# Exam Results preparation and getting the most from Exam Results Analysis in SIMS/Exams Organiser 

This document is intended to summarise the preparation that schools should complete prior to Exam Results Day, as well as highlighting the Results Analysis that is available in SIMS and Exams Organiser. All of the documents that we have made available can be accessed here

## Preparation

1. Performance Indicators

- Ensure that the PI Data has been collated in the Summer Exam Season 2017 in SIMS - Tools / Examinations | PI Setup. Double click on the Summer 17 Season to set as default. (May need to unlock seasons first). Then Tools / Examinations Edit PI and click on CKD.
- Clone the QNs used in the previous year SIMS - Tools | Examinations | PI Setup. Double click on the Summer 18 Season and click on the Clone button to clone 2017 Performance Measure information.
- Download and import the latest version of the QAN Catalogue - go to https://collectdata.education.gov.uk/qwsweb to download the latest QAN Catalogue and import via Tools | Examinations | Import Qualification Data
- Ensure that the QNs for all qualifications where results are expected are included in the Performance Indicators for 2018. Tools | Examinations | Manage Performance Indicator (see Processing Results and Calculating PI Data in Exams and SIMS available in the SIMS Documentation). Add all Discount codes which apply, choose the correct Ebacc Subject if applicable (KS4), or the correct Category/Tech Level or Bacc (KS5) and ensure that the points and equivalences are correct. (Use the appropriate DfE Spreadsheet to check that points and equivalences - any qualification not included on the spreadsheet should have points and equivalence set to 0 )
- Additional Science and Core Science are relevant to legacy awards in the EBacc subjects panel, either the individual Sciences or a new Combined Science option should be selected for new awards, as appropriate.
- An additional field has been added to the 16-18 panel in the Summer Release of SIMS for Discounting Family. This needs to be populated manually for all 16-18 qualifications. To find the qualifications which require a "Discounting Family", type "level 3 " in the Title field in the Manage Performance Indicator window and click Search. See Appendix A at the end of this document for further information. This shows Annex A of the DfE 16 to 18 Performance Tables Discounting Guidance for Schools and Colleges
- Import the CAS KS2 Calculator Template to calculate Average Fine Level for Y11 students if this has not been done already - Routines | Data In | Assessment | Import. This will calculate the English and Maths Fine Levels as well as the KS2: Average Fine Level, as required to calculate the Progress 8 and Attainment 8 figures.

2. Basedata

- Refresh the Basedata for all Exam Series - see Appendix B - Exam Basedata Version Summary at the end of this document, which shows the most recent version of the commonly used Exam Board's Basedata - if the following error messge (or similar) appears after refreshing the basedata, it can be ignored:

The Qualification or Level associated with the aspect OCR J560F Result Grade 40 has changed. Formatted marksheets that have been exported / Individual reports / OMR sheets that have the aspects linked to this Element will need to be recreated The guidance from Capita is as follows: This message is simply a warning that if you have used the mentioned Aspect in Assessment Manager for Individual Reports, OMR sheets or if you have exported formatted marksheets which include the Aspect, then these will need to be recreated as an update of the Basedata has modified the Qualification or Level of the Aspect.
If you have not used the Aspects in Assessment Manager for any of the above, then no action is required.

- Import the Result Basedata for BTECs if required (7B series)
- Apply patch 17395 to add QCA Codes for BTEC Basedata if required

3. Exams Organiser

- Set up Results Embargos for GCE and GCSE Exam results days (as required) - Tools / School Setup | Results Embargo
- Archive old Exam Results files in the EXAMIN folder before the results for Summer 18 are downloaded - Result files have a filename beginning with $R$ - cut and paste all these files from the EXAMIN folder into a "Results Archive" subfolder.
- Only Seasons including June in the Season pattern will be included in the PI calculations, therefore if a separate season has been created to import BTEC results, it will be necessary to add June to the season pattern, as the Pearson advice for this process is to have a season with just July in the season pattern. For future Exam Seasons, it is advised to ensure that July is included in the season pattern for the main June (Summer) Exam Season and import all results into this season.
- To ensure that BTEC Results are received electronically, create and send entry files for all candidates for whom a Certification is expected in the Summer 18 Season.
- Adjust the PI Cohort Membership to exclude any Candidates who can be removed - Tools / Group Manager | PI Cohort. The PI cohort will first need to be created in SIMS - Tools | Examinations | Edit PI

4. SIMS Fileset

- Fileset 1001 provided by Capita included an out-of-date version of the ExamIndirectionFile.txt file which is used in the PI Detail Reports in SIMS. The SIMS 7 Summer Release 2018 included the up-to-date version of the file. So Fileset 1002 will only be needed for Exams PI calculations where schools have previous imported Fileset 1001. School ICT did not release this Fileset to their Customers and therefore this should not cause any issues, however any school that downloaded and imported Fileset 1001 independently, will need to import Fileset 1002 to obtain the correct version of ExamIndirectionFile.txt. This Fileset is available to download from the FAQ Area of the Customer Portal.

