

# **Register of change Part 1**

## **2000-2010**

Research Report

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# Introduction

During recent years there have been many changes in education and assessment. Curricula have been updated, qualifications have been introduced and other qualifications withdrawn, particular skills have been valued then removed from assessment. When so many changes occur in a short space of time it is difficult to keep track of the changes that have occurred, and the time at which they happened. This document tracks some of the changes that have occurred to education in England between 2000 and 2010. The start date was chosen as it coincided with the start of a new curriculum and a major change to A levels. The end date corresponds to the start of the coalition government, which introduced many changes to qualifications<sup>1</sup>. This document is intended to provide details for some of the changes that have occurred since then. It focuses on secondary school education and general qualifications, although where appropriate it also includes information on changes to primary school education. It is hoped that it will be regularly updated so that it continues to provide up-to-date information.

This report is not intended to give a comprehensive account of any particular event or document. Instead, relevant references are provided that will hopefully provide a useful starting point to enable the reader to investigate further. Where possible, the references given are for published documents and publications, so that the reader can use them as a reference for the dates of particular events without needing to carry out further research. Occasionally it has been necessary to provide links to web pages instead. If this has been done, every effort has been made to ensure that the links are likely to prove permanent.

The document is divided into sections to enable the changes to qualifications to be tracked more easily. The first section tracks the introduction of new qualifications and withdrawal of old qualifications. Only the key dates have been given for these, such as first and last teaching / assessment, as it is hoped that other dates can be calculated from these. There are also individual sections for A levels and GCSEs, tracking the important changes that have been made to these qualifications. In general these changes affect all the subjects within that qualification. Any references to subject-specific changes are only those that have arisen from government policy, such as the strengthening of particular GCSE subjects, as it is not possible to give a comprehensive and detailed account of all the changes to individual subjects here. The remaining sections of the report track themes that occur independently of particular qualifications, such as key government and research papers, the National Curriculum, the creation of and amendments to performance tables, and the changes in the UCAS tariff. Further sections may be added in the future.

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<sup>1</sup> A separate document, 'Register of Change Part 2', covers the period from 2010 to August 2016.

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# 1. Introduction and withdrawal of qualifications

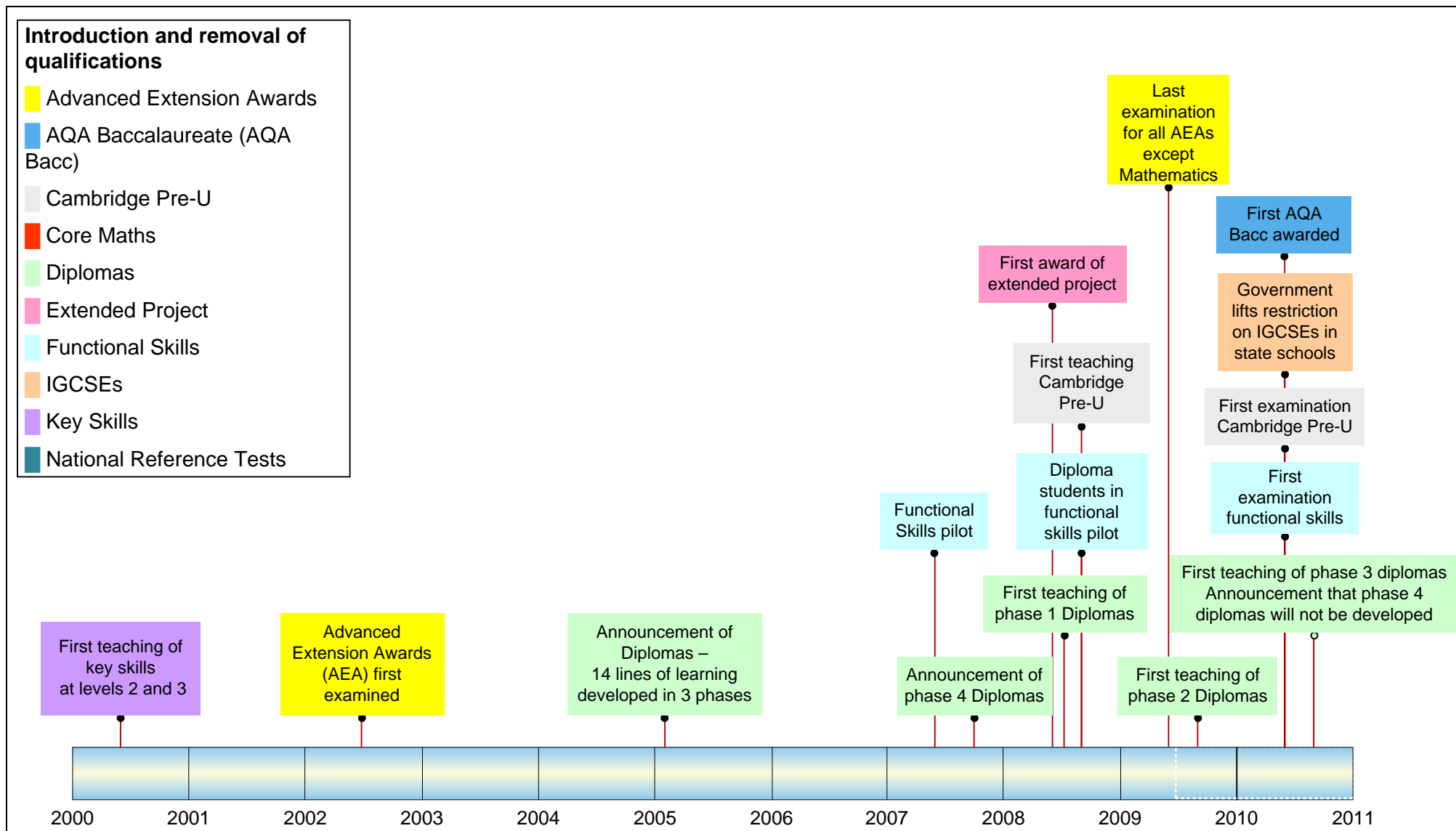


Figure 1. First and last dates for offering qualifications plus other key dates.

Between 2000 and 2010, several new qualifications have been introduced and further qualifications have been withdrawn from the list of accredited qualifications. This section aims to list key dates and information for some of the qualifications offered in schools and colleges.

Table 1. Details of qualifications.

<i>Year</i>	<i>Details</i>
<b>Advanced Extension Award</b>	
2002	The Advanced Extension Award (AEA) was introduced in 17 subjects, with the first examinations taking place in the summer of 2002 (UCAS, 2004). It was based on the existing A level subject criteria and required no extra teaching. The examination was aimed at the top 10% of A level candidates and aimed to stretch them through more challenging questioning.
2009	All AEA examinations except Mathematics were withdrawn by the government, with the final examination taking place in the summer 2009 session. They were withdrawn as part of the changes to the A level specifications, which introduced stretch and challenge questions. (QCDA, 2009)
On-going	Mathematics continues to be offered as an AEA and has been accredited until 2017. No other AEAs are now available.
<b>AQA Baccalaureate</b>	
2008	The AQA Baccalaureate (AQA Bacc) was piloted. To qualify for the AQA Bacc, students must: gain an E or above in three A levels; take a further AS level in Citizenship, Critical Thinking, General Studies, Science in Society or World development; complete an Extended Project qualification and undertake 100 or more hours of enrichment activities. (AQA, 2015)
2010	The AQA Bacc was awarded to any students meeting the criteria from 2010. (AQA, 2015)
<b>Cambridge Pre-U</b>	
2008	The Cambridge Pre-U was first available for schools to teach from September 2008. To qualify for the Cambridge Pre-U students must complete three Principal Subjects (A levels can be substituted for up to two subjects), undertake a Research report and undertake a course in Global Perspectives. Each of these elements can also be undertaken as free-standing qualifications. (Cambridge International Examinations, 2011)
2009	The first students sat Cambridge Pre-U short course examinations in their Principal Learning subjects (Cambridge International Examinations, 2010). Short courses were only available in Modern Foreign Languages for this session (Cambridge Assessment, 2010).

