



Early Entry GCSE – is it a good thing?

March 2013

Some starters

What do we mean by early entry?

- Early Entry

- Year 9
- Year 10
- Mid year 11.

- Normal entry

- End of year 11.

Precursor:

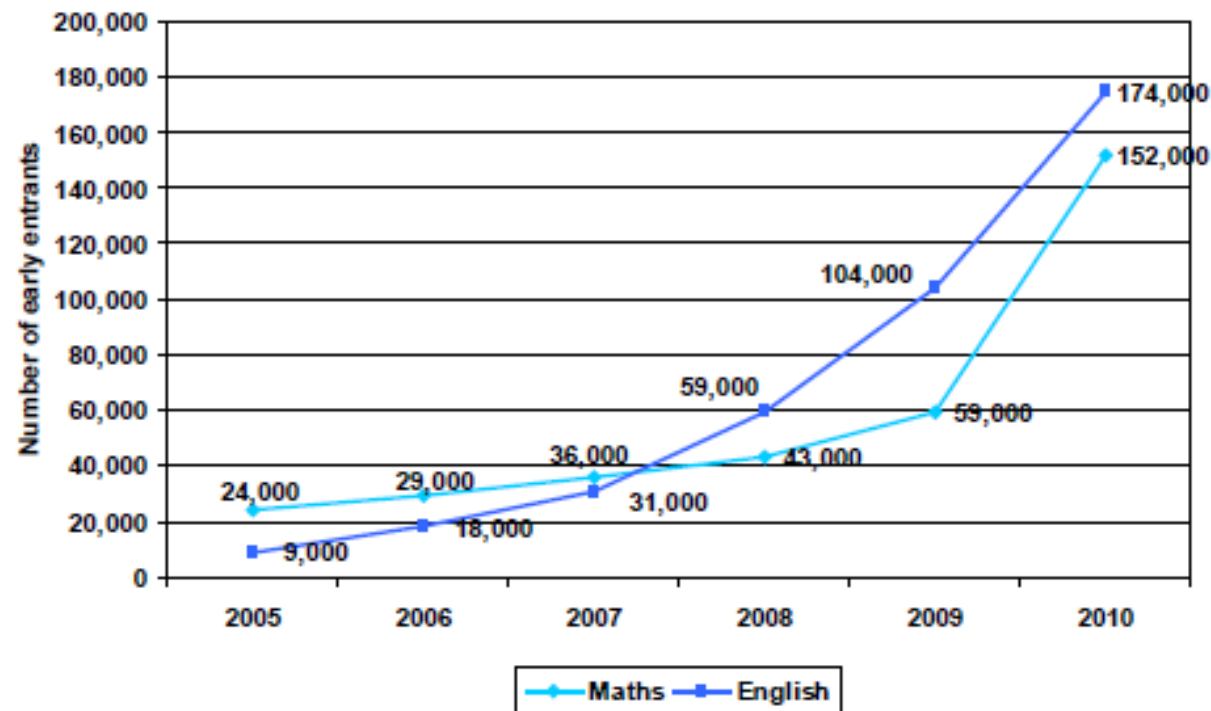
Removal of Key Stage 3 tests.

Table 1: GCSE entries by year and session (all subjects)

Session	2009 (n)	2009 (%)	2011 (n)	2011 (%)
June Year 11	4,486,279	91.8	4,108,947	85.0
Jan Year 11	137,602	2.8	385,827	8.0
June Year 10	230,834	4.7	290,391	6.0
Pre-June Year 10	30,369	0.6	51,343	1.1
All	4,885,084		4,836,508	