5. SIMS

- Enter any non-EDI Results using the Edit PI route - Tools / Examinations / Edit PI. Ensure that the QNs for these qualifications have been entered in via Manage Performance Indicators as detailed in section 1


## Results

1. Download results using A2C
2. Import the Exam Results into Exams Organiser - Tools | Import Results \& Enrolments
3. Add any results for which there is no basedata via Edit PI in SIMS - Tools / Examinations / Edit PI Data
4. Collate the PI Data by clicking on the CKD button - Tools | Examinations / Edit PI Data

Colate kecering Disconsing - it is not necessary to re-calculate the KS4 PI Cohort after it has been created and if the cohort has been modified, re-calculating will remove any modifications. The 16-18 Cohort will only include students with Level 3 Qualifications, therefore results must be imported, and additional results added via Edit PI before the Cohort can be calculated fully. If necessary, the Cohort membership can be modified at this point and then should not be re-calculated again.

## Reports in SIMS

1. PI Reports - Tools | Examinations | PI Reports - use the Group Filter and select Exam Performance Cohort | PI Cohort KS4, or PI Cohort Age 16+. Please Note: There is a known issue that Students who have left the school after January Census Day 2018 are not being included in the PI Reports - please ensure that the Qualifying Date is set to 18/01/18 when running the PI Reports

- Summary Report gives the headline figures for either of the Cohorts and can be exported to Excel, Word, or as a pdf. See example report at the end of this document
- Detailed Report gives information about each student in the cohort and how their results contribute to the overall Performance Measures figures
- Full Report details every qualification for each student and how it contributes to the Performance Measures calculations.

See Appendix C for Examples of the KS4 and 16-18 PI Reports
2. Additional Resources for analysing Exam Results are provided by Capita. These can be accessed by importing the CAS KS4 Overview Templates available for download from the FAQ area of our Customer Portal. These templates include Assessment Manager Templates which can be cloned and adapted for Results Analysis, by creating Exam Results Mappings. There are also report definitions to import into SIMS which give comparisons with National Data

## Reports in Exams Organiser

1. Element/Component Results

- Lists results for every candidate award by award - useful for Teaching Staff/Heads of Department - Reports | Results | Element/Component Results

2. Certification Broadsheet Report

- Lists all Results by Award for all Candidates, will also include results added via Edit PI - Reports | Results | Certification Broadsheet

3. Subject/Grade Analysis Report

- Gives Percentage or Count of each grade for all subjects, can opt to display Cumulative Results. For Summer 18, run report for each GCSE level separately - FC (Legacy Qualifications), 9FC (9-1 Full Course), 9DA (Combined Science) - Reports | Results | Subject/Grade Analysis

4. Group Performance Analysis Report

- Gives Grade Analysis by Subject and Class, with a Class Residual Calculation which compares the average points score in the subject to the average points score across all subjects. This report will only run for subjects where the Exam Award is linked to the correct Course in Course Manager, as it is Course Manager that provides the Class Membership information. For Summer 18, run the report for each GCSE level separately - FC (Legacy Qualifications), 9FC (9-1 Full Course), 9DA (Combined Science) - Reports / Results / Group Performance Analysis

Examples of all the above reports can be found in Appendix D

## Appendix A

## Annex A-16 to 18 performance tables discounting families

| General | General Vocational | AEA | Vocationally related | Free Standing Maths | Other General |
| :---: | :---: | :---: | :---: | :---: | :---: |
| GCE A Level | Applied GCE <br> A level <br> Double <br> Award | Advanced Extension Award | VRQ Level 2 and $3^{*}$ | Level 3 | International Baccalaureate |
| GCE AS level | Applied GCE A level |  | BTEC Diploma Level $1 / 2,2$ and 3 |  | Other General qualifications Level 2 and 3 |
| Diploma Extended Project | Applied GCE <br> AS level <br> Double <br> Award |  | BTEC Certificate Level $1 / 2,2$ and 3 |  |  |
| Pre U Diploma | Applied GCE AS level |  | BTEC Award Level 3 |  |  |
| Pre U Principal Subject | Applied GCE A level / AS combined |  | OCR Cambridge Technical Certificate Level 3 |  |  |
| Pre U Short Course Subject |  |  | OCR Cambridge Technical Diploma Level 2 and 3 |  |  |
| Principal Learning (Diploma) Level 3 |  |  | OCR Cambridge <br> Technical Extended Diploma Level 3 |  |  |
| Core Maths (Level 3) |  |  | OCR Cambridge <br> Technical Introductory Diploma Level 3 |  |  |
|  |  |  | OCR Cambridge <br> Technical <br> Subsidiary <br> Diploma Level 3 |  |  |
|  |  |  | OCR Cambridge Technical Extended Certificate Level 2 \& Level 3 |  |  |
|  |  |  | OCR Cambridge <br> Technical <br> Foundation <br> Diploma Level 3 |  |  |