<i>Year</i>	<i>Details</i>
2010	The first (full course) students sat the Cambridge Pre-U examinations for their Principal Learning subjects. (Cambridge International Examinations, 2010)
<b>Diplomas</b>	
2005	A Diploma was first proposed in the Tomlinson report (Department for Education and Skills, 2004a). In response the government announced the creation of Diplomas in 14 'lines of learning' <sup>2</sup> that would be available at levels 1, 2 and 3. The Diplomas were intended to prepare students for further education or employment by studying both specialised subject materials related to the 'lines of learning' (Principal Learning), and English, Mathematics and other subjects. The lines of learning were assigned to three phases for development, so that they would be introduced in three consecutive years. (Department for Education and Skills, 2005)
2007	<p>The government announced three new lines of learning would be added to the Diploma. The new lines of learning were:</p> <ul style="list-style-type: none"> <li>• Science</li> <li>• Humanities and Social Sciences</li> <li>• Languages and International Communication.</li> </ul> <p>It was anticipated that the first teaching would take place in September 2011 (Ertl et al., 2009)</p>
2008	<p>The first teaching of the Phase 1 Diplomas started in September. This included the following lines of learning (and their related Principal Learning components):</p> <ul style="list-style-type: none"> <li>• Construction and the Built Environment</li> <li>• Creative and Media</li> <li>• Engineering</li> <li>• Information Technology</li> <li>• Society, Health and Development.</li> </ul> <p>(Ertl et al., 2009)</p>

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2 The lines of learning were: Construction and the Built Environment; Creative and Media; Engineering; Information Technology; Society, Health and Development; Business, Administration and Finance; Environmental and Land-Based Studies; Hair and Beauty Studies; Hospitality; Manufacturing and Product Design; Public Services; Retail Business; Sports and Active Leisure; Travel and Tourism.

<i>Year</i>	<i>Details</i>
<b>Diplomas</b>	
2009	<p>The first teaching of the Phase 2 Diplomas started in September. This included the following lines of learning (and their related Principal Learning components):</p> <ul style="list-style-type: none"> <li>• Business, Administration and Finance</li> <li>• Environmental and Land-Based Studies</li> <li>• Hair and Beauty Studies</li> <li>• Hospitality</li> <li>• Manufacturing and Product Design.</li> </ul> <p>(Ertl et al., 2009)</p>
2010	<p>The first teaching of the Phase 3 Diplomas started in September. This included the following lines of learning (and their related Principal Learning components):</p> <ul style="list-style-type: none"> <li>• Public Services</li> <li>• Retail Business</li> <li>• Sports and Active Leisure</li> <li>• Travel and Tourism.</li> </ul> <p>(Ertl et al., 2009)</p> <p>In June 2010 the new coalition government announced that all development of the phase 4 Diplomas would cease immediately.</p> <p>(Department for Education, 2010a)</p>
<b>Extended Project</b>	
2008	<p>First teaching of the Extended Project. This requires students to project a report, dissertation, design, artefact or performance on a topic that they have chosen. It was introduced as a part of the Diploma, but was also available as a separate qualification in addition to A levels (OCR, 2013). The Extended Project has continued to be available after the final award of the Diploma (OCR, 2011). OCR is also continuing Level 1 (Foundation) and Level 2 (higher) Project qualifications.</p>
<b>Functional Skills</b>	
2007	<p>The first pilot of Functional Skills started, with first teaching from September 2007. Functional Skills are practical skills of relevance to life, further education and employment in English, Mathematics and ICT. (Tribal, 2011)</p>



<i>Year</i>	<i>Details</i>
2008	The Functional Skills pilot was extended in September to include all centres where students were studying for the Diploma. These students had to take functional skills as a compulsory part of their Diploma. (QCA, 2007b)
2010	First teaching of Functional Skills. This qualification is available to all learners aged 14+ in English, Mathematics and ICT. (Ofqual, 2015)
<b>International GCSE<sup>3</sup></b>	
2010	The government lifted restrictions upon state schools offering International GCSEs. From September 2010 state schools were able to offer accredited International GCSE courses alongside GCSE courses. (Department for Education, 2010a)
<b>Key Skills</b>	
2000	Key Skills assessed students' achievement in three skills valued by employers and higher education: communication, application of number, and information technology. The first teaching of Key Skills at levels 2 and 3 took place in 2000. (QCA, 1999a)

## References for new qualifications

AQA. (2015). *Level 3 Baccalaureate: Guide to the AQA Bacc*. AQA.

Cambridge Assessment. (2010). *Annual Review 2008-2009*. Cambridge Assessment. <http://www.cambridgeassessment.org.uk/Images/140038-annual-review-08-09.pdf>

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Department for Education. (2010a, June 7). *Government announces changes to qualifications and the curriculum* [Press release].

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<sup>3</sup> There may be some confusion about the International GCSE and the International Certificate qualifications. IGCSEs were developed by Cambridge International Examinations and Edexcel as the International version of GCSEs. The International GCSEs offered by Cambridge International Examinations are called Cambridge IGCSEs®, whilst those offered by Edexcel are International GCSEs. International Certificates are the accredited versions of the International GCSEs. They appear on the Register of Regulated Qualifications as Cambridge International Certificates if they are offered by Cambridge International Examinations and Edexcel Certificates if they are offered by Edexcel. Whilst they are often informally referred to as IGCSEs or International GCSEs, any documentation falling under the remit of Ofqual (e.g. results certificates) cannot use these titles.

<https://www.gov.uk/government/news/government-announces-changes-to-qualifications-and-the-curriculum>

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- Tribal. (2011). *Evaluation of the Functional Skills Pilot: Summative Report*. QCDA. [http://www.gatewayqualifications.org.uk/assets/0000/0660/FS\\_Evaluation\\_report.PDF](http://www.gatewayqualifications.org.uk/assets/0000/0660/FS_Evaluation_report.PDF)
- UCAS. (2004). *Expert group report for awards seeking admission to the UCAS Tariff: Advanced Extension Awards*. UCAS. <http://www.ucas.com/sites/default/files/aea-report.pdf>

## 2. Changes to GCSE prior to reform programme

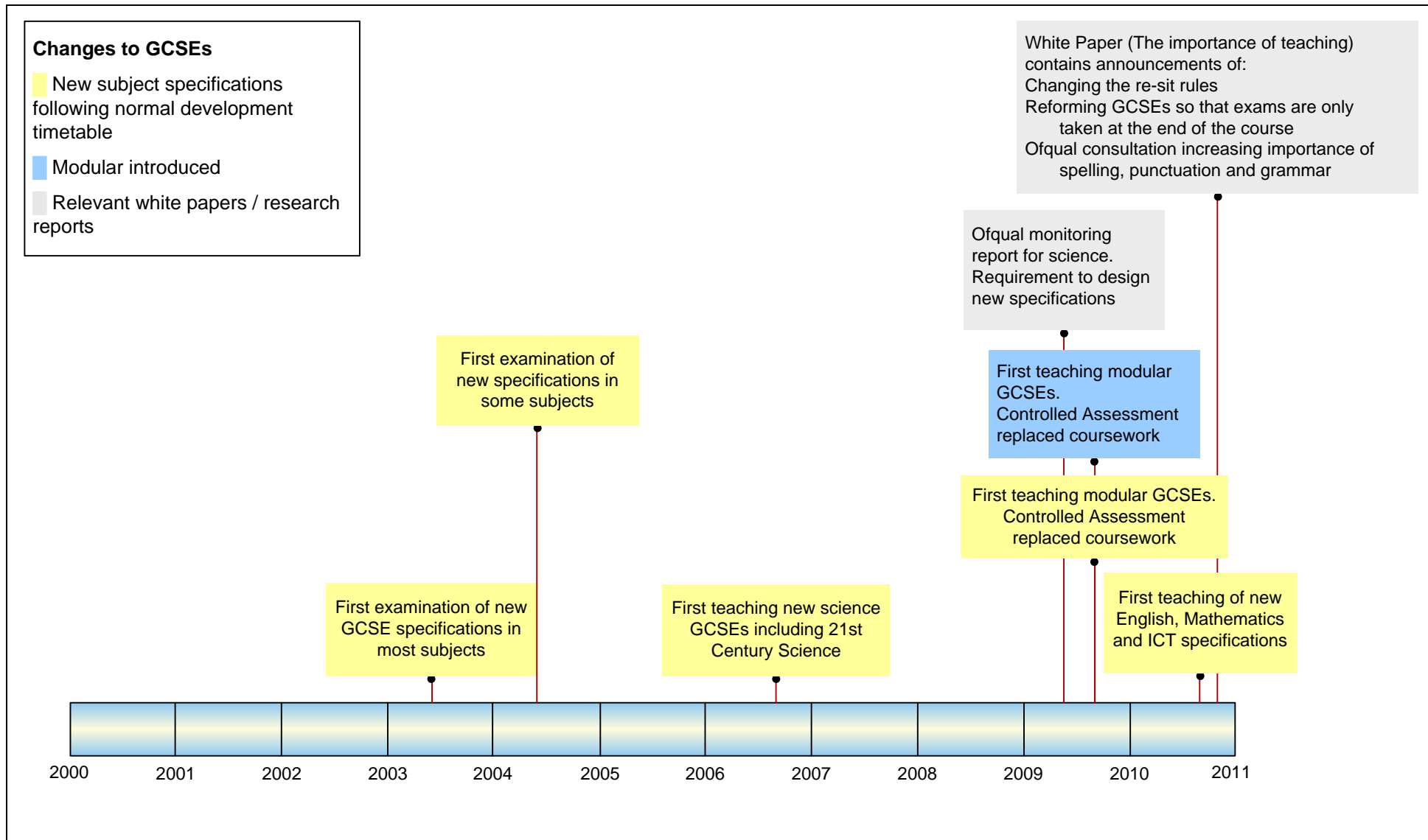


Figure 2. Changes to GCSEs from 2000-2010.

