this is a 6 grade scale. This differs from vocational qualifications (see section 5) which have a variety of grading structure and have been standardised to a 4 grade scale (Distinction*, Distinction, Merit and Pass).

A level top grades and pass rate:

Figure 2: A level results.

The proportion of A-E exam results remains fairly stable.

Grade	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2013/14 change on 2008/09	2013/14 change on 2012/13
A* to E	98.1	98.3	98.5	98.6	98.7	98.5	0.4	-0.2
A* and A	26.8	26.9	27.2	27.0	26.7	26.4	-0.4	-0.3
A*	-	8.0	8.4	8.2	7.9	8.5	-	0.6

Note: 1. A* was introduced in 2009/10.

2. Change shows percentage point change

⁶ Participation in Education, Training and Employment by 16-18 year olds in England: End 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322575/Participation_SFR-Final.pdf

⁷ <https://www.gov.uk/government/policies/increasing-opportunities-for-young-people-and-helping-them-to-achieve-their-potential/supporting-pages/raising-the-participation-age>

Pass rate remains fairly stable	Over the past four years the A level pass rate has remained stable, fluctuating no more than 0.2 percentage points from one year to the next.
But A* and A grades are declining	Between 1996/97 and 2010/11 (see table 14) the proportion of students achieving A and A* grades increased year-on-year (from 16.1 per cent to 27.2 per cent). Since then this proportion has declined to 26.4 per cent this year.
A* at highest level recorded	The highest proportion of A* grades were awarded this year (8.5 per cent), a 0.5 percentage point increase from when it was introduced in 2009/10.

The drop in A* and A grades could be attributed to more exam entries in facilitating subjects than non-facilitating subjects; the proportion of exam entries in facilitating subjects has grown every year since 2005/06. In addition, the move to linear A level exams in 2013/14 may have contributed to the decline.

Although the data shows that a higher proportion of students achieved A* grades this year, this finding should be treated with caution. The A* does not have grade boundaries and may be adjusted each year by exam boards in order to maintain standards for this grade at subject level. Therefore, attainment at this grade is not a good indicator of performance over time. In contrast the A and the E grades are less volatile. They have key grade boundaries set in each examination series following scrutiny of a range of evidence, for example statistical predictions and samples of candidates' work so these grades should be used when assessing trends over time⁸.

A level results by gender:

Figure 3: A level results by gender (Table 14).

The proportion of top grades in exams taken by females are down.

Grade	Gender	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2013/14 change on 2008/09	2013/14 change on 2012/13
A* and A	Male	25.9	26.0	26.7	26.4	26.5	26.4	0.5	-0.1
	Female	27.7	27.7	27.7	27.5	27.0	26.5	-1.2	-0.4
	<i>Gender gap</i>	<i>1.8</i>	<i>1.7</i>	<i>1.0</i>	<i>1.1</i>	<i>0.5</i>	<i>0.2</i>		

Note: Change shows percentage point change

⁸ <http://ofqual.gov.uk/documents/summer-2014-data-exchange-procedures-gce-gcse-level-12-certificates/>

Female top grades have declined	The proportion of females achieving A* and A grades have fallen for the third year in a row from 27.7 per cent in 2010/11 to 26.5 per cent. Prior to this there were three years of stability at 27.7 per cent.
Male top grades remain stable	26.4 per cent of entries by males resulted in top grades in 2013/14; this has been relatively stable for the past three years.
Gender gap has almost disappeared	The proportion of males and females achieving top grades is now similar. Over the past three years this has been due to a fall in females achieving the top grades rather than improvement among males.

As above, the shift in preference towards facilitating subjects over non-facilitating subjects could be a factor in the recent decline in top grades achieved by females. While uptake in facilitating subjects is higher for males, since 2005/06 females are increasingly taking more facilitating subjects. Last year was the first time females took more facilitating subjects than non-facilitating subjects, for males this distribution was seen for the first time in 2007/08.

Cumulative A Level cohort results

This gives an overview of results achieved by the A level cohort. The A level cohort shows cumulative A level and AS level results over two years for all students who achieved an A level in 2013/14. Similar trends in attainment are seen in the A level and academic cohort since the majority of academic students take A level programmes. For more information on academic attainment please see the SFR tables.