[^0]Appendix B - Exam Basedata Version Summary - 14 August 2018

| Exam Board | Series File | Qualifications | Latest Version | Release <br> Date | Note |
| :---: | :---: | :---: | :---: | :---: | :---: |
| AQA | 6A18_70 | A Levels and Functional Skills | .X05 | 09-May-18 |  |
|  | 6G18_70 | GCSEs | . X05 | 12-Mar-18 |  |
| EDEXCEL | 6C18_11 | A Levels and Functional Skills | .X03 | 12-Jul-18 |  |
|  | 6G18_10 | GCSEs | . $\mathrm{X05}$ | 14-May-18 |  |
|  | 6D18_14 | CiDA/DiDA | . $\mathrm{X01}$ | Nov-17 | No need to refresh |
|  | 6K18_10 | Entry Level | . $\mathrm{X02}$ | 19-Dec-17 | No need to refresh |
|  | 6B18_15 | BTEC Examinations |  |  | No need to refresh |
|  | 7B18_15 | BTECs |  |  | No need to refresh |
| OCR | 6A18_01 | GCSEs | . X 06 | 06-Mar-18 |  |
|  | 6B18_01 | A Levels | . $\mathrm{X03}$ | 27-Nov-17 |  |
|  | 6C18_72 | Cambridge Technicals(2012 Suite) | .X01 | Nov-17 | No need to refresh |
|  | 6118_72 | Cambridge Technicals(2016 Suite) | . $\mathrm{X02}$ | 05-Jul-18 | Essential for Level 3 IT |
| WJEC | 6G18_40 | GCSEs | . X 03 | 14-Mar-18 |  |
|  | 6A18_41 | A Levels | .X06 | 14-Aug-18 | Adds Gradeset to A Level Science Practical Assessment |

## Appendix C - Exam Result Reports in SIMS

## Example KS4 Cohort Summary PI Report

SIMS .net Green Abbey School
Performance Tables Summary Report 2017:
Scope: No Filter Applied
Export Date: 09/08/2018

| Measure | Detail | All | \% | Male | \% | Female | \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| KS4 Cohort Information | Number of Students at end of KS4 | 519.00 | 100.00\% | 244.00 | 47.01\% | 275.00 | 52.99\% |
|  | Key Stage 2 Fine Level | 4.43 |  | 4.44 |  | 4.42 |  |
|  | Students included in KS2 Fine Level measure | 517.00 | 99.61\% | 243.00 | 99.59\% | 274.00 | 99.64\% |
| Progress 8 | Students included in Progress 8 Score | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
|  | Progress 8 Score | 0.64 |  | 0.59 |  | 0.69 |  |
|  | Estimated Attainment 8 Average | 39.81 |  | 40.70 |  | 38.97 |  |
|  | Attainment 8 Average | 46.22 |  | 46.62 |  | 45.84 |  |
| GCSE or Equivalent Achievements | Students achieving 5+ standard passes including English \& maths | 110.00 | 21.19\% | 59.00 | 24.18\% | 51.00 | 18.55\% |
|  | Students achieving 5+ standard passes (excluding equivalences) including English \& maths | 110.00 | 21.19\% | 59.00 | 24.18\% | 51.00 | 18.55\% |
|  | Students achieving 5+ standard passes | 173.00 | 33.33\% | 84.00 | 34.43\% | 89.00 | 32.36\% |
|  | Students achieving 5+ passes | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
|  | Students attaining at least one qualification | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
| English Baccalaureate | Students entered for English Baccalaureate | 83.00 | 15.99\% | 42.00 | 17.21\% | 41.00 | 14.91\% |
|  | Students attaining the English Baccalaureate with strong passes in English and Maths | 19.00 | 3.66\% | 10.00 | 4.10\% | 9.00 | 3.27\% |
|  | Students attaining the English Baccalaureate with standard passes in English and Maths | 31.00 | 5.97\% | 16.00 | 6.56\% | 15.00 | 5.45\% |
|  | Students achieving a pass in all EBacc subject areas | 83.00 | 15.99\% | 42.00 | 17.21\% | 41.00 | 14.91\% |
| English Baccalaureate Subjects | Students entered for English | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
|  | Students achieving a strong pass in English | 158.00 | 30.44\% | 74.00 | 30.33\% | 84.00 | 30.55\% |
|  | Students achieving a standard pass in English | 176.00 | 33.91\% | 85.00 | 34.84\% | 91.00 | 33.09\% |
|  | Students entered for maths | 116.00 | 22.35\% | 60.00 | 24.59\% | 56.00 | 20.36\% |
|  | Students achieving a strong pass in maths | 81.00 | 15.61\% | 45.00 | 18.44\% | 36.00 | 13.09\% |
|  | Students achieving a standard pass in maths | 110.00 | 21.19\% | 59.00 | 24.18\% | 51.00 | 18.55\% |
|  | Students eligible for science | 121.00 | 23.31\% | 60.00 | 24.59\% | 61.00 | 22.18\% |
|  | Students achieving a standard pass in two sciences | 101.00 | 83.47\% | 48.00 | 80.00\% | 53.00 | 86.89\% |
|  | Students entered for a language | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
|  | Students achieving a standard pass in a language | 108.00 | 61.02\% | 55.00 | 63.95\% | 53.00 | 58.24\% |
|  | Students entered for a humanities subject | 177.00 | 34.10\% | 86.00 | 35.25\% | 91.00 | 33.09\% |
|  | Students achieving a standard pass in a humanities subject | 148.00 | 83.62\% | 72.00 | 83.72\% | 76.00 | 83.52\% |
| Other GCSE Entries | Students entered for more than one language | 80.00 | 15.41\% | 39.00 | 15.98\% | 41.00 | 14.91\% |
|  | Students entered for three single sciences | 61.00 | 11.75\% | 31.00 | 12.70\% | 30.00 | 10.91\% |
| The Basics | Students achieving a strong pass in English \& maths | 70.00 | 13.49\% | 39.00 | 15.98\% | 31.00 | 11.27\% |
|  | Students achieving a standard pass in English \& maths | 110.00 | 21.19\% | 59.00 | 24.18\% | 51.00 | 18.55\% |
|  | Students achieving a pass in English \& maths | 116.00 | 22.35\% | 60.00 | 24.59\% | 56.00 | 20.36\% |
| Averages | Average number of qualifications per student | 3.02 |  | 3.15 |  | 2.91 |  |
|  | Average number of GCSEs per student | 2.97 |  | 3.10 |  | 2.86 |  |
|  | APS per student capped at best 8 | 13.00 |  | 13.59 |  | 12.47 |  |
|  | APS per student GCSEs only | 13.86 |  | 14.52 |  | 13.27 |  |
|  | APS per student uncapped | 14.06 |  | 14.70 |  | 13.49 |  |