There were several changes to GCSEs between 2000 and 2010. These have included the introduction of new specifications, the change to linear specifications and revisions to specifications following recommendations arising from Ofqual's qualification monitoring programme. Generally, changes to individual GCSE subjects have not been detailed; where individual changes have been noted it is because they have arisen and caused subjects to be revised outside of the normal timetable for updates.

Table 2. Details of GCSE changes.

<i>Year</i>	<i>Subject</i>	<i>Details</i>
<b>2001</b>	Most subjects	First teaching of new specifications for most GCSEs. <sup>4</sup>
<b>2002</b>	Applied Art & Design, Applied Business, Applied ICT, Applied Science, Engineering, English, English Literature, Health & Social Care, Leisure & Tourism, Manufacturing, and Psychology.	First teaching of new GCSE specifications in remaining subjects (see left). <sup>4</sup>
<b>2003</b>	Most subjects	First examination of new specifications for most GCSEs. <sup>4</sup>
<b>2004</b>	See 2002 list	First examination of new GCSE specifications in remaining subjects (see 2002 subject list). <sup>4</sup>
<b>2006</b>	Science	First teaching of new Science GCSEs. Includes Twenty First Century Science Suite. <sup>4</sup>
<b>2009</b>	Most subjects	First teaching of new specifications. Changes included: <ul style="list-style-type: none"> <li>• Controlled assessment replaced coursework</li> <li>• Most courses became modular</li> <li>• A requirement was added that 40% of assessment is terminal (taken at end of course)</li> </ul> (QCA, 2009)
<b>2009</b>	Science	Ofqual (2009) reported on monitoring new Science specifications from the first full examination session. Variation between boards and concerns about reliability and validity lead to the recommendation that criteria were redeveloped and new specifications drawn up in response to this.

<sup>4</sup> Note: no direct reference is available for this. Dates were taken from the specifications from that examination year.

Year	Subject	Details
2010	English, Mathematics and ICT	First teaching of new specifications for English, Mathematics and ICT. (QCA, 2009)
2010	N/A	In November, the White Paper 'The Importance of Teaching' (Department for Education, 2010b) was published. It contained the coalition policies for education. Of importance to GCSE were announcements that the re-sit rules would change; linear exams would be re-introduced; and spelling, punctuation and grammar would be given more importance <sup>5</sup> .

## Spelling, punctuation and grammar in GCSEs

During the lifetime of the GCSE qualifications the importance of spelling, punctuation and grammar (SPaG) in the assessments has changed several times. The changes are difficult to follow, and the evidence about the dates when changes were made is often contradictory. Therefore, it was considered appropriate to explore this particular issue in its own subsection.

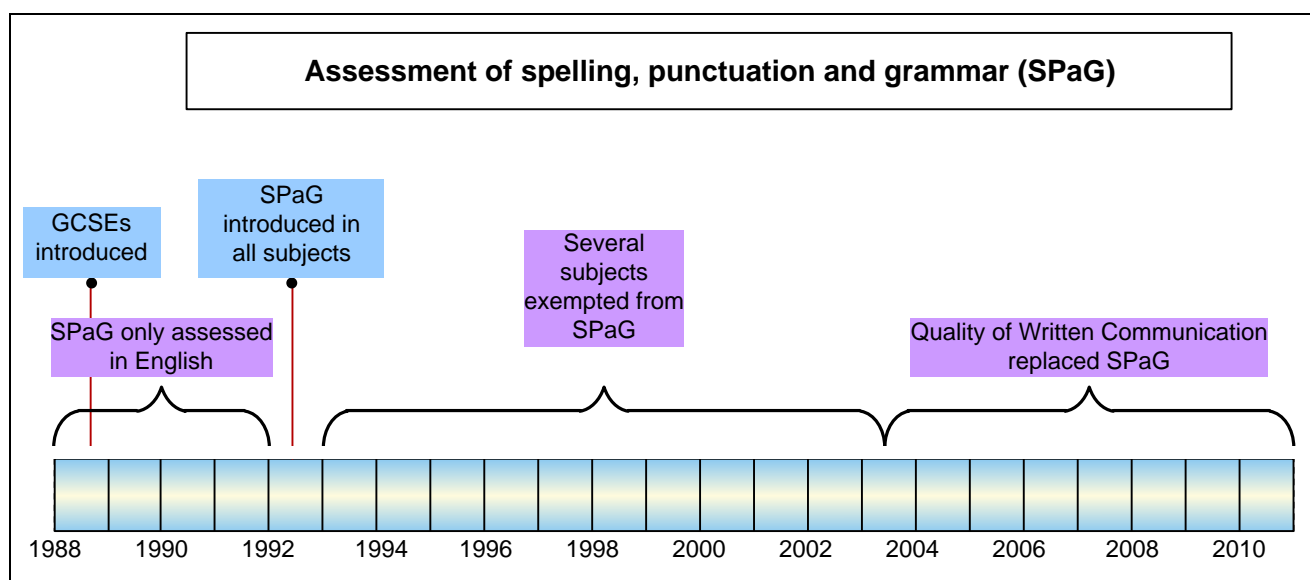


Figure 3. Spelling, punctuation and grammar in GCSEs from 1988-2010.

<sup>5</sup> The history of spelling, punctuation and grammar in GCSEs is explored in more detail in the section below.

Table 3. Details of changes to spelling, punctuation and grammar in GCSEs.

<i>Year</i>	<i>Details</i>
<b>1988</b>	<p>GCSEs introduced.</p> <p>Spelling, punctuation and grammar were not assessed in most subjects.</p> <p>The only subject to include assessment of SPaG was English (language not literature), where it was part of the marking criteria. SPaG was included in the grade descriptors and the marking criteria for coursework folders.</p> <p>At this time, dictionaries were allowed in English Language and English Literature.</p>
<b>1992</b>	<p>A requirement to assess spelling, punctuation and grammar was introduced in the summer session. SPaG accounted for around 5% of the marks, which were allocated according to three criteria: threshold performance, intermediate performance and high performance. (Massey &amp; Dexter, 2002)</p>
<b>1993-2003</b>	<p>Many subjects were exempted from the SPaG requirements. Generally the exempted subjects did not involve extended writing, as would have been the case for Art and Mathematics. However, in the case of English, it was because SPaG was already included in the assessment criteria and was therefore already assessed in the questions. (Massey &amp; Dexter, 2002)</p>
<b>2003</b>	<p>The requirement for SPaG to be assessed was removed from GCSEs in 2003. (Massey &amp; Dexter, 2002). It was removed as it was hard to assess consistently, and because it was thought that some candidates' grades could be overly reflective of SPaG rather than the candidate's ability in that subject (Ofqual, 2011)</p> <p>SPaG was replaced by a requirement to assess the quality of written communication (QWC). This was assessed wherever students were required to "produce extended written material" (QCA, 2000, p. 13). SPaG was only one part of the quality of written communication criteria, which also required students to select an appropriate writing style and organise their writing. In some subjects, e.g. History, students were told which questions would examine quality of written communication, whilst in others QCA's wording was repeated, telling students that written communication would be examined on questions requiring continuous writing.</p> <p>There is some confusion surrounding the introduction of the QWC requirement. Whilst it is clearly stated in the 2000 regulatory criteria (QCA, 2000) that QWC should be included in GCSE assessments, correspondence from Ofqual (2011) suggests that it was only introduced into the requirements for GCSEs in 2009. Examination papers in subjects such as Geography show that QWC was already being assessed in GCSEs by 2006.</p>
<b>2006</b>	<p>QCA published guidance on the assessment of QWC (QCA et al., 2006). This guidance only referred to A levels, but it stated QCA's desire that QWC should be assessed coherently within subjects and across awarding bodies.</p>
<b>2009</b>	<p>Ofqual (2011) claims that the criteria for the assessment of QWC in GCSEs were introduced for first teaching from September 2009. There appears to be no evidence for this other than the Ofqual document and as mentioned above there is evidence that QWC was already being assessed in some papers.</p>