DfE report

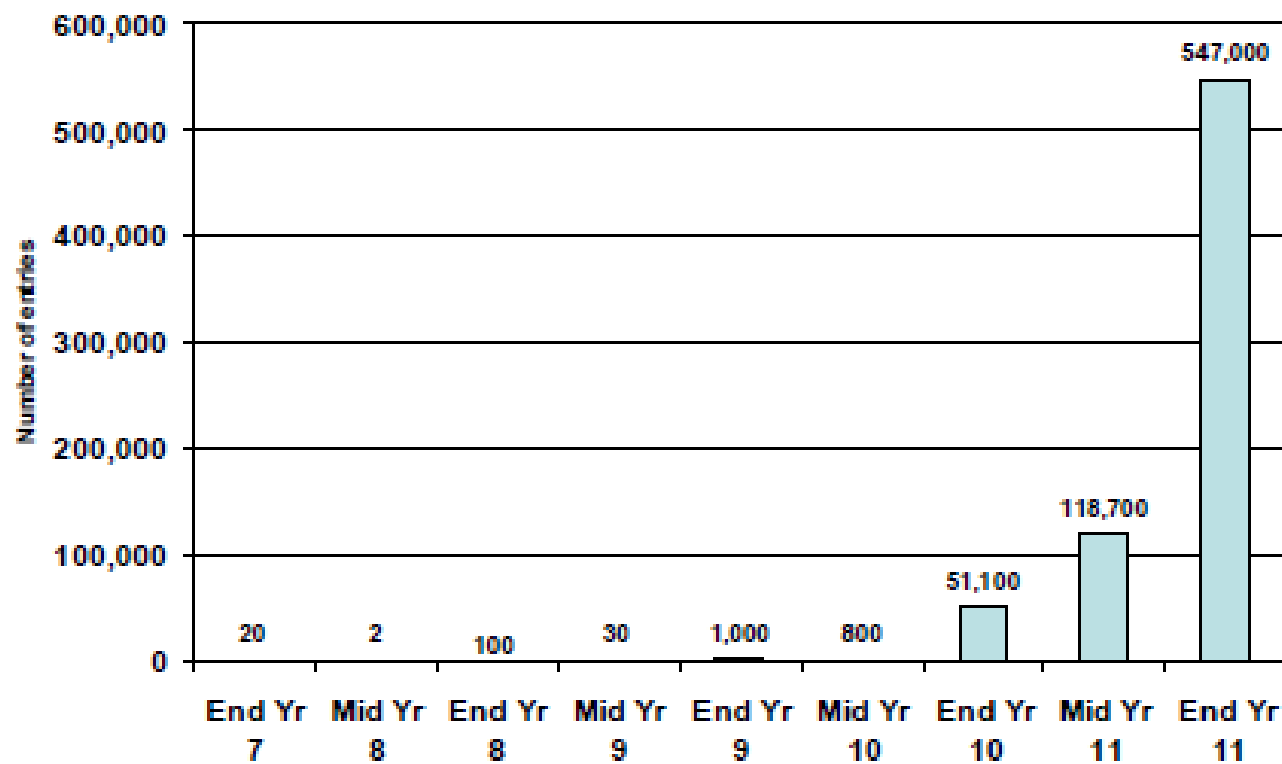
- DfE (2011) Early Entry to GCSE Examinations