Example KS4 Cohort Detailed PI Report

| Student Details |  |  |  |  | The Basics |  |  |  |  |  | English Baccalaureate |  |  |  |  |  |  |  |  | Progress 8 |  |  |  |  |  |  |  |  | Totals |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Name | YII | Reg |  | $\begin{aligned} & \text { Exam } \\ & \text { No } \end{aligned}$ | $\begin{array}{\|c\|} \hline \text { Std } \\ \text { Passes } \\ \text { EsMM } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Strong } \\ \text { Passes } \\ \text { E\&M } \end{array}$ | $\begin{gathered} \hline \text { Std } \\ \text { Passes } \end{gathered}$ | Passes | $\begin{array}{\|c\|} \hline \text { Entries } \\ >1 \\ \text { Lang } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Entries } \\ 3 \mathrm{Sci} \end{array}$ | EBace Stirg Passes in E8M | $\begin{array}{\|c\|} \hline \text { Ebacc } \\ \text { Std } \\ \text { Passes } \\ \text { in } \\ \text { E\&M } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Strg } \\ \text { Pass } \\ \text { Eng } \end{array}$ | $\begin{array}{\|l\|} \hline \text { Strg } \\ \text { Pass } \\ \text { Maths } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Std } \\ \text { Pass } \\ s \text { Eng } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Std } \\ \text { Pass } \\ \text { Maths } \end{array}$ | $\begin{gathered} 2+ \\ \text { Std } \\ \text { Passes } \\ \text { Sci } \end{gathered}$ | $\begin{array}{\|c\|} \hline \text { Std } \\ \text { Pass } \\ \text { Lang } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Std } \\ \text { Pass } \\ \text { Hums } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Ks? } \\ \text { Fine } \\ \text { Lvi } \end{array}$ | $\begin{array}{\|c\|} \hline \text { No. } \\ \text { Att. } 8 \\ \text { Eng } \end{array}$ | $\begin{array}{\|c\|} \hline \text { No. } \\ \text { Att. } 8 \\ \text { Maths } \end{array}$ | $\begin{array}{\|c\|} \hline \text { No. } \\ \text { Att. } 8 \\ \text { Other } \\ \text { Ebacc } \end{array}$ | $\begin{array}{\|c\|} \hline \text { No. } \\ \text { Att. } 8 \\ \text { Other } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Aft. } \\ 8 \\ \text { Total } \end{array}$ | $\begin{array}{\|c\|} \hline \text { Est. } \\ \text { Att. } \\ 8 \end{array}$ | $\begin{gathered} \hline \text { Att. } \\ 8 \\ \text { Score } \end{gathered}$ | Prog. <br> 8 <br> Score | Entries | Total Score | Capped Score | $\begin{gathered} \text { Average } \\ \text { per } \\ \text { Entry } \end{gathered}$ |
| Able, Cameron | 12 | G | 10-12-2000 | 2001 | Y | Y | 7.00 | 8.00 | N | N | N | N | Y | Y | Y | Y | N | Y | Y | 5.5 | 1 | 1 | 3 | 3 | 8 | 64.05 | 65.50 | 1.45 | 8.00 | 50.50 | 50.50 | 6.31 |
| Ackrington, Robert | 12 | H | 29-12-2000 | 2002 | Y | Y | 9.00 | 10.00 | N | Y | N | N | Y | Y | Y | Y | Y | $N$ | Y | 5.5 | 1 | 1 | 3 | 3 | 8 | 64.05 | 60.00 | -4.05 | 10.00 | 53.00 | 46.00 | 5.30 |
| Adedeji, Payal | 12 | J | 03-03-2001 | 2003 | Y | Y | 5.00 | 8.00 | N | N | N | N | Y | Y | Y | Y | N | N | N | 5.1 | 1 | 1 | 3 | 3 | 8 | 52.23 | 47.00 | -5.23 | 8.00 | 36.00 | 36.00 | 4.50 |
| Agathocleous, Joe | 12 | K | 18-06-2001 | 2004 | N | N | 6.00 | 7.00 | N | N | N | N | Y | N | Y | N | N | N | Y | 5.0 | 1 |  | 3 | 3 | 7 | 49.48 | 41.00 | -8.48 | 7.00 | 34.00 | 34.00 | 4.86 |
| Ahmad, Carina | 12 | L | 01-09-2000 | 2005 | Y | Y | 8.00 | 10.00 | $N$ | Y | N | N | Y | Y | Y | Y | Y | N | Y | 5.5 | 1 | 1 | 3 | 3 | 8 | 64.05 | 56.50 | -7.55 | 10.00 | 49.50 | 43.50 | 4.95 |
| Aldridge, Courtney | 12 | M | 27-06-2001 | 2007 | Y | Y | 8.00 | 9.00 | Y | N | N | N | Y | Y | Y | Y | N | Y | Y | 5.1 | 1 | 1 | 3 | 3 | 8 | 52.23 | 52.00 | -0.23 | 9.00 | 43.00 | 40.00 | 4.78 |
| Allim, Farah | 12 | N | 27-12-2000 | 2008 | N | N | 9.00 | 10.00 | Y | Y | N | N | Y | N | Y | N | Y | Y | Y | 5.1 | 1 |  | 3 | 3 | 7 | 52.23 | 45.50 | $-6.73$ | 10.00 | 49.50 | 42.50 | 4.95 |
| Anderson, Ian | 12 | P | 25-11-2000 | 2009 | N | N | 6.00 | 7.00 | N | N | N | N | Y | N | Y | N | N | Y | Y | 4.5 | 1 |  | 3 | 3 | 7 | 38.70 | 36.00 | -2.70 | 7.00 | 30.00 | 30.00 | 4.29 |
| Andrews, Hank | 12 | Q | 08-12-2000 | 2011 | Y | Y | 8.00 | 10.00 | N | Y | N | N | Y | Y | Y | Y | Y | Y | N | 5.5 | 1 | 1 | 3 | 3 | 8 | 64.05 | 54.50 | -9.55 | 10.00 | 46.50 | 40.50 | 4.65 |