## References for changes to GCSEs

- Department for Education. (2010b). *The Importance of Teaching: The Schools White Paper 2010*. <http://dera.ioe.ac.uk/id/eprint/11459>
- Massey, A., & Dexter, T. (2002, September 2002). *An evaluation of Spelling, Punctuation and Grammar assessments in GCSE* British Educational Research Association Annual Conference, Exeter University. <http://www.cambridgeassessment.org.uk/Images/109696-an-evaluation-of-spelling-punctuation-and-grammar-assessments-in-gcse.pdf>
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### 3. Changes to A levels

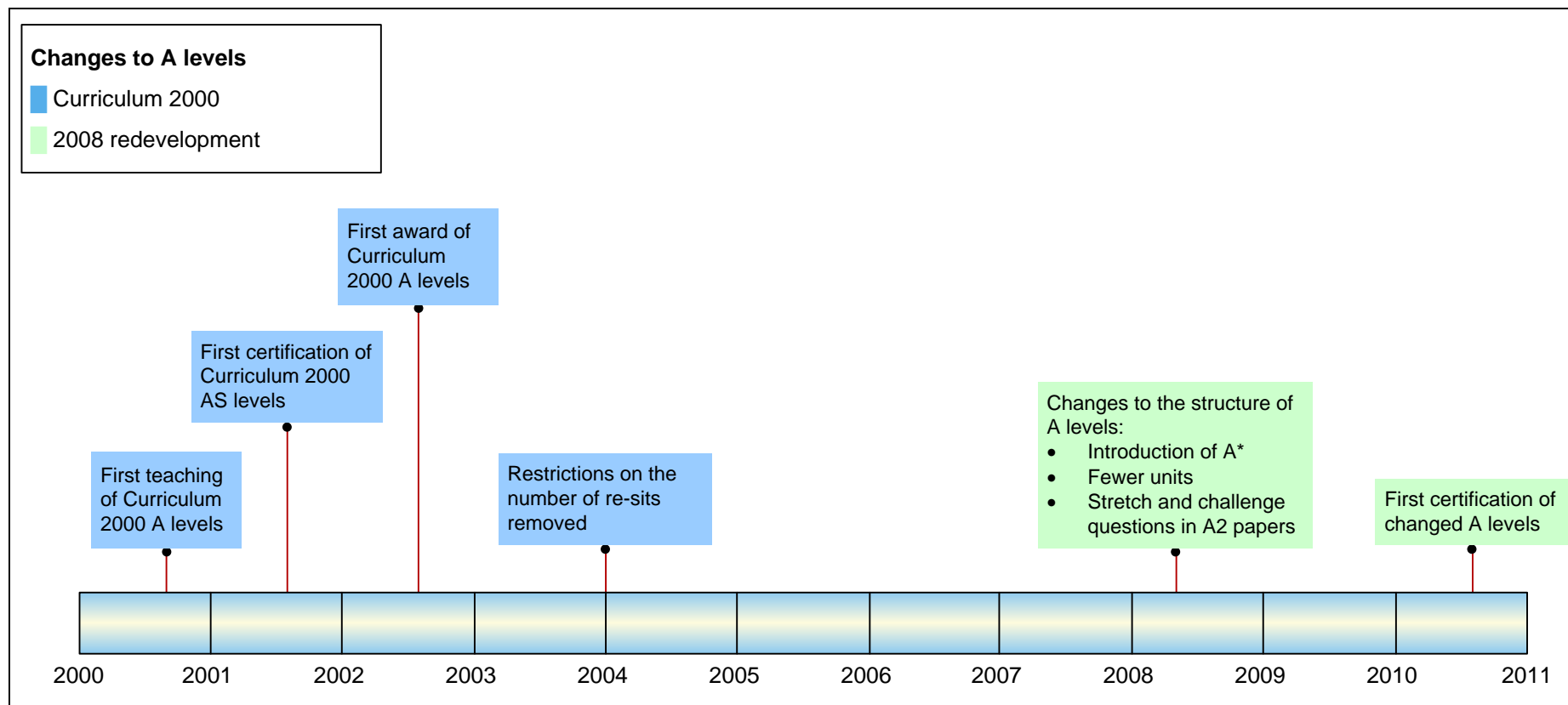


Figure 4. Changes to A levels from 2000 – 2010.



A levels have had two structural modifications between 2000 and 2010 as the result of government policy changes. As with GCSEs, the changes listed here generally affect all subjects.

Table 4. Details of A level changes.

<i>Year</i>	<i>Details</i>
<b>2000</b>	<p>First teaching of curriculum 2000.</p> <p>AS levels were introduced as a half-way stage for all A levels and were worth 50% of the final A level mark<sup>6</sup>.</p> <p>The new specifications were divided into modules, with an examination at the end of each module. Most subjects consisted of six modules: three at AS level and three at A2 level. Students could either sit these examinations as they went along (a modular course) or sit them all at the end (a linear course). Students were able to re-sit each module once to improve their marks.</p> <p>The modular nature of the course and the inclusion of the AS level modules meant that students were expected to take more subjects in the first year of their courses, dropping one or two to specialise in the second year. This was done to bring England in line with the courses offered in European countries. (Ofsted, 2003a)</p>
<b>2001</b>	<p>First certification of the new AS levels following the introduction of Curriculum 2000.</p>
<b>2002</b>	<p>First certification of the Curriculum 2000 A levels.</p>
<b>2004</b>	<p>Following recommendations made by Tomlinson (2002) in the report into A level grading in 2002, restrictions on re-sits were removed from January 2004 session onwards. This meant that students were able to re-sit each module an unlimited number of times. (Poon Scott, 2012)</p>
<b>2008</b>	<p>A levels were changed for first teaching in September 2008.</p> <p>The units for most subjects were reduced from six to four, with 2 units for AS and two units for A2. The sciences, Mathematics and Music kept six units.</p> <p>Stretch and challenge questions and synoptic assessment were introduced in the units for A2.</p> <p>The A* grade was added to the A level grade (but not AS) for students who had achieved a grade A at A level and had achieved 90% or more of the UMS marks on their A2 units.</p> <p>(QCA, 2007a)</p>

<sup>6</sup> Before curriculum 2000, AS levels were usually standalone qualifications which were intended to have the same standard as an A level but half the content (Tattersall, 2007). However, in certain subjects which were assessed modularly (e.g. Mathematics and Science), some of the modules could contribute to either an AS level or an A level.

<i>Year</i>	<i>Details</i>
<b>2010</b>	<p>The first certification of the new A levels.</p> <p>In November, the White Paper 'The Importance of Teaching' (Department for Education, 2010b) was published. It contained the coalition policies for education. Of importance to A levels were announcements that:</p> <ul style="list-style-type: none"> <li>• Ways of involving universities in A level development would be explored</li> <li>• Assessments would be modified to contain deep synoptic learning</li> <li>• The re-sitting rules would be evaluated and possibly changed.</li> </ul>

## References for changes to A levels

- Department for Education. (2010b). *The Importance of Teaching: The Schools White Paper 2010*. <http://dera.ioe.ac.uk/id/eprint/11459>
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## 4. The National Curriculum and National Curriculum tests