DfE report

- DfE (2011) Early Entry to GCSE Examinations

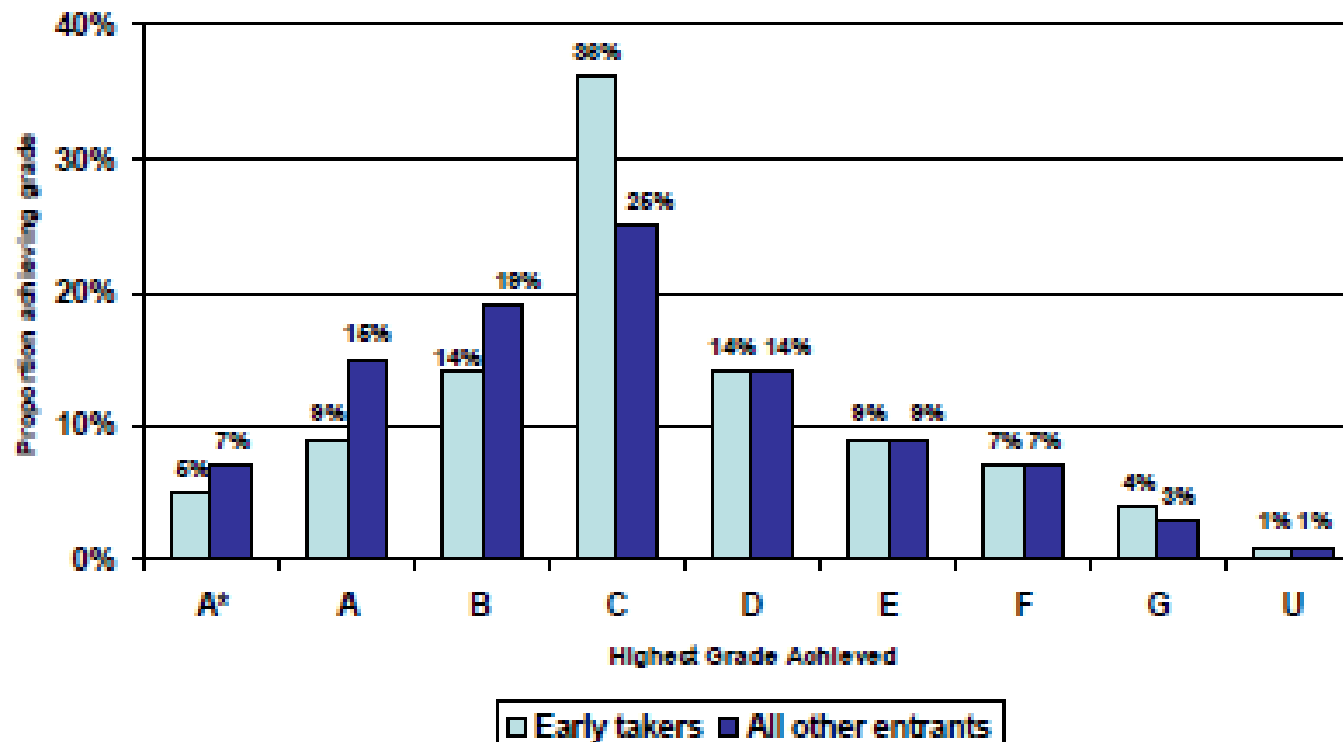
Chart 2: GCSE mathematics entries



DfE report

- DfE (2011) Early Entry to GCSE Examinations

Chart 4: Performance of early entrants, compared to the performance of all pupils



DfE report

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Chart 4: Performance of early entrants, compared to the performance of all pupils