Average point score per entry:

Figure 4: Average point score (APS) per A level entry (Table S1).

Average point score has been stable for the past four years.

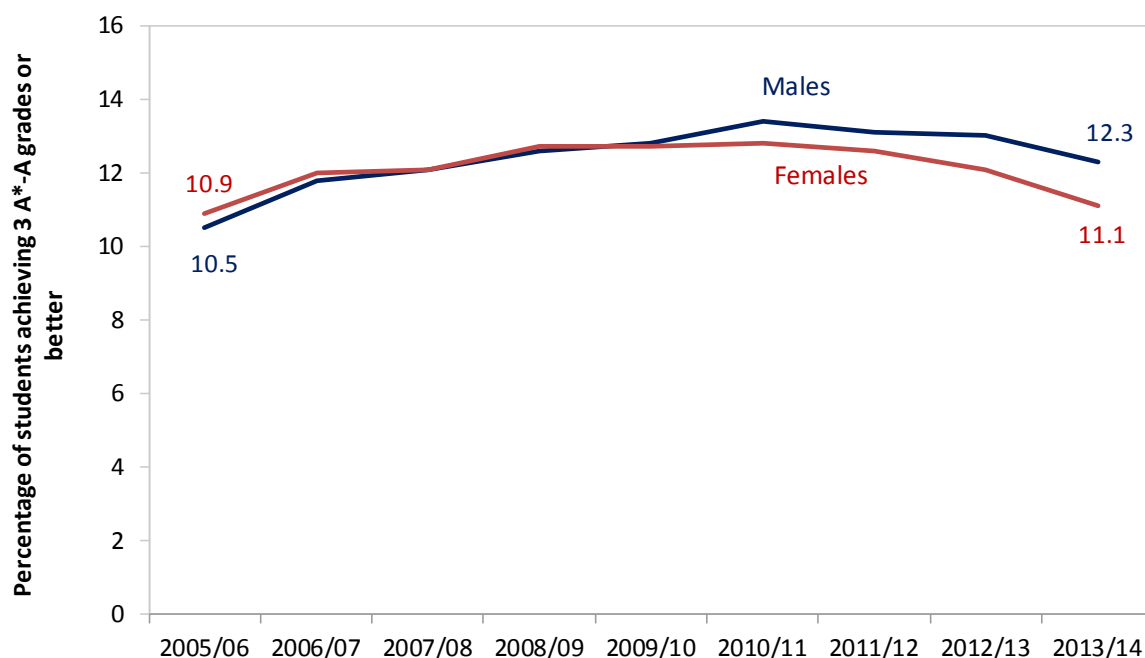
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
A level cohort APS	210.5	213.2	215.1	214.7	215.6	214.8
APS as a grade	C	C	C+	C	C+	C

The A level average point score per entry has been relatively stable for the past four years. Even though the equivalent grade has fluctuated between a C and C+, this is because the average point score is close to the grade boundary of 215 which is required for a C+.

Students achieving 3 A*-A grades or better at A level:

Figure 5: Percentage of students achieving 3 A*-A grades or better at A level or Applied single/double award A level (Table 1b).

The proportion of males and females achieving 3 A*-A is falling.