## Example KS4 Cohort Full PI Report

| Name | YII | Reg | ULN | QAN | Disc Code | Board | Level | Title | Result | Points | $\begin{aligned} & \hline \text { KS4 } \\ & \text { Std } \\ & \text { Passes } \\ & \hline \end{aligned}$ | KS4 Passes | Counted in PI | Best 8 | Counted <br> in Strg <br> Ebacc | Counted <br> in Std <br> Ebacc | $\text { Att } 8$ Slot | $\begin{aligned} & \hline \text { Att } 8 \\ & \text { Doubled? } \end{aligned}$ | Att 8 Points |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Able, Cameron | 12 | G | 1111173817 | 60013552 | RA1C | OCR | GCSE/FC | Additional Science A | B | 5.50 | 1.00 | 1.00 | Y | Y | Y | Y | Ebacc2 | N | 5.50 |
| Able, Cameron | 12 | G | 1111173817 | 60145754 | FK2B | OCR | GCSE/9FC | English Language-OCR Rep | 9 | 9.00 | 1.00 | 1.00 | Y | Y | Y | Y | En | Y | 18.00 |
| Able, Cameron | 12 | G | 1111173817 | 6014872X | FC4 | OCR | GCSE/9FC | English Literature | 6 | 6.00 | 1.00 | 1.00 | Y | Y | Y | Y | Other2 | N | 6.00 |
| Able, Cameron | 12 | G | 1111173817 | 60065503 | RF4 | OCR | GCSE/FC | Geography A | $A^{*}$ | 8.50 | 1.00 | 1.00 | Y | Y | Y | Y | Ebacc1 | N | 8.50 |
| Able, Cameron | 12 | G | 1111173817 | 5004512 X | FKG | OCR | GCSE/FC | German | C | 4.00 | 1.00 | 1.00 | $Y$ | Y | Y | Y | Ebacc3 | N | 4.00 |
| Able, Cameron | 12 | G | 1111173817 | 50044102 | NH | OCR | GCSE/FC | Home Econ (Food \& Nutrition) | $A^{*}$ | 8.50 | 1.00 | 1.00 | Y | Y | N | N | Other1 | N | 8.50 |
| Able, Cameron | 12 | G | 1111173817 | 60146060 | RB1 | OCR | GCSE/9FC | Mathematics (Higher Tier) | 6 | 6.00 | 1.00 | 1.00 | Y | Y | Y | Y | Ma | Y | 12.00 |
| Able, Cameron | 12 | G | 1111173817 | 60013576 | RA1B | OCR | GCSE/FC | Science A | D | 3.00 | 0.00 | 1.00 | Y | Y | N | N | Other3 | N | 3.00 |