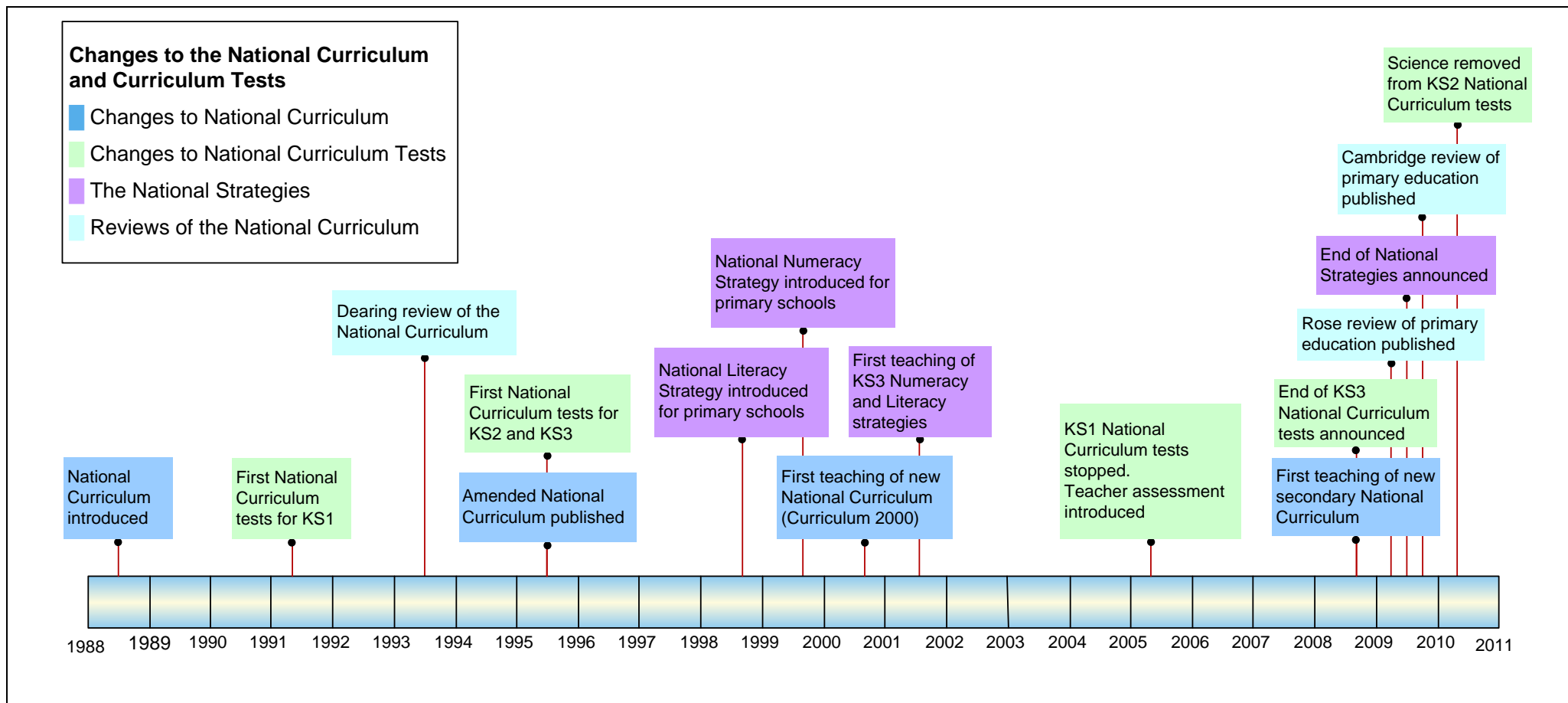


Figure 5. Changes to the National Curriculum and National Curriculum tests.

This section of the report covers the introduction of the National Curriculum in 1988 and the reviews and revisions that have happened between then and 2010. It also includes dates for the National Curriculum tests which were introduced to assess students' coverage of the National Curriculum, as well as reports relating to reviews of the curriculum. (This section reports on the period from 1988 to the present day in order to trace the full history of the National Curriculum.)

Table 5. Details of National Curriculum changes.

<i>Year</i>	<i>Summary</i>
<b>1988</b>	<p>The National Curriculum was first published in 1988, and began to be introduced in schools from 1989. It included programmes of study and attainment targets for testing coverage of three core subjects (English, Mathematics and Science) and six foundation subjects (History, Geography, Technology, Music, Art and Physical Education). Modern Foreign Languages were included as foundation subjects for secondary school students up to the age of 16.</p> <p>In addition, the description of the school year groups was standardised from reception to year 11, with the year groups divided into four key stages: Key Stage 1 (5 to 7 year-olds), Key Stage 2 (8 to 11 year-olds), Key Stage 3 (12 to 14 year-olds), Key Stage 4 (15 to 16 year-olds).</p> <p>(Gillard, 2011)</p>
<b>1991</b>	<p>The first full pilot of National Curriculum tests for all schools in England and Wales was carried out for the Key Stage 1 students in English, Mathematics and Science. The students were initially assessed through tasks, although later written tests were introduced. (Whetton, 2009)</p>
<b>1993</b>	<p>The whole National Curriculum was reviewed by Dearing. Changes to the content of the curriculum and the testing of it were recommended. In addition it was recommended that more choice was available in Key Stage 4 and some choice should be introduced in Key Stage 3. (Gillard, 2011)</p>
<b>1995</b>	<p>The revised version of the National Curriculum published. It contained the amendments suggested in the 1993 Dearing Report. (House of Commons Children, 2009)</p> <p>The first Key Stage 2 National Curriculum tests were introduced in 1995. They consisted of standardised attainment tests in English, Mathematics and Science. (Brown et al., 1997)</p> <p>The Key Stage 3 National Curriculum tests were introduced in 1995 (Curtis, 2008). They should have been introduced in 1993, but a boycott by teaching unions prevented this happening. In 1995 they were offered as externally marked tests. (Whetton, 2009)</p>
<b>1998</b>	<p>The National Literacy Strategy was introduced in primary schools in 1998. It provided a term-by-term breakdown of the content of the curriculum and a structure for teaching literacy (The Literacy Hour). (Green et al., 2003)</p>

<i>Year</i>	<i>Summary</i>
<b>1999</b>	The National Numeracy Strategy was introduced into primary schools in 1999. It listed the content that should be taught in schools and provided both teaching methods that could be used and the structure that should be used for lessons (The Numeracy Hour). (Gillard, 2011)
<b>2000</b>	The National Curriculum was revised again for first teaching in September 2000. Sections on the aims, the values and the purposes of all subjects were included for the first time. (QCA, 1999b)
<b>2001</b>	The KS3 strategies for English and Mathematics were first taught from September 2001. (Ofsted, 2003b)
<b>2005</b>	In 2005 the National Curriculum tests for KS1 were changed from standardised written tests to teacher-marked assessments taken at any time. (Whetton, 2009)
<b>2006</b>	The primary strategies for literacy and numeracy were updated in 2006. Changes included extending the strategies into the foundation stage, changes to the expectations of what students should be able to do, and a revised structure that made it easier for teachers to plan progression in their lessons. (Department for Education and Skills, 2006)
<b>2008</b>	<p>A revised Secondary Curriculum was published in 2007 for first teaching in September 2008. It was intended to give teachers more flexibility so that they could plan their teaching. (QCA, 2007c)</p> <p>In October, it was announced that there would be no more National Curriculum tests for Key Stage 3, as they were not necessary for choosing schools nor were they necessary for accountability purposes (Whetton, 2009). To date, no further tests have replaced them.</p>
<b>2009</b>	<p>In 2009, two reviews of the primary curriculum were produced.</p> <p>The Rose Review was commissioned by the government who wanted to change the curriculum to enable personalised teaching and learning. New programmes of study were produced with less prescribed content and a greater emphasis on progression through the curriculum. It was intended that the new curriculum would first be taught in September 2011. (Rose, 2009)</p> <p>The Cambridge Primary review was an independent review of primary education. The curriculum and its assessment was one of ten themes from a number of different aspects of primary school education that were considered. The findings on the curriculum suggested that education should be centred around twelve aims (such as wellbeing and empowerment) and eight domains of knowledge rather than the traditional core and non-core subject divisions. (Cambridge Primary Review, 2009)</p> <p>In June 2009 the government published the White Paper “<i>Your child, your schools, our future: building a 21st century schools system</i>”. In it they announced the end of the National Strategies, stating that they would only be maintained until March 2011. (Department for Education and Skills, 2009)</p>

Year	Summary
2010	From 2010 the Key Stage 2 Science tests were discontinued. The government removed them in response to a report on assessment, and replaced them with statutory sampling. (Isaacs, 2010)

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<https://doi.org/10.1080/00131880902891222>