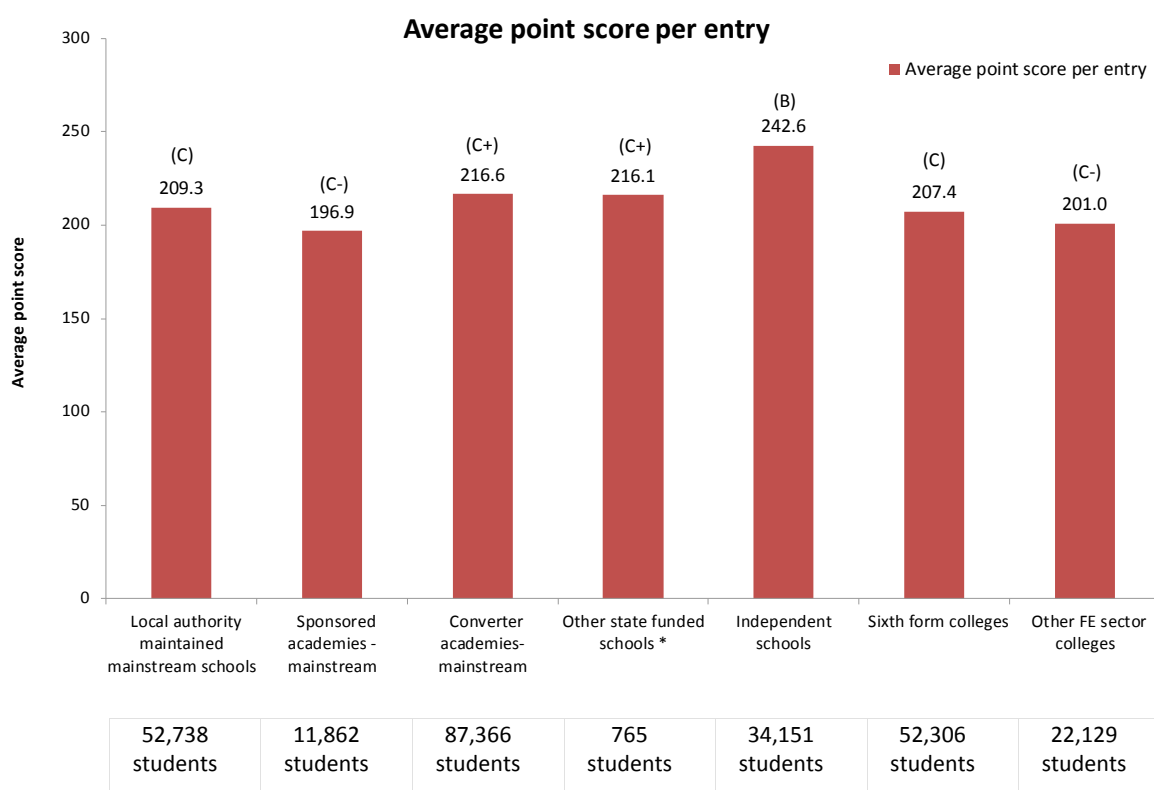
The proportion of males and females achieving 3 A* and A grades reached a peak in 2010/11 for both genders. Since then both males and females achieving 3 A* and A grades has declined, with females declining at a faster rate than males (females by 1.7 percentage points and males by 1.1 percentage point from a peak in 2010/11). The increased uptake in facilitating subjects (as explained on page 6) could be a factor influencing this trend.

A level results by institution type:

Comparisons between institution types should be treated with caution due to varying student numbers across institution types (see chart below) and over time. For example, a rising number of local authority schools have been converted to academies. As a result, both sponsored academies and converter academies have considerably more students compared to last year, a rise of 20.4 per cent and 10.3 per cent respectively. In comparison local authority mainstream schools have declined by 16.9 per cent over the same period.

Figure 6: Average point score per entry (equivalent grade shown in brackets). Student numbers for each institution type shown below the chart. (Table 1d).

A level students at independent schools achieve the best A level results.



Note: *Other state funded schools include: mainstream free schools, free school - 16-19, university technical colleges (UTCs), city technology colleges (CTCs) and studio schools

Independent schools continue to achieve the highest A level results compared to state schools, sixth forms and further education colleges.

Despite the significant change in student numbers in local authority mainstream schools and converter academies both have similar average point score per entry compared to last year. However, the average point score per entry for sponsored academies has dropped slightly from 198.5 in 2012/13 to 196.9 in 2013/14.

Other state funded schools have an average point score per entry of 216.1 points (equivalent to a grade C+). Mainstream free schools have a low number of students which means a drop or rise in the attainment of a few students can have a significant impact on their overall scores. Therefore comparisons over time and between institutions should be treated with caution.

5. Vocational results

This section gives an overview of results achieved by the vocational cohort. The vocational cohort shows cumulative vocational results over two years for all students who achieved a substantial vocational qualification in 2013/14. Results are reported separately for vocational and academic qualifications because it is more meaningful to compare performance within rather than across qualification types due to the different nature of the qualifications.