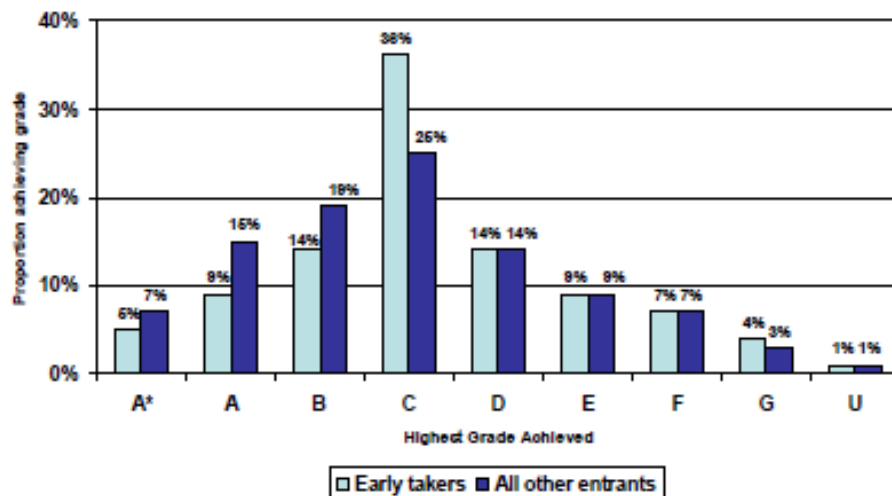
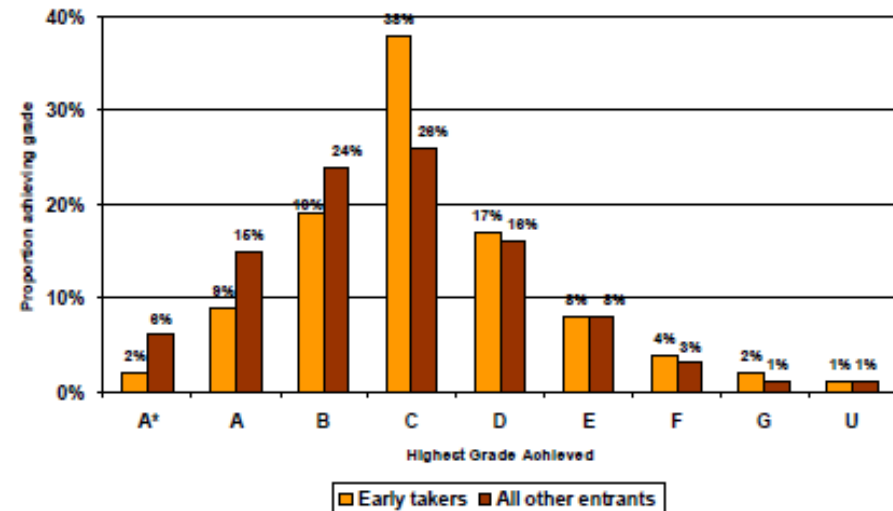
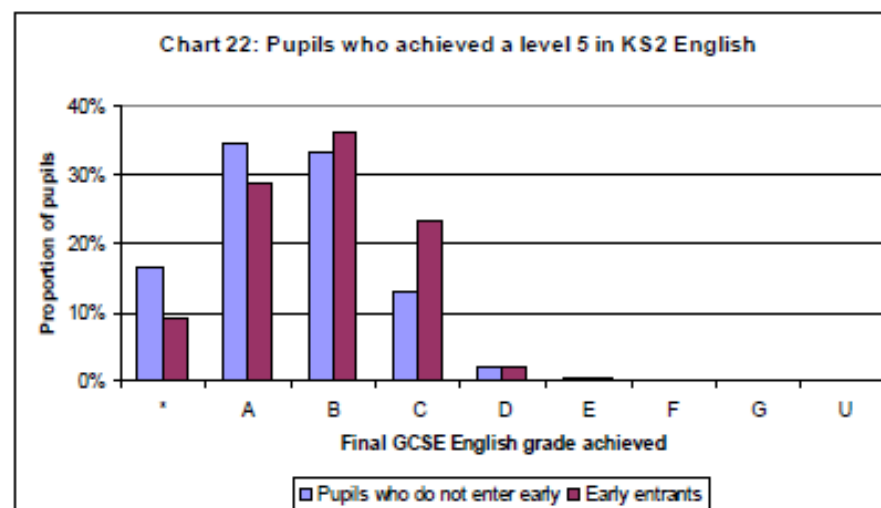
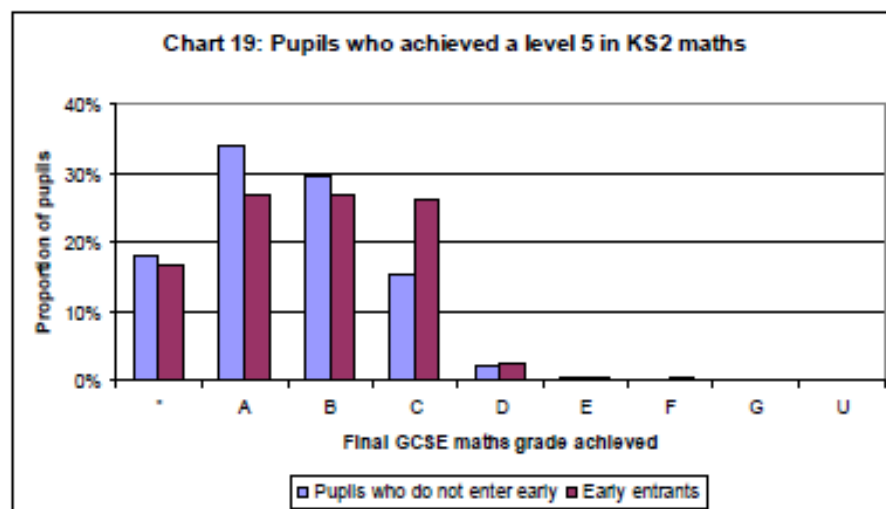
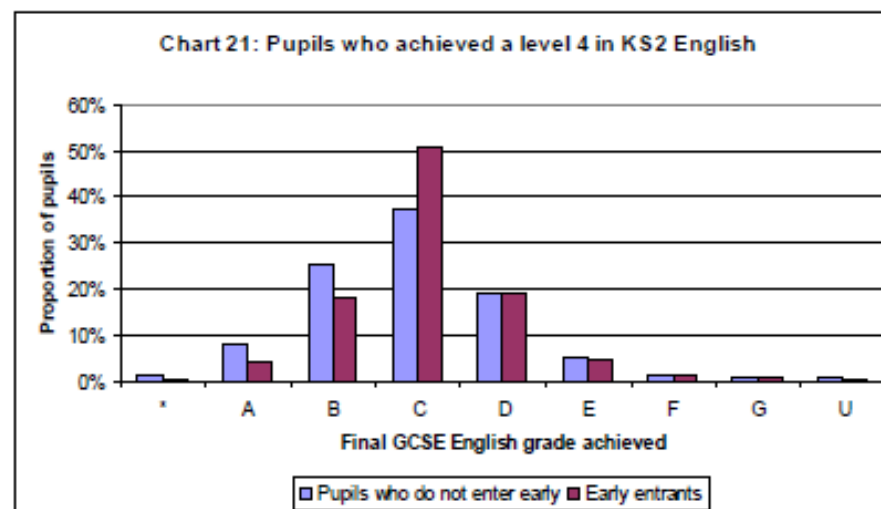
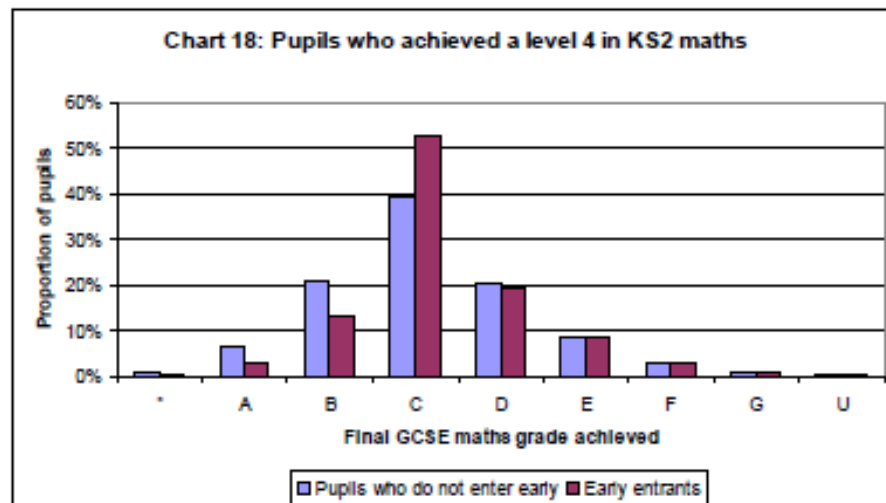