## Example 16-18 Cohort Summary PI Report

Green Abbey School
Performance Tables Summary Report
2017:
Scope: Filter Applied
Export Date:

| Measure | Detail | All | \% | Male | \% | Female | \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| KS5 Cohort Information | Students at end of KS5 | 74.00 | 100.00\% | 37.00 | 50.00\% | 37.00 | 50.00\% |
| A Level Results | Average point score per A level entry | 65.60 |  | 64.84 |  | 66.40 |  |
|  | Average point score per A level entry expressed as a grade |  |  |  |  |  |  |
|  | Average point score for a students best 3 A levels | 24.44 |  | 25.00 |  | 23.33 |  |
|  | Average point score for a students best 3 A levels expressed as a grade | D+ |  | C- |  | D+ |  |
|  | Achieving A levels at grades AAB or higher (in at least 2 facilitating subjects) | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 | 0.00\% |
|  | Number of $A$ level students at the end of 16-18 study | 74.00 | 100.00\% | 37.00 | 100.00\% | 37.00 | 100.00\% |
|  | Number of A level entries | 179.50 |  | 92.00 |  | 87.50 |  |
|  | Number of students included in the best 3 A levels measure | 3.00 | 4.05\% | 2.00 | 2.70\% | 1.00 | 1.35\% |
| Academic Results | Average point score per academic entry | 65.60 |  | 64.84 |  | 66.40 |  |
|  | Average point score per academic entry expressed as a grade |  |  |  |  |  |  |
|  | Number of academic students at the end of 1618 study | 74.00 | 100.00\% | 37.00 | 100.00\% | 37.00 | 100.00\% |
|  | Number of academic entries | 179.50 |  | 92.00 |  | 87.50 |  |
| Applied General Results | Average point score per applied general entry | 0.00 |  | 0.00 |  | 0.00 |  |
|  | Average point score per applied general entry expressed as a grade |  |  |  |  |  |  |
|  | Number of applied general students at the end of 16-18 study | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 | 0.00\% |
|  | Number of applied general entries | 0.00 |  | 0.00 |  | 0.00 |  |
| Tech Level Results | Average point score per tech level entry | 0.00 |  | 0.00 |  | 0.00 |  |
|  | Average point score per tech level expressed as a grade |  |  |  |  |  |  |
|  | Number of students achieving the Tech Bacc | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 | 0.00\% |
|  | Number of tech level students at the end of 1618 study | 0.00 | 0.00\% | 0.00 | 0.00\% | 0.00 | 0.00\% |
|  | Number of tech level entries | 0.00 |  | 0.00 |  | 0.00 |  |

Example 16-18 Cohort Detailed PI Report

| Student Details |  |  |  |  | All Results |  |  | A Level Results |  |  |  | Academic Results |  |  |  | Applied General Results |  |  |  | Tech Level Results |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Name | YII | Reg | DoB | $\begin{aligned} & \text { Exam } \\ & \text { No } \end{aligned}$ | Entries | Passes | APS | Entries | Passes | APS | APS as a Grade | Entries | Passes | APS | APS as a Grade | Entries | Passes | APS | APS as a Grade | Entries | Passes | APS | APS as a Grade |
| Adams, Melanie | (13) | (Q) | 06-06-1999 | 0002 | 3.00 | 3.00 | 80.00 | 3.00 | 3.00 | 80.00 |  | 3.00 | 3.00 | 80.00 |  | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Andrews, Bethany | (13) | (Q) | 16-01-1999 | 0005 | 2.50 | 2.50 | 68.00 | 2.50 | 2.50 | 68.00 |  | 2.50 | 2.50 | 68.00 |  | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Aperen, Alex | (13) | (P) | 16-06-1999 | 0006 | 2.50 | 2.50 | 26.00 | 2.50 | 2.50 | 26.00 | C- | 2.50 | 2.50 | 26.00 | C- | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Ashworth, Imogen | (13) | (N) | 13-03-1999 | 0007 | 2.00 | 2.00 | 30.00 | 2.00 | 2.00 | 30.00 | C | 2.00 | 2.00 | 30.00 | C | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Atkinson, Bridget | (13) | (M) | 23-08-1999 | 0008 | 2.00 | 2.00 | 105.00 | 2.00 | 2.00 | 105.00 |  | 2.00 | 2.00 | 105.00 |  | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Barnard, Andrew | (13) | (L) | 14-04-1999 | 0011 | 3.50 | 3.50 | 81.43 | 3.50 | 3.50 | 81.43 |  | 3.50 | 3.50 | 81.43 |  | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |
| Barnstable, Tracy | (13) | (K) | 14-04-1999 | 0012 | 2.50 | 2.50 | 80.00 | 2.50 | 2.50 | 80.00 |  | 2.50 | 2.50 | 80.00 |  | 0.00 | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.00 |  |