Performance across the academic and vocational cohort should not be compared for a number of reasons:

Vocational students take fewer qualifications: Table 1d shows 61.1% of the vocational cohort achieved at least two substantial level 3 qualifications compared to 92.2% for A level students. One reason for this could be that vocational students are more likely to take level 2 qualifications alongside their level 3 qualifications, and level 2 data is not included in this SFR. Therefore, vocational students may be more likely to achieve a lower number of points per FTE student.

Part-time students may be included in further education college data: For schools part-time students are automatically removed, however, further education colleges have to manually remove part-time students during the checking exercise. In this SFR we include only full time students, please see the quality and methodology document for further information. Therefore, the average point score per full time equivalent student may appear lower if part-time students are still included in this provisional release.

Different grading structure: Academic and vocational qualifications have different grading systems. More points can be achieved for top grades in academic qualifications than vocational qualifications (300 for an A* in A levels compared to 270 for distinction* in vocational qualifications).

Average point score per entry:

Figure 7: Average point score (APS) per entry (Table S1).

Average point score per entry for vocational cohort has increased in the past three years.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
APS per vocational entry	220.0	222.5	224.0	211.6	213.7	216.3
APS as a grade	Dist	Dist	Dist	Dist-	Dist-	Dist-

Note: 1.'Dist' refers to distinction grade

2 Change shows percentage point change

The average point score per vocational entry has increased in the past three years. After a fall in 2011/12, the average point score per entry has risen steadily and is not far off 220 points (less than 4 points) which would push it back up to similar levels seen prior to 2011/12 and to an average grade of a distinction.

Results by gender:

Figure 8: Average point score per entry (equivalent grade shown in brackets) (table 1d). Improvement in both male and female grades, although the gender gap remains.

	2012/13	2013/14
Males	208.2 (Merit +)	210.6 (Dist -)
Females	219.4 (Dist -)	222.1 (Dist)
Total	213.7 (Dist -)	216.3 (Dist -)

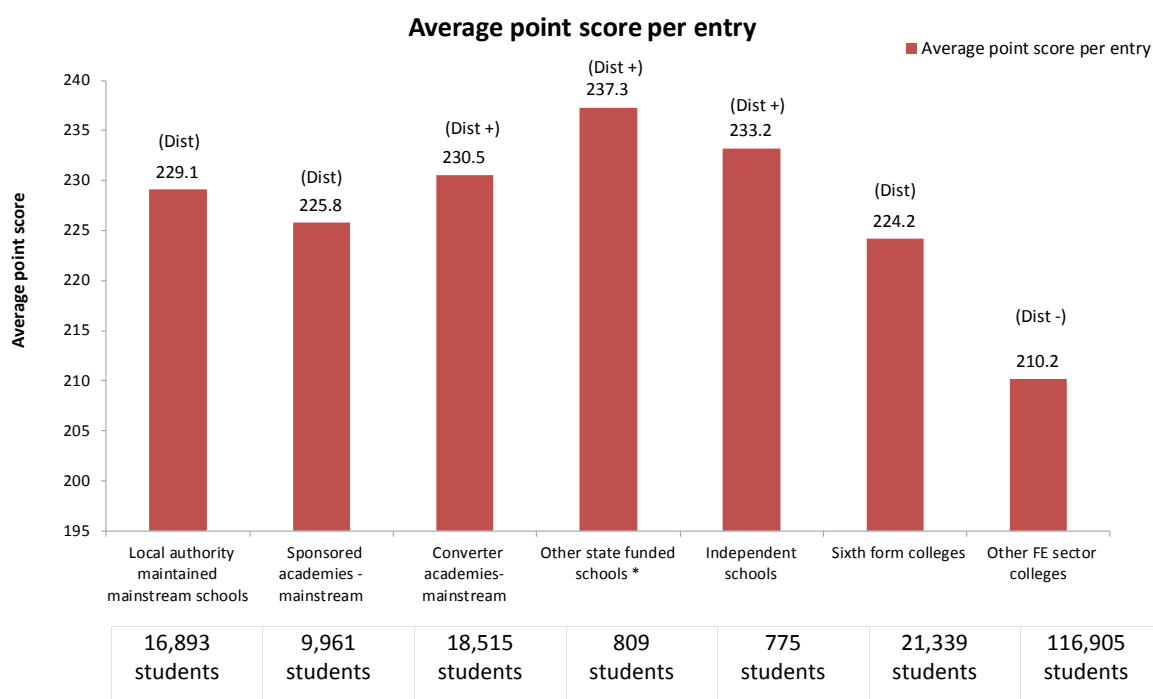
Note: 2012/13 data has been updated using final data.