Chart 10: Performance of early entrants in GCSE English



Performance against prior attainment

maths



Why? (1)

- Assess when ready?
- Pathways and progression (e.g. FSMQ)
- Multiple attempts? (not all eggs in one basket)
- Get a couple out of the way – so can concentrate on other subjects?

Why? (2)

- Accountability measures – it's all about a C
 - Get a grade Cand call it a day
 - Bank a C on foundation tier, then have a go for something more on Higher Tier? (at no risk)
- Vacuum caused by removal of KS3 tests?
 - Positive ? i.e. get on with other things?
 - Or, use of assessment as 'control'? / instrumentalist approach to learning.
 - Or just 'motivational'

Presentations today

- Chung-pak Cheung – OCR data
- Tim Gill – National Pupil Database

End thoughts

- Largely agrees with DfE work
 - Early entrants overall perform worse than normal entrants
 - some concerns about strategies serving accountability agenda rather than student needs.
- Some extensions – cohorts, trajectories
- Some differences....

End thoughts

“Candidates who certificated early were (mostly) less likely to achieve a grade A or better than those who certificated at the expected time, even if considering final grade. Candidates who certificated early were also less likely to achieve at least a grade C in their first certification, compared to those certifying at the expected time. However, when final grade was taken into account there was very little difference in the likelihood of achieving a grade C or better between the different certification sessions. Thus, it seems that high ability candidates who certificate early are more likely to perform below their potential, but for candidates of lesser ability there is no particular disadvantage of early certification. “

