

Completing GCSE, AS and A Level Reform - June 2014

1. Your details

Name:

Sandra Standiffe

Position:

Head of Education and Inclusion

Name of organisation or group (if applicable):

English Heritage

Address:

29 Queen Square
Bristol
BS42EY

Email:

Sandra.standiffe@english-heritage.org.uk

Telephone number:

07917774620

Would you like us to treat your response as confidential? If you answer Yes we will not include your details in any list of people or organisations that responded to the consultation.

No

Are the views expressed in response to this consultation your personal views or an official response from the organisation you represent?

Official response from an organisation/group

Are you a...

Please state capacity:

Please state which type of responding organisation you represent

Government department/agency or organisation

Which school or college type do you represent?

Other type of school or college

Type of representative group or interest group:

Other representative/interest group

Nation

England

Please state which country

How did you find out about this consultation?

From our website

How did you find this consultation?

May we contact you for more information?

Yes

We want to write clearly, directly and put the reader first. Overall, do you think we have got this right in this document?

Yes

Do you have any comments or suggestions about the style of writing?

2. Consultation questions

1. To what extent do you agree or disagree with the following statement? Core content – common content across all exam boards offering a qualification – will help make sure qualifications are fit for purpose.

Agree

2. To what extent do you agree or disagree with the following statement? Core content – common content across all exam boards offering a qualification – will help make sure qualifications are comparable across exam boards.

Agree

3. To what extent do you agree or disagree with the following statement? Core content – common content across all exam boards offering a qualification – will help make sure qualifications are comparable over time.

Agree

4. To what extent do you agree or disagree with the following statement? Core content – common content across all exam boards offering a qualification – will help make it easier for users* to understand the qualification.

Agree

5. We propose to set up a regulatory framework to let exam boards develop core subject content. To what extent do you agree or disagree with our proposal?

Agree

6. If you disagree with our proposal, are there other options we have not considered?

7. To what extent do you agree or disagree that exam boards should consult with stakeholders and take their views into account when developing core content for all reformed GCSE, AS and A level qualifications?

Strongly agree

8. We have identified key stakeholder groups that need to be consulted in core content development (subject associations, teachers, employers, higher and further education, relevant equality groups). To what extent do you agree or disagree with our proposal that exam boards should include these groups when developing core content?

Agree

9. Are there other stakeholders you believe should be consulted?

Other National Bodies e.g. ALBs like English Heritage or knowledgeable and experienced voluntary sector organisations such as the Council for British Archaeology and the Institute for Archaeologists should be included in relevant discussions – e.g. the reform of Archaeology – this is not a subject that the subject association for history necessarily has the authoritative voice on.

BUT – consultation on core content development will only happen if the exam boards decide to continue with the subject. We would STRONGLY ADVISE that exam boards should be required to consult with key stakeholder groups on decisions about whether or not to continue with a subject.

10. To what extent do you agree or disagree that the benefit of having additional (to those already being reformed) GCSE, AS and A level subjects is worth any additional costs incurred by exam boards in developing core content (common content across all exam boards offering a qualification)?

Agree

11. To what extent do you agree or disagree that we should develop principles to determine in advance which remaining or new subject areas can be developed as GCSE, AS or A level qualifications?

Agree

12. Please indicate the extent to which you agree or disagree with each statement below:

Current GCSEs/AS/A levels cannot always be easily distinguished from others with a similar title.

Agree

Subjects that can be easily distinguished will help make it easier for users* to understand the different qualifications available.

Agree

GCSE/AS/A level subjects should be easily distinguished from other GCSE/AS/A level subjects.

Agree

GCSE/AS/A level subjects should only be developed if they meet the specific qualification purpose.

Agree

The performance of students taking GCSEs/AS/A levels in any subject should be able to be differentiated against the full grade range using the relevant grading scale.

Agree

GCSE/AS/A level subjects should be set at a level of demand consistent with that of reformed qualifications.

Agree

GCSE/AS/A level subjects should be capable of being validly assessed (mainly by exam assessment, except for those essential skills that can't be assessed by an exam).

Agree

13. Do you think that requiring the last award of all unreformed GCSE qualifications by 2018 is appropriate?

Yes

Please comment in relation to the specific subjects.

14. Do you think that requiring the last award of all unreformed A level qualifications by 2018 is appropriate?

Yes

Please comment in relation to the specific subjects.

15. Do you think that requiring the last award of all unreformed AS qualifications by 2018 is appropriate?

Yes

Please comment in relation to the specific subjects.

16. To what extent do you agree or disagree that we should start to apply our principles, to discontinue similar or overlapping qualifications alongside the current reforms?

Agree

17. Referring to the full list of qualifications we are proposing to discontinue as subjects are reformed, listed in appendix B, are there any other qualifications that should be included in the process?

No

Please comment in relation to the specific subjects.

18. Do any of the similar or overlapping qualifications we have proposed in appendix B serve a very distinct purpose from the reformed subjects?

No

Should any alternative qualifications be granted an exception to continue alongside the reformed ones in a given subject?

Please list and comment in relation to the specific subjects.

19. Are there any potential equality impacts of our proposals for the next stage of GCSE, AS and A level reform that we have not identified?

No

What are they?

20. Are there any additional steps we could take to mitigate any negative impacts of the proposals in this document on persons who share a protected characteristic?

No

Please comment on the additional steps we could take to mitigate any negative impacts.

21. Have you any other comments on the impacts of the proposals in this document on persons who share a protected characteristic?

No

Please comment in relation to the specific subjects.

22. Are there any potential regulatory impacts of the proposals in this document that we have not identified?

No

What are they?

3. Accessibility of our Consultations

23. Do you have any special requirements to enable you to read our consultations? (For example screen reader, large text, and so on)

No

Which of the following do you currently use to access our consultation documents? (Select all that apply)

24. Which of the following document formats would meet your needs for accessing our consultations? (Select all that apply)

A standard PDF

25. How many of our consultations have you read in the last 12 months?

3

If you require an alternative accessible version of this document (for instance in audio, Braille or large print) please contact our Customer

Services Department:

Telephone: 0870 333 1181

Fax: 01793 414926

Textphone: 0800 015 0516

E-mail: customers@english-heritage.org.uk