Both males and females have increased their average point score per entry compared to last year. Males increased their average point score per entry from the equivalent of a merit plus to a distinction minus. Females have increased their average point score per entry from the equivalent of a distinction minus to a distinction. An earlier time series of results for the vocational cohort by gender is not included in this release since results for vocational qualifications were only reported separately for the first time last year.

Results by institution type:

As with the A level cohort, comparisons between institution types should be treated with caution due to the varying student numbers across institutions and over time. Student numbers can be seen in the chart below.

Figure 9: Average point score per entry (equivalent grade shown in brackets) (table 1d). Both independent and converter academies achieve distinction plus for vocational qualifications.



Note: *Other state funded schools include: mainstream free schools, free school - 16-19, university technical colleges (UTCs), city technology colleges (CTCs) and studio schools

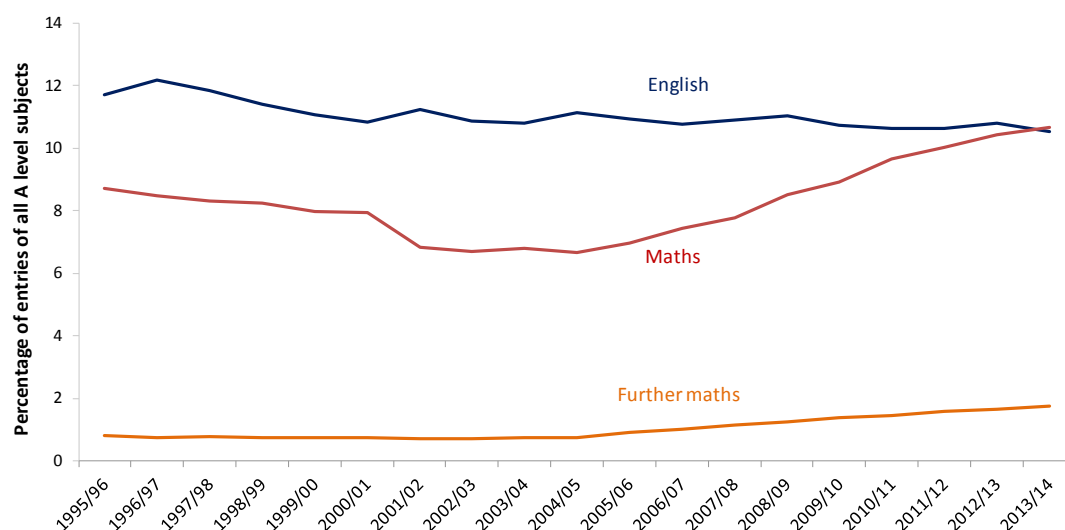
All institution types have improved their average point score per entry compared to last year. Converter academies are the only institution type to increase their average grade from a distinction to a distinction plus

Other state funded schools achieved an average grade of a distinction plus (237.3 points), however this should be treated with caution as student numbers are low. Independent schools also have low numbers of students; however their average point score per entry has remained fairly stable since last year.

6. Subject information

This section shows subject trends in A level examination entries. These figures include all A level entries for the relevant academic year.

Figure 10: English, maths and further maths A level entries (table 14).
Maths has replaced English as the most popular A level subject.



Maths has now overtaken English as the most popular A level subject, with 79,060 entries compared to 78,252 entries for English. Maths entries have been increasing rapidly since 2004/05 with an increase in entries of 71.7 per cent which represents an increase from 6.7 to 10.7 per cent of all A level entries. In contrast, the proportion of English entries has remained relatively stable over the same period.