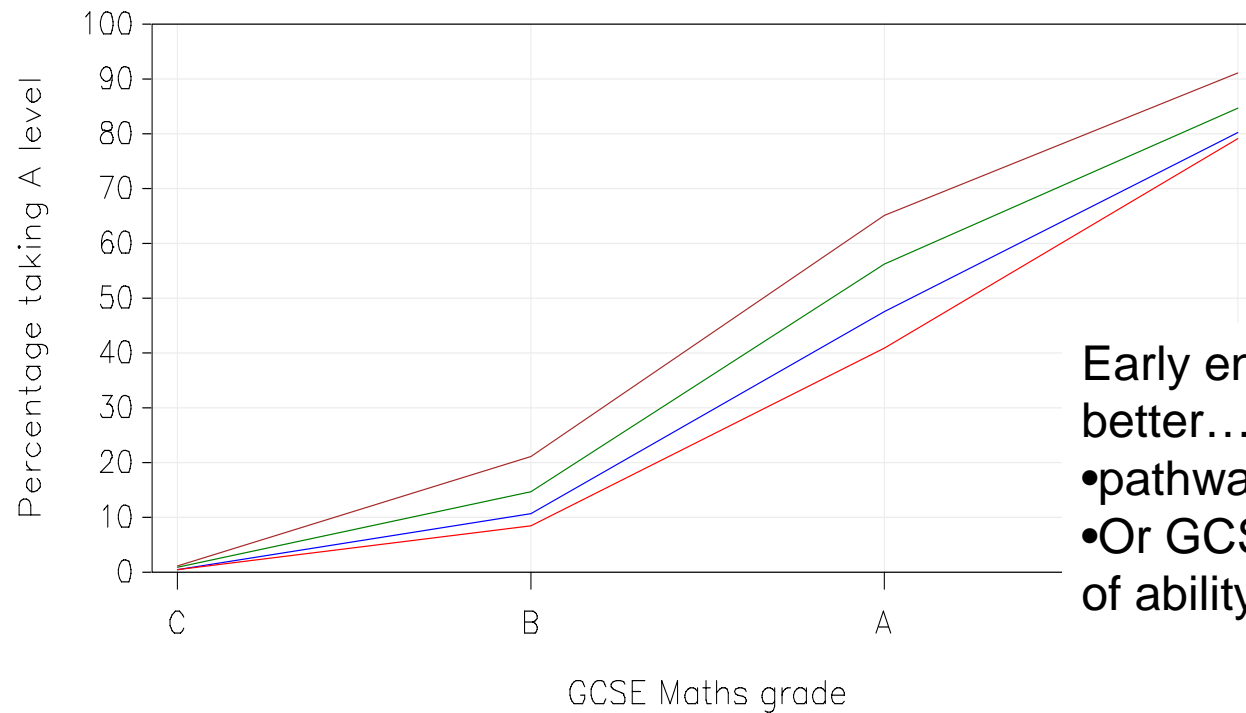
Other consequences

- Comparable outcomes approach and standard maintaining.
- Essentially, for sixteen year old summer entry, fixes in the amount of value added in the system.
- What if this population of 16 year old candidates is changing?

End thoughts

- Some of the data difficult to interpret e.g.

Maths A level



Early entry – have done better...

- pathways/progression?
- Or GCSE underestimation of ability?