## Example 16-18 Cohort Full PI Report

| Student Details |  |  |  | Examination Details |  |  |  |  | Qualification Details |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Name | YII | Reg | ULN | QAN | $\begin{array}{\|l\|} \hline \text { Disc } \\ \text { Code } \end{array}$ | Board | Level | Titte | Result | Points | Level 3 Entry | $\begin{aligned} & \hline \text { Level } 3 \\ & \text { Pass } \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 16-18 \\ & \text { Cohort } \end{aligned}$ | $\begin{aligned} & \text { Counted } \\ & \text { in PI } \end{aligned}$ |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60149589 | 3510 | EDEXL/GCE | GCE/A | Art, Craft and Design | B | 0.00 | 0.00 | 0.00 | A Level | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60149577 | 3510 | EDEXL/GCE | GCE/ASB | Art, Craft and Design | B | 20.00 | 0.50 | 0.50 | A Level | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60011671 | RH3 | OCR | GCSE/FC | Biology A | A | 7.00 | 0.00 | 0.00 |  | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60153003 | 1010 | EDEXL/GCE | GCE/ASB | Biology B | A | 25.00 | 0.50 | 0.50 | A Level | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60153015 | 1010 | EDEXL/GCE | GCE/A | Biology B | A | 0.00 | 0.00 | 0.00 | A Level | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60013564 | RD1 | OCR | GCSE/FC | Chemistry A | A | 7.00 | 0.00 | 0.00 |  | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60131676 | FK2B | OCR | GCSE/FC | English Language | A | 7.00 | 0.00 | 0.00 |  | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60105665 | FC4 | OCR | GCSE/FC | English Literature | A* $^{*}$ | 8.50 | 0.00 | 0.00 |  | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 50044862 | FKF | OCR | GCSE/FC | French | A | 7.00 | 0.00 | 0.00 |  | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 50023305 | 4770 | AQA | GCE/A | GCE Law ADV | A | 50.00 | 1.00 | 1.00 | A Level | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 5002324 X | 4770 | AQA | GCE/ASB | GCE Law AS | A | 25.00 | 0.50 | 0.50 | A Level | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 50022386 | 3910 | EDEXL/GCE | GCE/A | Geography | A | 0.00 | 0.00 | 0.00 | A Level | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 50023330 | 3910 | EDEXL/GCE | GCE/ASB | Geography | A | 25.00 | 0.50 | 0.50 | A Level | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60065503 | RF4 | OCR | GCSE/FC | Geography A | A | 7.00 | 0.00 | 0.00 |  | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 5004512 X | FKG | OCR | GCSE/FC | German | A | 7.00 | 0.00 | 0.00 |  | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 10034237 | RB1 | WJEC/GCE | GCE/ASB | Mathematics AS Cash-in | B | 120.00 | 0.50 | 0.50 | A Level | Y |
| Adams, Melanie | (13) | (Q) | 1111169968 | 50084951 | 2210 | AQA | GCSE/FC | Mathematics (Linear) Tier H | A | 0.00 | 0.00 | 0.00 |  | N |
| Adams, Melanie | (13) | (Q) | 1111169968 | 60010721 | RC1 | OCR | GCSE/FC | Physics A | A | 7.00 | 0.00 | 0.00 |  | Y |

# Appendix D－Exam Result Reports in Exams Organiser 

## Example Element／Component Results report



## Example Certification Broadsheet Report for All Qualifications \＆Levels

## Green Abbey School

Results Broadsheet：

| Season：June（Summer）Exams 2017 |  |
| :--- | :--- |
| Scope： | National Curriculum Year |

Mode：Grades
Level：All Qualifications \＆Levels
Group：Curriculum Year 11

| Name | Year | Reg | Candidate No | $\frac{\text { 卷 }}{E}$ |  |  |  |  | 른 念 出 u |  | 會 |  |  |  | $\begin{aligned} & \text { 弟 } \\ & \text { 出出 } \\ & \text { U } \end{aligned}$ |  |  |  | $\begin{aligned} & \text { 苞 } \\ & \text { 弟 } \\ & \text { 总 } \\ & \hline \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Abbot，Andrew | （11） | ［11E］ | 2000 | 10 | A |  |  | P1 |  |  |  | 3 | 4 |  | E | B | C |  |  |  | 4 |  |
| Able，Cameron | 12 | G | 2001 | 8 | B |  |  |  |  |  |  | 9 | 6 | $A^{*}$ |  | $A^{*}$ | c |  |  |  | 6 |  |
| Ackuington，Robert | 12 | H | 2002 | 10 |  |  | c |  | A |  | C | 8 | 6 |  | D | C |  |  |  |  | 6 | C |
| Adedeii，Payal | 12 | J | 2003 | 8 |  | A |  |  |  |  |  | 6 | 5 |  | D |  |  |  | D |  | 5 |  |
| Agathocleous，Joe | 12 | K | 2004 | 7 |  |  |  |  |  |  | C | 7 | 5 |  | D | A |  |  | C |  |  |  |
| Ahmad，Carina | 12 | L | 2005 | 10 |  |  | B |  | C | A |  | 8 | 6 |  | D |  |  |  | C |  | 5 |  |
| Albion．Frederick | （11） | （11F） | 2006 | 9 |  |  | $\mathrm{A}^{*}$ | M2 | C |  |  | 5 | 7 |  | A |  | E |  | B |  |  |  |
| Aldridge，Courtney | 12 | M | 2007 | 9 |  |  |  |  |  |  |  | 5 | 5 |  | C | A | C |  | D | c | 7 |  |
| Alim，Farah | 12 | N | 2008 | 10 |  | C | c |  | C | B |  | 7 | 7 |  | B |  | B |  | B |  |  |  |
| Anderson，Ian | 12 | P | 2009 | 7 |  |  |  |  |  |  |  | 5 | 6 |  | C | C |  |  | C |  |  |  |
| Anderton，Wesley | （11） | （11E） | 2010 | 9 | A |  |  |  |  |  | C | 5 | 3 |  | B | B | D |  |  |  | 5 |  |
| Andews，Hank | 12 | Q | 2011 | 10 |  | C | B |  | C | c |  | 8 | 5 |  | C | D |  | D |  |  | 6 |  |
| Arkwright，Shaun | （11） | ［11E］ | 2012 | 9 |  | C |  |  |  |  |  | 4 | 5 |  | B |  | D | C | c |  | 4 |  |
| Amstrong．Terry | 12 | Q | 2013 | 8 | C | B |  |  |  |  |  | 6 | 6 |  |  | B | D |  |  | B |  |  |
| Avison，Edmard | 12 | P | 2014 | 9 | B |  |  |  |  | D | C | 7 | 7 |  |  |  | E |  | B |  | 6 |  |