Entries in maths may have risen for a number of reasons. Firstly, the English Baccalaureate (EBacc) measure (introduced in 2010) and A level facilitating subjects measures (introduced in 2012) may now be having an impact on post-16 choices, influencing students to take more traditional subjects over others. In addition, changes to the maths curriculum and policy initiatives that highlight the importance of maths in careers like science and engineering could be encouraging students to continue with maths to A level. For example, the Further Maths

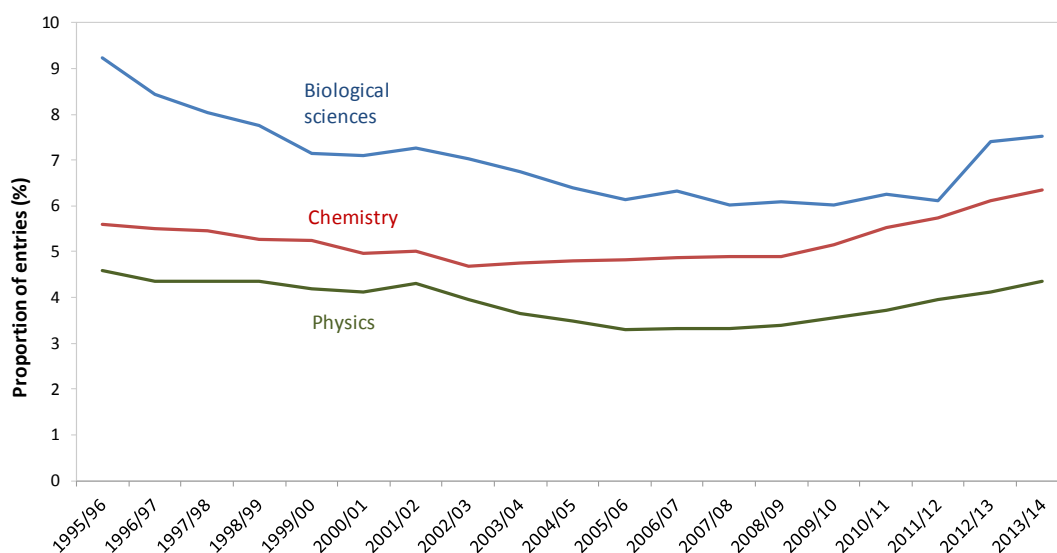
Support Programme⁹ was rolled out in 2005 to support maths teaching at KS4 and encourage students to carry on their studies post 16.

Entries in English may have been impacted by the change in GCSE grade boundary changes in English and English language made by Ofqual in 2012. The shift in grade boundaries contributed to a fall in GCSE grades in these subjects. This was followed by a dip in the proportion of all AS level students entering AS English in 2012/13 (from 9.7 to 9.4 per cent) and could in turn have influenced the proportion of students entering A levels this year (a slight dip from 10.8 to 10.5 per cent).

Science:

Figure 11: Science A level entries (table 14).

Sharp rise in Biology entries.