First certification session

— Jan Y11
— June Y11

— June Y10
— Pre June Y10

End thoughts

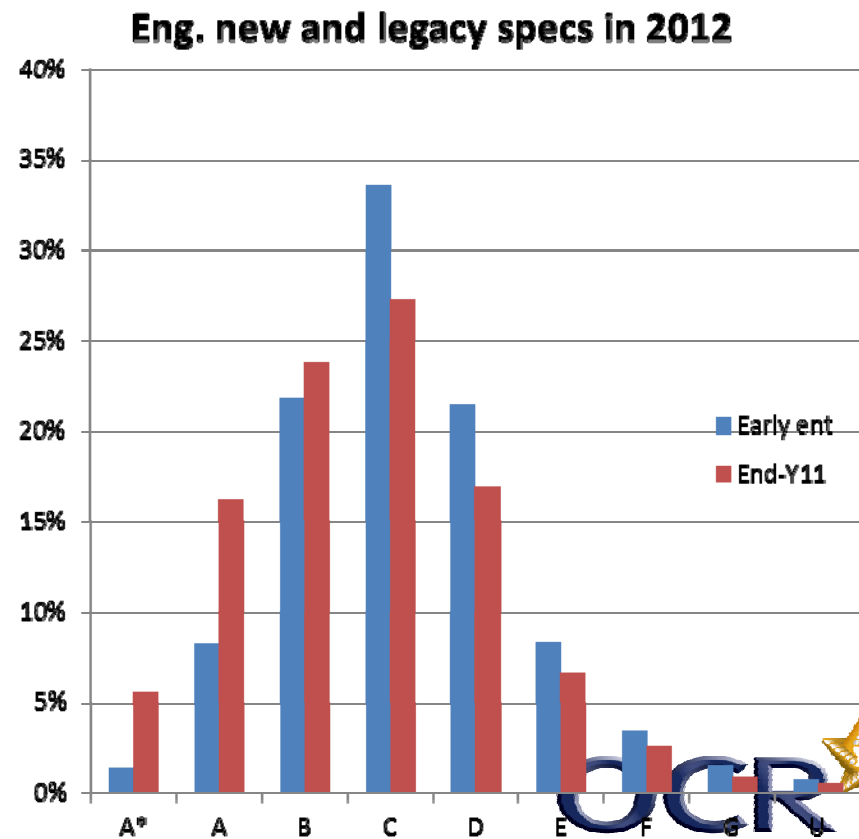
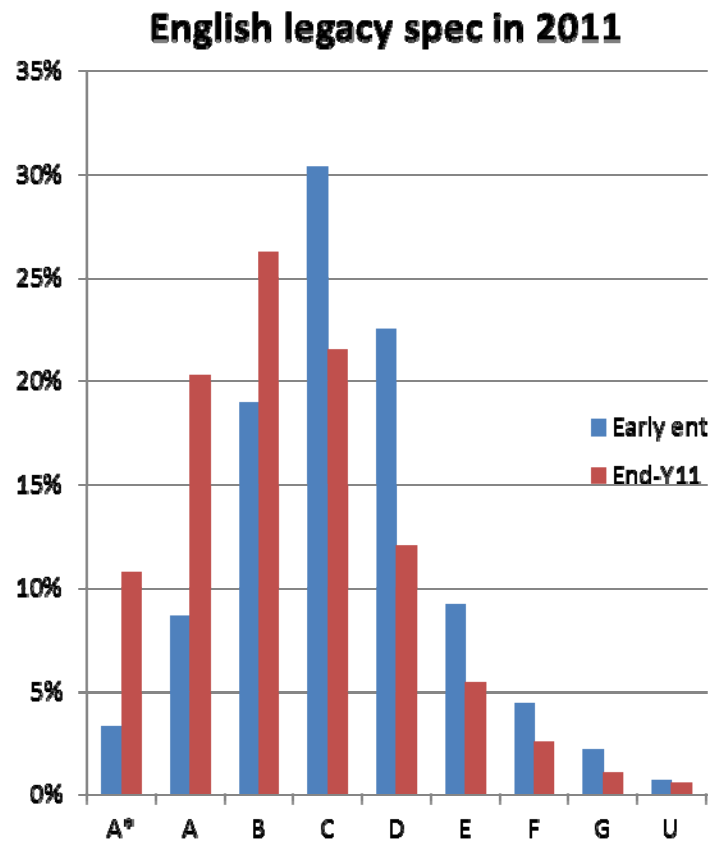
- Some of the data difficult to interpret e.g.

GCSE Maths grade in end Year 10	DfE's research	Year 10 pupils taking OCR in June 2010
D	98%	72%
C	76%	53%
B	63%	53%

Hidden entry patterns?