## Example Subject/Grade Analysis Report for GCSE 9-1 (2017)

Green Abbey School

Results Subject/Grade Analysis: June (Summer) Exams 2017
Qualification: GCSE Level: GCSE/9FC
Scope: National Curriculum Year Curriculum Year 11 Mode: Percentage

| Subject | Entries | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | U | X | Q | $A^{*}$-C | A*$^{*}$-G |  |
| :--- | :---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| FC4-English Literature | 177 | 0.0 | 0.6 | 9.0 | 35.0 | 31.1 | 22.6 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 98.3 | 100.0 |  |
| FK2B-English Language | 177 | 1.1 | 7.9 | 10.7 | 24.3 | 37.3 | 12.4 | 6.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 93.8 | 100.0 |  |
| RB1-Maths (General) | 116 | 0.0 | 4.3 | 8.6 | 28.4 | 28.4 | 25.0 | 5.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 94.8 | 100.0 |  |

## Example Group Performance Analysis Report for GCSE 9-1 (2017)

Class Performance Analysis
Class Performance Analysis
Season: June (Summer) Exams 2017
Qualification: GCSE
Residual: PI Values

| Subject <br> English(En) | $\begin{aligned} & \hline \text { Class } \\ & \hline 11 \times / E n 1 \end{aligned}$ | $\begin{aligned} & \hline \text { Supervisor } \\ & \hline \text { Mr J Atkinson } \end{aligned}$ | $\begin{aligned} & \hline \text { Gdr } \\ & \hline \mathrm{A} \end{aligned}$ | $\begin{gathered} \hline \text { Studs } \\ \hline 32 \end{gathered}$ | $\frac{9}{2}$ | $\begin{aligned} & \hline 8 \\ & \hline 9 \end{aligned}$ | $\begin{aligned} & \hline 7 \\ & \hline 8 \end{aligned}$ | $\begin{array}{r} 6 \\ \hline 13 \end{array}$ | $\frac{5}{0}$ | $\begin{aligned} & 4 \\ & \hline 0 \end{aligned}$ | 3 | $\frac{2}{0}$ | $\frac{1}{0}$ | $\frac{\mathbf{U}}{0}$ | $\frac{x}{0}$ | $\frac{\mathbf{Q}}{0}$ | Avge All Av Residual |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 7.00 | 4.87 | 2.13 |
|  | 11x/En2 | Mr M Lubbock | A | 27 | 0 | 0 | 0 | 8 | 12 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 5.04 | 4.57 | 0.46 |
|  | 11x/En3 | Mr J Sinclair | A | 30 | 0 | 0 | 0 | 5 | 9 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 4.40 | 4.25 | 0.15 |
|  | 11y/En1 | Mr S Green | A | 33 | 0 | 4 | 10 | 6 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.15 | 4.94 | 1.21 |
|  | 11 y En2 | Mrs F Tumer | A | 31 | 0 | 1 | 1 | 11 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.52 | 4.65 | 0.87 |
|  | 11 yl En3 | Miss A Parker | A | 24 | 0 | 0 | 0 | 0 | 14 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 4.42 | 4.44 | -0.02 |
| Mathematics(Ma) | 11x/Ma2 | Mrs D Mumford | A | 29 | 0 | 0 | 1 | 16 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5.62 | 4.68 | 0.94 |
|  | 11x/Ma3 | Miss F Buton | A | 31 | 0 | 0 | 0 | 0 | 5 | 20 | 6 | 0 | 0 | 0 | 0 | 0 | 3.97 | 4.29 | -0.32 |
|  | 11y/Ma2 | Mr C Yates | A | 30 | 0 | 5 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6.63 | 4.82 | 1.81 |
|  | $11 \mathrm{y} / \mathrm{Ma3}$ | Mr C Jones | A | 26 | 0 | 0 | 0 | 1 | 16 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 4.69 | 4.58 | 0.11 |


[^0]:    *Please note that Level 2 and Level 3 VRQs can be of a variety of sizes and may therefore be equivalent to or smaller than other qualifications in the same discounting family.