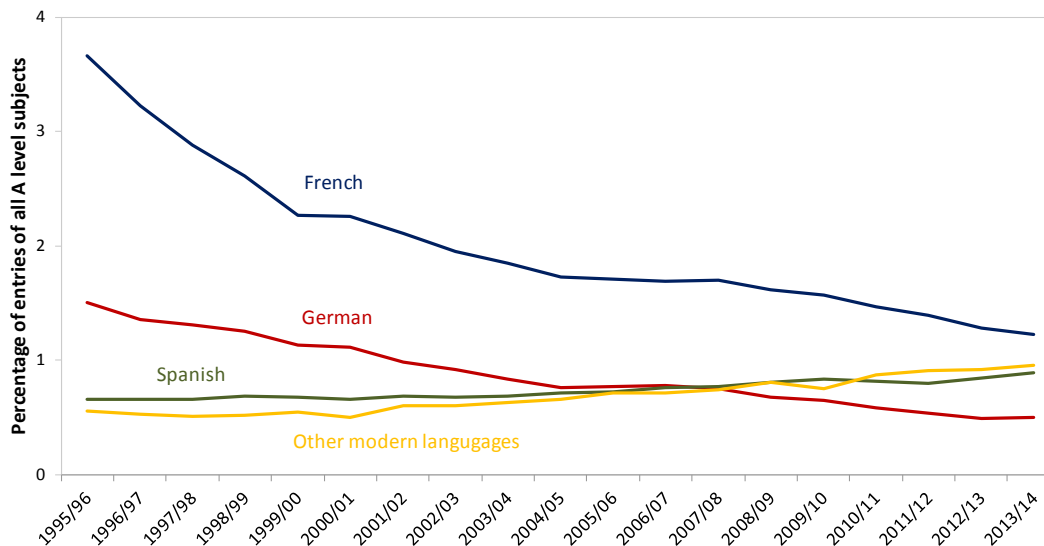
Biology has seen a steep increase in entries over the past two years; chemistry and physics also continue to increase. As explained above, the introduction of the EBacc and A level facilitating subject measures may be encouraging students to take more sciences. There have also been a number of policy initiatives to increase participation in science. For example, the Stimulating Physics Network¹⁰ aimed to improve progression rates to physics A level and other initiatives such as the Big Bang Science and Engineering fair.

⁹ <http://www.furthermaths.org.uk/>

¹⁰ <http://www.stimulatingphysics.org/>

Modern foreign languages:

Figure 12: Modern foreign languages entries (table 14)
Spanish and other modern languages continue to increase.



A level entries in Spanish and other modern languages have continued to increase, whereas French and German are still in decline. Although A level entries are down for modern languages, AS level entries have remained stable suggesting interest in languages at AS has changed less than at A level (see table 3 and 15).

7. Maths and science participation by gender

We will publish information on science and maths subject uptake by gender in the revised SFR. This will be published in January 2015 once the data has been checked by schools and colleges.

The 2012/13 data can be seen here: <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-england-2012-to-2013-revised> (Maths and science entries tables)

8. List of tables

The following tables are available on <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

Student level results:

- 1a A level and level 3 results by institution type and gender. Time series of A level and level 3 results by gender
- 1b Time series of A level and level 3 results by gender
- 1c A level and level 3 results of state-funded school students by admission basis and gender
- 1d Level 3 results by cohort, institution type and gender

Examination A level results:

- 2 A level results of all students by subject and grade
- 2m A level results of male students by subject and grade
- 2f A level results of female students by subject and grade

Examination AS level results:

- 3 AS level results of all students by subject and grade
- 3m AS level results of male students by subject and grade
- 3f AS level results of female students by subject and grade
- 4 2013 AS level results of all current Year 13 students by subject and grade
- 4m 2013 AS level results of current Year 13 male students by subject and grade
- 4f 2013 AS level results of current Year 13 female students by subject and grade

Examination Applied A/AS level:

- 5 Applied single A level results by gender, subject and grade
- 6 Applied single AS level results by gender, subject and grade
- 7 Applied double A level results by gender, subject and grade
- 8 Applied double AS level results by gender, subject and grade

Examination A level results by institution type:

- 9 A level results of students by institution type, gender and grade
- 10 A level results of state-funded school students by admission basis, gender and grade
- 11a A level results of state-funded school students by subject and grade
- 11b A level results of independent school students by subject and grade
- 11c A level results of all further education sector college students by subject and grade
- 11d A level results of all further education sector college students by subject and grade

Local authority tables:

Map <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

- 12a A level and level 3 results of state-funded students, by gender, local authority and region
- 12b A level and level results of state-funded school students, by gender, local authority and region
- 13a Number of A level examination entries by state-funded students by subject, local authority and region
- 13b Number of A level A* and A grades achieved by state-funded students by subject, local authority and region
- 13c Number of A level A* to E grades achieved by state-funded students by subject, local authority and region

Subject time series:

- 14 A level results by subject, grade and gender
- 15 AS level results¹ by subject, grade and gender

