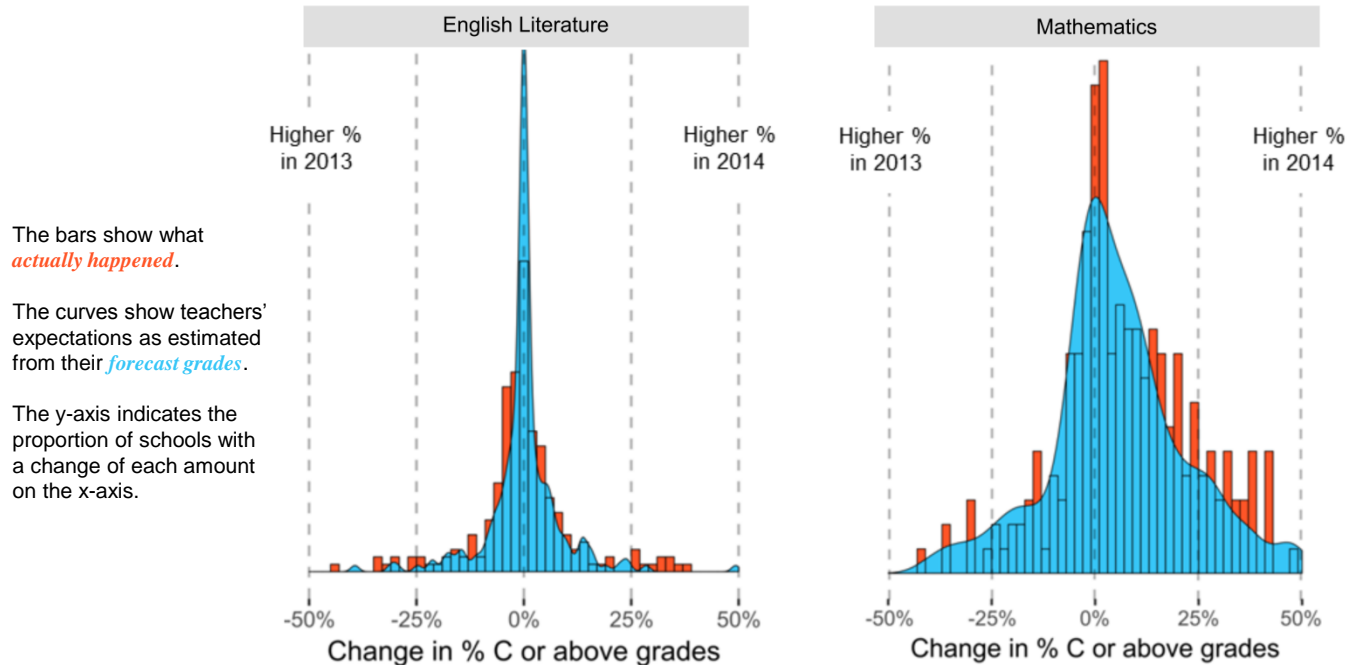# Volatility happens: and teachers can predict it.

Actual differences in schools' results compared to differences in teachers' forecast grades on 2013 – 2014 OCR GCSEs

English Literature

Higher %
in 2013

Higher %
in 2014

The bars show what *actually happened*.

The curves show teachers' expectations as estimated from their *forecast grades*.

The y-axis indicates the proportion of schools with a change of each amount on the x-axis.

-50%   -25%   0%   25%   50%

Change in % C or above grades

Mathematics

Higher %
in 2013

Higher %
in 2014

-50%   -25%   0%   25%   50%

Change in % C or above grades

- On each graph, the x-axis shows the size of change in % C or above grades between the two years, and the y-axis shows the proportion of schools with a change of that amount.

- The histograms (red) and density curves (blue) show the way changes between the two years were distributed across all schools entering students for these subjects. In other words, if you took the proportion of actual schools represented by each red bar on a chart, and added them together, they would add up to 1 (or 100% of schools). Similarly, if you measured the total area covered by a curve, this would also equal 1, or 100% of schools.

- Because so much of the space taken up by the red bars is covered by the blue curve in each graph, it appears that the majority of changes (across all schools) that actually occurred was similar to the amount of change that teachers expected.

- This does not mean that teachers correctly predicted how well individual students performed, just that across all teachers and all schools, a lot of the differences between cohorts were captured by differences in teachers' predictions.

Cambridge Assessment