# 5. Government papers and commissioned research

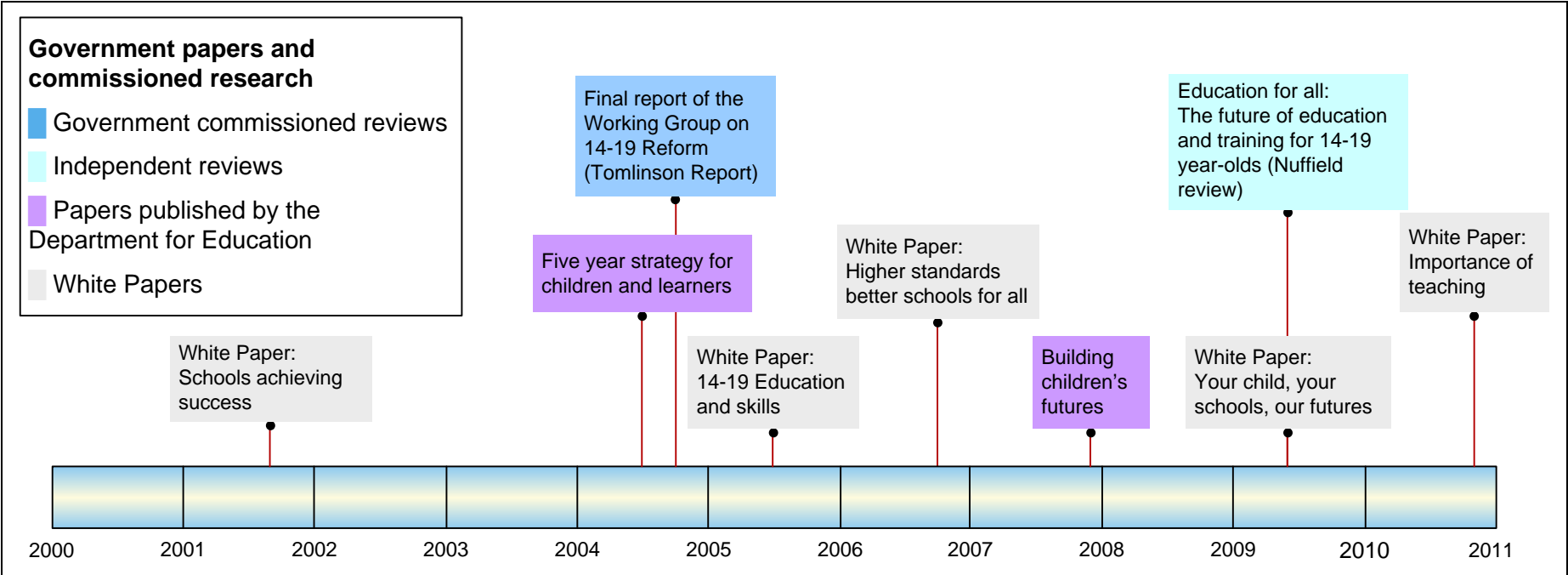


Figure 6. Government reports and commissioned research.



Many government papers and reports have been published on education since 2000. The main governmental reports are the White Papers which contain details of educational policy decisions. All the White Papers published between 2000 and 2010 have been included in this section, although the review of content has focused on key changes to 14-19 education, particularly changes to assessment. Other key policy announcements made in these papers may have been omitted.

This section also contains the details of other relevant papers, including Green Papers and government commissioned reviews of particular areas of education.

Table 6. Summaries of government reports and commissioned research.

<i>Year</i>	<i>Report</i>	<i>Relevant Content</i>
<b>2001</b>	Schools achieving success  (Department for Education and Skills, 2001)	The following changes were announced in this White Paper: <ul style="list-style-type: none"> <li>• GCSEs in vocational subjects would be introduced for first teaching in September 2002, and available to all schools from 2003.</li> <li>• A consultation would be run on education for 14-19 year-olds.</li> <li>• Performance tables would be changed to show all available routes, and a value added indicator included.</li> <li>• Early entry for GCSE and advanced qualifications would be encouraged.</li> </ul>
<b>2004</b>	Five year strategy for children and learners  (Department for Education and Skills, 2004b)	In this paper the government announced that there would be greater personalisation and choice in education. Students would have a wider choice of subjects and places to study.  They also announced the development of the KS3 strategy into an 11-16 strategy.
<b>2004</b>	14-19 Curriculum and Qualifications Reform: Final Report of the Working Group on 14-19 Reform (Tomlinson report)  (Department for Education and Skills, 2004a)	The Tomlinson report gave the recommendations of a government commissioned working group investigating the education of 14-19 year olds. The key proposals were: <ul style="list-style-type: none"> <li>• The development of a new 14-19 framework consisting of diplomas that offered routes through this stage of education. They would be based on up to 20 lines of learning in a mixture of vocational and academic subjects. The diploma would be available from Entry level to Level 3.</li> <li>• GCSEs should be replaced with predominately teacher-led assessment.</li> <li>• Level 3 qualifications should be assessed through a combination of external examinations and assessment during the course.</li> <li>• Extended projects should be part of students' core learning.</li> </ul>

<i>Year</i>	<i>Report</i>	<i>Relevant Content</i>
<b>2005</b>	14-19 Education and skills  (Department for Education and Skills, 2005)	<p>This White Paper formed the government's response to the Tomlinson report. Most of Tomlinson's proposals were rejected. Instead, it was announced in the paper that:</p> <ul style="list-style-type: none"> <li>• A diploma would be introduced for those achieving 5 A*-C GCSEs,</li> <li>• Functional English and Mathematics would need to be passed to achieve a GCSE at a C grade or above in those respective subjects.</li> <li>• GCSEs and A levels would be retained.</li> <li>• Tomlinson's recommendations for a diploma would be accepted, and diplomas would be developed in 14 lines of learning at levels 1 to 3. (The diplomas that were developed were not exactly as envisioned by Tomlinson but did take forward some of his proposals, such as the idea of a composite qualification.)</li> <li>• GCSEs would be revised to reduce the amount of coursework required.</li> <li>• Harder questions would be introduced in A levels</li> <li>• An extended project would be introduced as a separate qualification.</li> <li>• The number of A level units would be reduced from 6 to 4.</li> <li>• Vocational qualifications would be included in Achievement and Attainment Tables, and 5 A*-C measure including English and Mathematics added.</li> </ul>
<b>2006</b>	Higher standards better schools for all  (Education and Skills Committee, 2006)	<p>This White Paper set out various reforms for schools including changes to admissions policies and Ofsted inspections. It also announced that there would be further individualised learning with small group tuition in literacy and numeracy, and that schools would be given support to stretch gifted and talented students. There was little in it that related specifically to 14 to 19 education and assessment.</p>
<b>2007</b>	Raising expectations  (Department for Education and Skills, 2007)	<p>This Green Paper contained an announcement of a consultation on raising the school leaving age. It also contained a discussion of other related issues such as ensuring students followed suitable routes through education and encouraging employers to provide access to training.</p>

<i>Year</i>	<i>Report</i>	<i>Relevant Content</i>
<b>2007</b>	The Children's Plan: Building brighter futures (Department for Children, 2007)	This document, based on consultation, set out future government policy for children, families and schools. Several changes were announced: <ul style="list-style-type: none"> <li>• Students would be taught as appropriate for their stage not their actual age.</li> <li>• Tests for 11 and 14-year-olds would be based on the stage of education they had reached rather than their age</li> <li>• The age for leaving education or training would be raised to 17 from 2013 and 18 from 2015.</li> <li>• Three further diplomas would be developed in Science, humanities, and languages.</li> <li>• An independent qualifications' regulator would be created (later named Ofqual).</li> </ul>
<b>2009</b>	Education for all: The future of Education and Training for 14-19 Year-Olds (Nuffield Review) (Pring et al., 2009)	The Nuffield review was an independent review of 14-19 education that took place over six years. Its final report, published in 2009, made five recommendations: <ul style="list-style-type: none"> <li>• A broad view of education should be developed.</li> <li>• A system of performance indicators should be put in place that measured things that reflect aims of education, not just things that are easy to measure.</li> <li>• There should be a change in who makes decisions, with more importance given to learner voice and teacher expertise.</li> <li>• Collaborative learning should be encouraged, with different organisations working together to provide education.</li> <li>• A "unified system of qualifications" should be created.</li> </ul>
<b>2009</b>	You child, your schools, our futures: building a 21 <sup>st</sup> century schools system (Department for Education and Skills, 2009)	This White Paper set out various reforms for schools, including the establishment of school partnerships, plans to increase the skills of teachers and a change in the focus of schools' accountability.  There was little in it that related specifically to 14 to 19 education and assessment.