Time series for A level, academic and vocational cohort

- S1 Average point score per entry for A level, academic and vocational cohorts

9. Coverage of the data

16 to 18 year old students included only	16 to 18 year old students at the end of their final year of study typically lasting two years are included within the scope of this SFR
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The criteria we use to include students	Students will be included if they meet the following criteria.
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1. Were aged 16, 17 or 18 on 31 August 2013
 2. Were on roll in January 2013
 3. Were in, or deemed to be in, Year 13
 4. Completed their advanced studies in the 2013/14 academic year
 5. Entered for at least one substantial level 3 qualification
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Applies to schools in England	The Welsh Government has published the results of external examinations taken by pupils aged 15 or 17 in 2012/13, available at:
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<http://wales.gov.uk/statistics-and-research/examination-results/?lang=en>

The Department for Education Northern Ireland (DENI) have published AS and A level headline statistics for 2013, available at:

www.deni.gov.uk/index/facts-and-figures-new/education-statistics/115-curriculum-and-assessment-qualifications-pg/a-and-as-level-headline-statistics-2013.htm

How we avoid double counting subjects	To avoid double counting results, qualification discounting is applied where, for example, if a student achieves an AS en route to achieving an A level in the same subject, only the A level pass is included.
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Approved qualifications only	The range of qualifications reported in this SFR covers all level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000).
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Approved qualifications at Level 3 and their point scores can be found at <http://register.ofqual.gov.uk/>

Want more information?	Please view our quality and methodology document which provides further information.
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This can be found here:

<https://www.gov.uk/government/collections/statistics-attainment-at-19-years>

10. Disclosure control

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.

The Department has a set of statistical policies in line with the Code of Practice for Official Statistics, which are published at:

www.gov.uk/government/publications/standards-for-official-statistics-published-by-the-department-for-education

so we suppress some figures,

Any numbers less than three (1 to 2 inclusive) have been suppressed and have been replaced by an 'x'.

Percentages are displayed to one decimal place but where the numerator is between 1 and 2 inclusive, they have been suppressed.

Where an number as shown as zero, the original figure submitted was zero.

adopt symbols to help identify this

Symbols are used in the tables as follows:

. not applicable

x publication of that figure would be disclosive

and round percentages

Percentages in this SFR are given to one decimal place. Totals may not add to 100% due to rounding

11. Want more?

Subject detail	We publish A levels and AS levels subject time series. This can be found within the subject time series spreadsheet (tables 14 and 15). https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Local authority data	We publish more information by local authorities. This can be found within the LA tables (tables 12 and 13). https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Want previously published statistics	The A level and level 3 data can be found at the following link: https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Performance tables	Data for schools can be seen within the performance tables. This will be updated in January 2015 with 2013/14 data. www.education.gov.uk/performancetables/
Key stage 4	GCSE and equivalent results for key stage 4 https://www.gov.uk/government/collections/statistics-gcses-key-stage-4
Key stage 2	Statistics on national curriculum assessments and review outcomes at key stage 2 (KS2), including measures of progress between KS1 and KS2. https://www.gov.uk/government/collections/statistics-key-stage-2
Key stage 1	Statistics on national curriculum assessments at key stage 1 and phonics screening check results. https://www.gov.uk/government/collections/statistics-key-stage-1
Destination measures	Statistics on educational or employment destinations of key stage 4 and key stage 5 students https://www.gov.uk/government/collections/statistics-destinations

12. Future changes

New vocational cohorts The 2016 performance tables will further disaggregate the level 3 vocational cohort into students taking approved applied general and tech level qualifications. This is to reflect the differing content, assessment and grading arrangements within these qualifications. The scope of this SFR will be reviewed as the coverage of performance tables expands (as announced in the Government's response to the [16-19 accountability consultation](#)).

The approved qualifications can be found here: <https://www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds>

Want more information For more information on the upcoming reforms to the performance tables, please see the technical guidance recently published on the [16-19 accountability headline measures](#).

13. Got a query? Like to give feedback?

If from the media Press Office News Desk, Department for Education, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. 020 7925 6789

If non-media Christopher Casanovas, Schools Performance Data Unit, Education Data Division, Sanctuary Buildings, 20 Great Smith St, London SW1P 3BT

Attainment.STATISTICS@education.gsi.gov.uk



Department
for Education



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