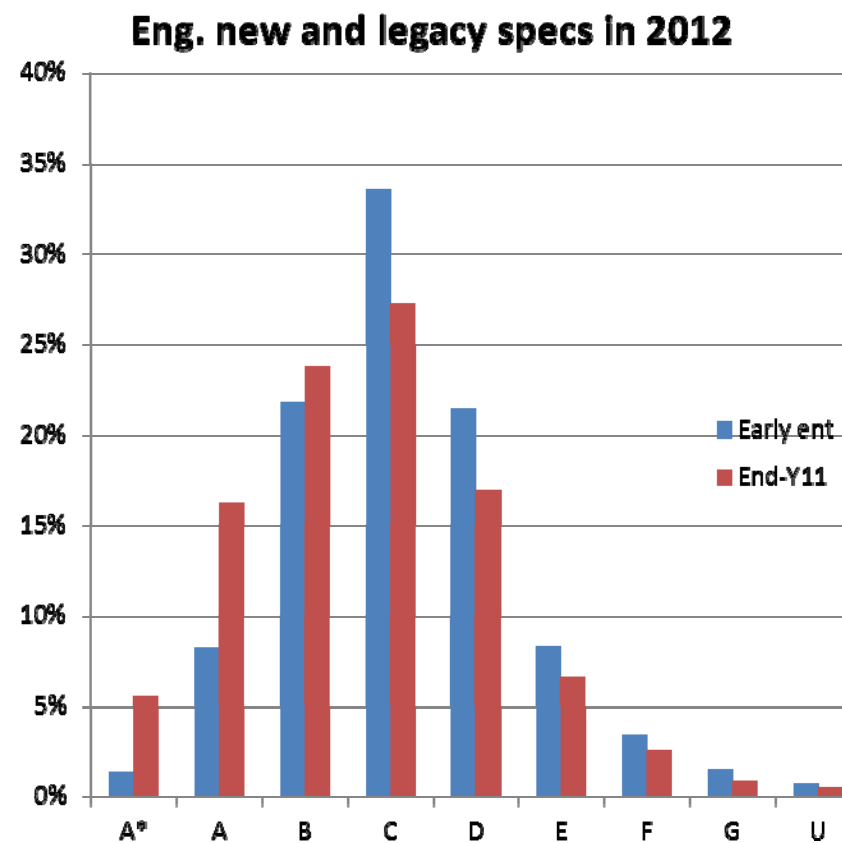
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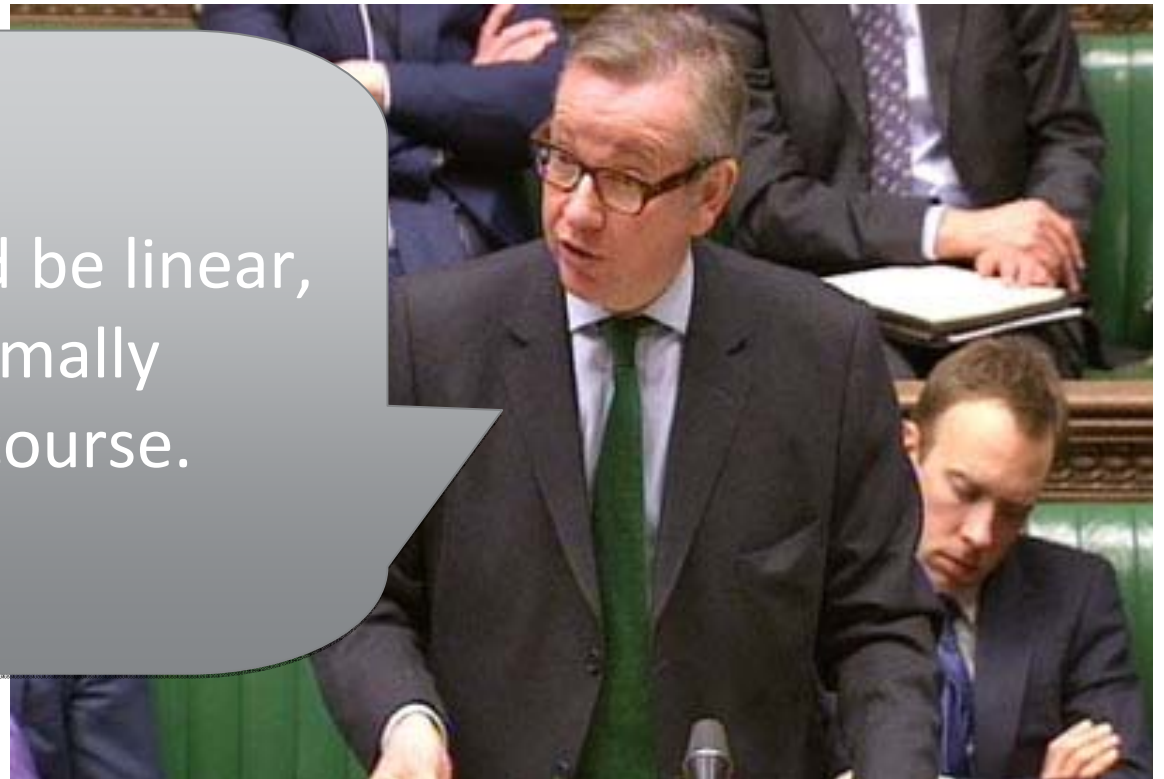
Grade distributions in years 2011/2012

- English / English Language



GCSE reform

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



Accountability

So today I'm proposing a more balanced and meaningful accountability system, with two new measures:

- the percentage of pupils in each school reaching an attainment threshold in the vital core subjects of English and maths;
- and an average point score showing how much progress every student makes between Key Stage 2 and Key Stage 4.



Choice? Option A

Year 11

- June

Year 12

- November resit?

Choice?

Year 10

- June

Year 11

- November

Year 11

- June

Discussion

- What is the future of early entry in linearisation? (June 2014 onwards?)
- Is early entry a good thing? (what's the balance?)

Good	Bad
Assess when ready	Get to grade C and stop
Facilitates tailored pathways/progression – e.g. - <ul style="list-style-type: none">• Foundation C to Higher B or• GCSE to FSMQ to A level	Assessment as control
Multiple attempts	Instrumentalist approach to learning
Lighten load for June Year 11 session	Negative impact on grade
Practice in high stakes examinations	
Assessment = motivation	

- Questions/comments