<i>Year</i>	<i>Report</i>	<i>Relevant Content</i>
2010	Importance of teaching (Department for Education, 2010b)	<p>This was the first White Paper produced by the new coalition government and it set out the following changes in education policy:</p> <ul style="list-style-type: none"> <li>• A review of the national curriculum was announced.</li> <li>• The government's commitment to ensure assessment at each transitional stage in education was confirmed.</li> <li>• The introduction of the English Baccalaureate for students achieving GCSE or IGCSE passes at grades A*-C in English, Mathematics, the Sciences, a Modern or Ancient Foreign Language and either History or Geography.</li> <li>• A reform of vocational education to ensure that qualifications enabled progression to further and higher education, and employment.</li> <li>• The raising of the leaving age to 17 by 2013 and 18 by 2015 was confirmed.</li> <li>• An increase in the information that is published about schools' performances, and the inclusion of new measures in performance tables to show the achievement of students from deprived backgrounds.</li> <li>• An investigation of whether linear A levels provide enough synoptic learning for universities.</li> <li>• A change to the rules for A level re-sits to prevent students re-sitting exams multiple times.</li> <li>• Changing GCSEs so that all the exams are taken at the end of the course</li> <li>• Increasing the importance of spelling, punctuation and grammar in GCSE mark schemes.</li> </ul>

## References for government reports and research papers

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<http://www.nuffieldfoundation.org/sites/default/files/files/Nuffield%20Report28-04-09%20final%20to%20print.pdf>

## 6. School Performance Tables

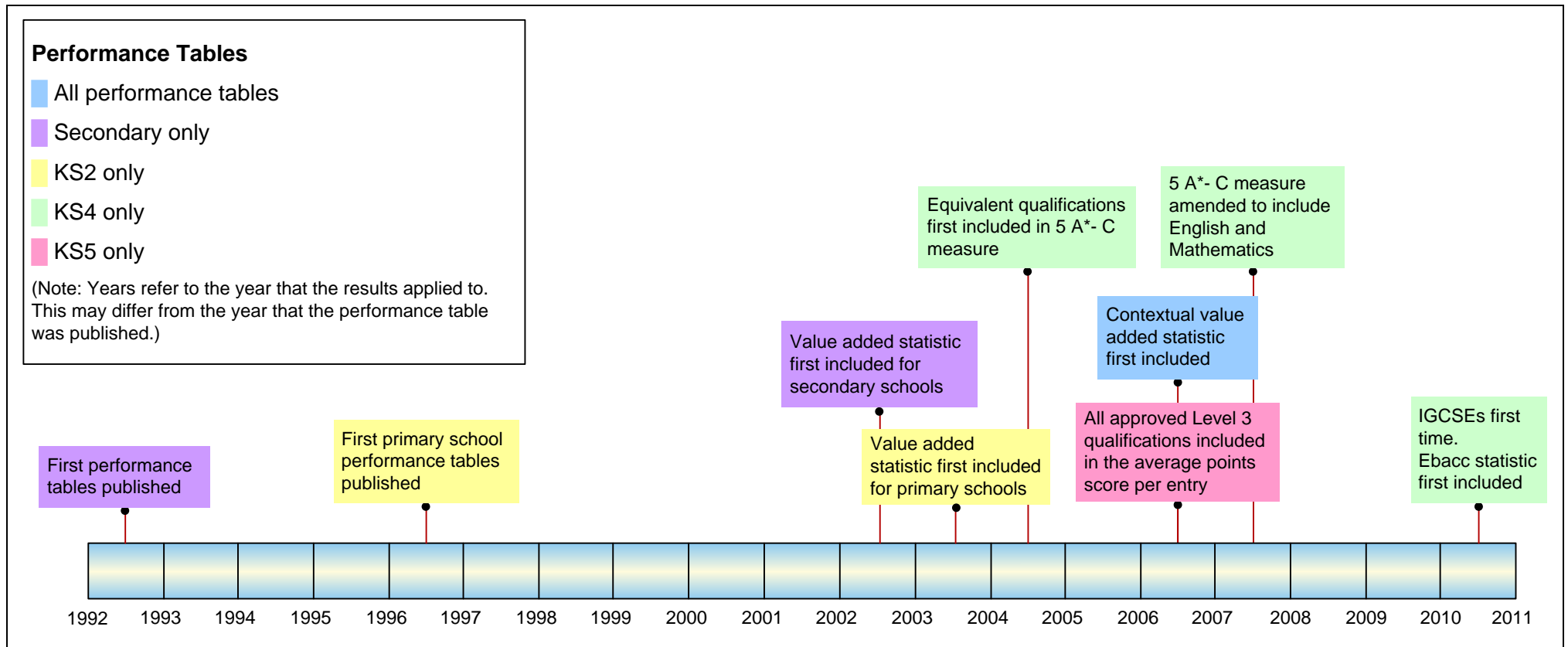


Figure 7. Major changes to performance tables since their introduction.

Whilst the majority of the Register of Change details changes made since 2000, this section goes further back to 1992, the year in which school performance tables were first introduced. It lists all the major revisions to these tables for all the tables that have been produced between then and 2010. It is important to note that some of these changes, such as the introduction of the Contextual Value Added measure, were implemented following several years of piloting the method. The dates for these pilots have not been included, although the pilot performance tables are available alongside all the other performance tables for that year from the archived Department for Education website (<http://webarchive.nationalarchives.gov.uk/20160412154554/http://www.education.gov.uk/schools/performance/archive/index.shtml> ).

It is useful at this point to clarify the terminology that is used in this section of the report. Both performance tables and league tables are terms commonly used to describe reports of school performances, but there are important differences between the two terms. The former (performance tables) concerns the tables published by the government, listing schools performance against key measures. They are produced by geographical area and schools are listed alphabetically. League tables are produced by the media. They use the government's information to rank schools according to one or more of the performance measures. This section of the report only contains details of the government produced performance tables.

Table 7. Details of school and college performance tables.

<i>Year</i>	<i>Summary</i>
<b>1992</b>	Performance tables were introduced to help parents to make choices about which secondary school to send their children to. (Perryman et al., 2011)
<b>1996</b>	Primary performance tables were published for the first time using the results from the 1996 National Curriculum tests. They reported the Key Stage 2 test results for each school.(Strand, 1998)
<b>2002</b>	A Simple Value Added measure was added to the performance tables for the first time (Leckie & Goldstein, 2009). The measure was only used in the secondary school performance tables. It showed the value added from KS2 to KS3 and from KS3 to KS4, and was calculated using the average points scores students achieved on tests at each of those key stages. A detailed explanation of the method was published by the Department for Education (Department for Education, 2002).
<b>2004</b>	The 5 A*-C measure was amended to include all qualifications which were considered equivalent to GCSE (previously it had only been based upon GCSE and GNVQ). The equivalence was determined based on their contribution to the threshold of 5 A* to C and the points awarded to particular grades within that qualification. (Department for Education, 2004)

<i>Year</i>	<i>Summary</i>
<b>2006</b>	<p>A Contextual Value Added (CVA) measure replaced the Simple Value Added measure that had previously been used in the tables. It took into account a number of additional factors including "...gender, special educational needs, movement between schools and family circumstances..." The CVA measure was only calculated for maintained and non-maintained schools as independent schools did not have to provide the information required. (Department for Education, 2006b)</p> <p>In addition, the average points score per student for the post 16 achievement tables was amended to include a wider range of approved Level 3 qualifications. Previously the results from some Level 3 qualifications such as the International Baccalaureate and BTECs were shown separately in the tables but only A levels and AS levels contributed to the average point score. (Department for Education, 2006a)</p>
<b>2007</b>	<p>The 5*A-C measure at GCSE was amended to include English and Mathematics. (Perryman et al., 2011)</p> <p>A separate measure showing the percentage of students who had two or more A*-C grades in Science at GCSE (or other equivalent qualifications) was also published for the first time. (Department for Education, 2007)</p>
<b>2010</b>	<p>Following the government's approval for them to be taught in state schools, accredited iGCSEs<sup>7</sup> (Level 1/Level 2 Certificates) were included in the performance tables for the first time. (Existing iGCSEs that had not been accredited were not included.) (Department for Education, 2010c)</p> <p>The government introduced the English Baccalaureate (EBacc) to the KS4 tables for the first time. This showed the number of students achieving A*-C passes at GCSE or iGCSE in English, Mathematics, two Sciences, a Language and a humanities subject (History or Geography only). (Department for Education, 2010d)</p>

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<sup>7</sup> Note that there is some ambiguity about the way that 'iGCSEs' should be written. In this instance a lower case i has been used to match the government's description of the qualification in the performance tables. It is correct to use a capital I when referring to the Cambridge International Examinations qualifications (Cambridge IGCSEs). The Edexcel qualifications are now referred to as International GCSEs although in the past they used the term iGCSE with a small i.



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## 7. The UCAS Tariff

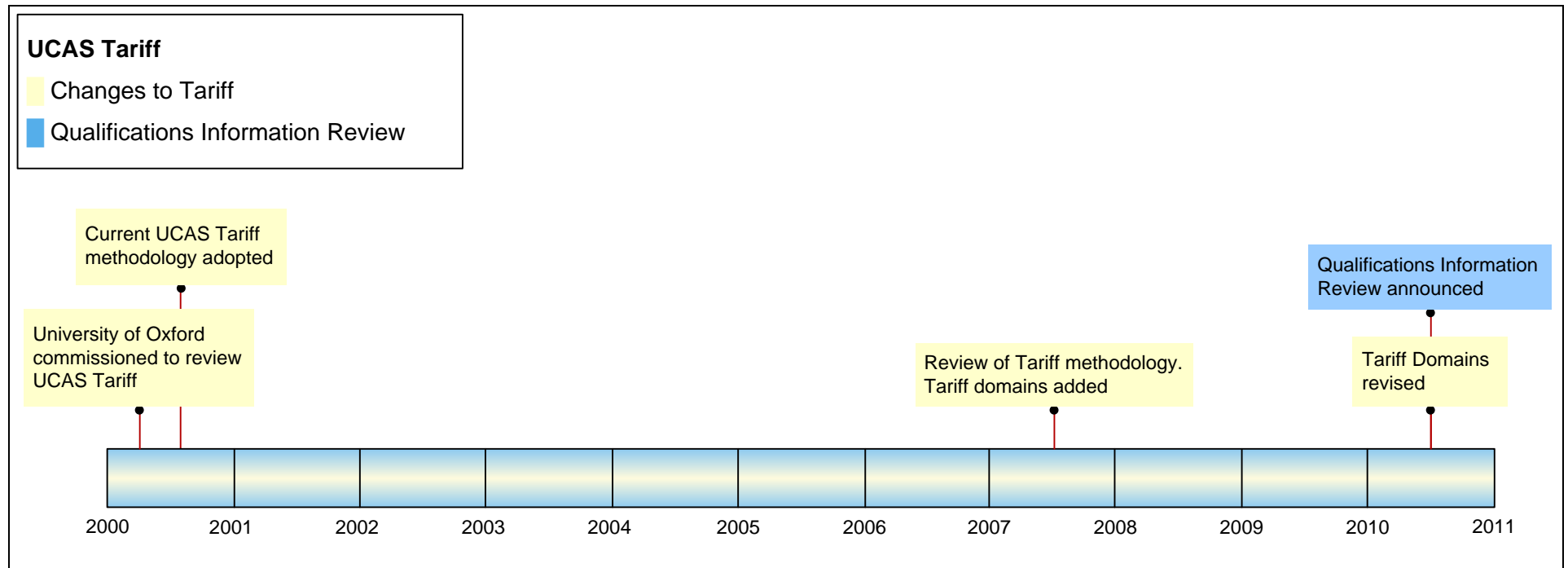


Figure 8. Changes to the UCAS Tariff between 2000 and 2010.

The UCAS Tariff was originally developed to allow universities to make comparable offers for A levels and Scottish Highers. However, over time universities received more offers from students who had taken other qualifications, and the UCAS Tariff, and the method for comparing qualifications was updated as a result. This table lists all the major changes to the UCAS Tariff between 2000 and 2010.

Table 8. Details of changes to the UCAS Tariff.

<i>Year</i>	<i>Summary</i>
<b>Pre-2000</b>	A tariff existed to enable universities to make comparable offers across A levels, AS levels, Scottish qualifications (Highers and Advanced Highers), the Vocational Certificate of Education and Key Skills. UCAS appears to have set the tariff, but further details are not available.
<b>2000</b>	UCAS commissioned the Department of Educational Studies at the University of Oxford to review the UCAS Tariff (Johnson & Hayward, 2008). As a result of their review, the current UCAS tariff was implemented in 2000.
<b>2007</b>	The methodology used to assign tariff points was reviewed. As a result of this review, nine UCAS Tariff Domains were devised as an additional way of comparing qualifications and these were used as part of the methodology from this point onwards. (Johnson, 2011, personal correspondence 16 <sup>th</sup> June)
<b>2010</b>	An extra domain was added to the Tariff domains, taking the total to 10. The subsections within each domain were also amended for consistency so that each domain had three sections. (Johnson, 2011, personal correspondence 16 <sup>th</sup> June)
<b>2010</b>	In July, UCAS announced a review of the Tariff. This was intended to remove some of the known issues with the existing tariff, such as it being difficult to allocate points to certain types of qualifications, and the points being too crude a measure (Curtis, 2010).

## References for UCAS Tariff

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## 8. Other useful information

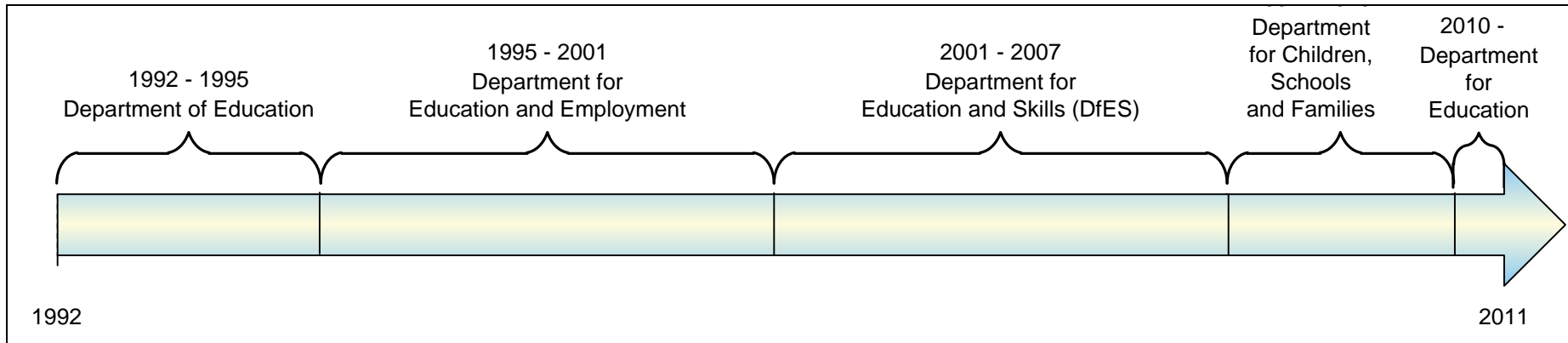


Figure 9. Names for the Department of Education 1992-2012.

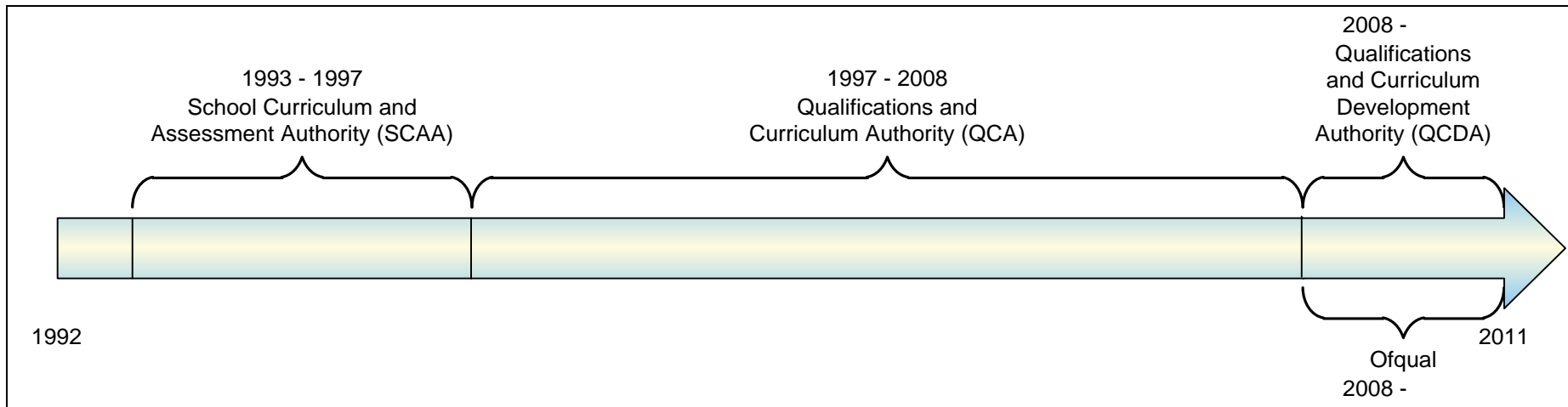


Figure 10. Advisory and regulatory bodies 1992-2012.

Information on details on advisory and regulatory bodies before 1992 can be found in Appendix 3 of Tattersall (2007).

## References for other information

Tattersall, K. (2007). A brief history of policies, practices and issues relating to comparability. In P. Newton, J.-A. Baird, H. Goldstein, H. Patrick, & P. Tymms (Eds.), *Techniques for monitoring the comparability of examination standards*. QCA.  
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