

SIMS

Guide to Importing and Analysing Examination Results

Handbook



CAPITA
CHILDREN'S SERVICES

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Introduction

This guide has been produced to assist users with the import of examination results using Examinations Organiser and then the analysis of these results using SIMS Analysis and SIMS Assessment. It pays particular attention to the enhanced facilities in Examinations Organiser 6.74 for recording and calculating PI related data. It should be read in conjunction with the *SIMS Examinations Organiser* handbook, which contains detailed descriptions of the operation of the parameter screens. The purpose of this guide is to draw attention to changes from previous versions, and to assist in the usage and interpretation of the reports available.

For 2009, the 2009 'Statement of Intent' on the content of the Achievement and Attainment Tables appeared only in mid-July, so for development purposes we had to assume continuity from last year's arrangements. Fortunately, there are no significant changes. This means that use of versions prior to 6.74 give results as accurate as last year (except for a little more latitude in the interpretation of the '2 Science' measure), but without access to the new facilities.

Examinations Organiser is used for the administration of examinations. It uses information provided by the examination boards to enable candidates to be entered for examinations and the results to be subsequently received.

SIMS Analysis analyses assessment and examination data stored in the SQL database. It can be used to monitor the progress of individual/groups of pupils/students and also to set attainment targets. It also uses a range of powerful graphical tools to assist with the identification and comparison of trends in the attainment of groups.

SIMS Assessment is used to develop and maintain a database of assessments, covering National Curriculum records, examination data (such as forecast grades and results), together with those defined within the school. There is no limit to the type of assessment that can be performed and recorded, providing the result can be expressed in terms of a mark, grade, age or comment. Records can then be stored on effort, conduct, reading age, the number of times an activity takes place and so on.

This guide assumes that it is examination results day and that you have already downloaded the result files from the appropriate examination board site or you have received the result files from another source. Therefore, all of the processes leading up to this day are not included in this guide. For more information on these processes, including the creation of a season pattern and a season, importing basedata, identifying candidates, entering candidates for examinations and creating submission files, please refer to the *SIMS Examinations Organiser* handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS. Once open, click the **Handbooks** button, select the required category, then click the required handbook from the **Handbooks** page.

Once the examination results have been imported, you can produce a number of useful exam result reports, including the Performance Tables report, using Examinations Organiser. These results can then be analysed using SIMS Analysis. For information relating to the features available in SIMS Analysis not covered in this guide, including amending the result filters, changing the groups for analysis, changing the group membership dates, viewing analysis graphs, etc. please refer to the *Analysis in SIMS* handbook.

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Importing Your Results into Examinations Organiser

Once the examinations have taken place, the examination boards have released the result files and you have downloaded these result files and placed them in the `ExamIn` folder, you should then import the results into the SIMS SQL database, using Examinations Organiser.

Result files are downloaded through your EDI carrier into the `ExamIn` folder, as specified through the **Tools | School Setup | School Details** routine. They can be recognised from the filename: `Rccccbbb.xnn`, where `cccc` is the school centre number, `bb` is the board code and `nn` the sequence number (it is not possible to identify the series from the filename). This is currently the only file format supported by Examinations Organiser.

Please refer to *Examination Board Contact Details* in the *Additional Information* chapter of the *SIMS Examinations Organiser* handbook for more information, if required. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS.

Joint Council

For Joint Council boards, the result file formats are fully described in the booklet **Formats for the Exchange of Examination Related Data** published by the Joint Council for Qualifications, currently at Version 11.

Importing the Results

Select **Tools | Import Results & Enrolments** to display the **Import Results & Enrolments** dialog. The behaviour of this screen is described and illustrated in the *Processing Results* chapter of the *SIMS Examinations Organiser* handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS.

The following notes should be read in conjunction with this chapter.

When importing results, the following anomalies can be written to a log file:

- **Results for Elements absent from imported basedata**

This indicates a result contained in the result file that cannot be matched with an element in your basedata. This can be resolved by refreshing your basedata with the missing elements.

- **Results not matched by an entry**

This indicates that there is a result in the result file for which there is no corresponding entry. If this error occurs, no action is necessary as the results may stand by themselves.

- **Results indicated as being returned against a different Element entry**

This indicates a result in the result file which is associated with an element, but it is not the element for which an entry was made. The system will check that the element for which the grade is issued has been imported and record the result against it.

- **Results with a Partial Absence flag**

This indicates that a student has not completed all of the necessary components of the examination. If this error occurs, no action is necessary as this report is for information only.

- **Results which differ from a previous import**

This indicates a re-import of a result file. If this error occurs, no action is necessary as this report is for information only and the system will overwrite the existing result.

- **Result not in range defined for the Aspect**

This indicates that a grade contained in the result file is invalid. If this error is reported for all results for a particular element, inspect the result gradeset indicated in the element properties in the Basedata tree. If this shows an unexpected value, or none at all, it is likely that your SIMS database has become corrupt. Re-importing the basedata may resolve the problem. Otherwise, check existing solutions on the SupportNet website: (<http://support.capitaes.co.uk/hottopics>). If there is nothing relevant here, contact your LSU for assistance.

If it occurs only on particular results, check the grade indicated for validity, and contact the appropriate examination board in case of a problem.

There is limited information provided throughout the result import process. Once the process has completed successfully, a message is displayed in the dialog, but this is not instantly visible unless you scroll to the bottom of the dialog.



IMPORTANT NOTE: *The import of result files may take some time. Towards the end of the process, there is minimal screen activity and it may appear that the machine has crashed. However, please be patient during the import and allow the process to complete. The pause occurs as the imported results are saved to disk.*

Please refer to *Dealing with Errors When Importing Results* in the *Additional Information* chapter of the *SIMS Examinations Organiser* handbook for more information. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS.

If it becomes necessary to contact your LSU, please be ready to report the exact error message, and ensure that you have available a saved copy of the import log, and the result file that encountered the problem.

Two commonly encountered errors are:

- **Aspect Type Equivalent for Element nnnn not found.** This is very common, and is caused by the practice favoured by Edexcel and AQA of accompanying a UMS mark of 000 with a following X. This appears in the position in the file reserved for the 'Equivalent' grade issued by OCR and WJEC. When it encounters this X, the system looks for the equivalent grade aspect to record it against – but there is not one because the basedata does not indicate that this file position is in use. The error may be safely ignored, because **Fatal** in the error classification simply means that the X becomes defunct because there is nowhere to put it.
- **UCI No in the result file does not match that recorded for the candidate.** The UCI occupies bytes 12-24 in the Result record. A result with this anomaly will not be imported, because the matching is regarded as an essential integrity check. This error is most likely to be encountered while importing results from Edexcel, who have a policy of inspecting entries with a view to matching Candidates with their existing archive. Where a UCI has changed (which will occur, supposing the identification is correct, if a candidate has moved from one school to another and not been reported, or reported inaccurately, their existing UCI), they 'correct' it in their records, and use the altered UCI in the results file. Since the other boards do not do this, it puts schools in an impossible position. We have drawn Edexcel's attention to this problem, but we are not clear whether it will occur again this year or not. If you encounter the error, the report will identify for you the candidate and the option affected. Results may be entered, if necessary, through an appropriate marksheet.

Once the examination results have been imported, you can produce a number of useful exam result reports, including the **Performance Tables** report, using *Examinations Organiser*. These results can then be analysed using *SIMS Analysis*. Please see *Analysing Your Examination Results in SIMS Analysis* on page 19 for more information regarding the analysis of your Examination Results. For information relating to the features available in *SIMS Analysis* not covered in this guide, please refer to the *Analysis in SIMS* handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS.

Adding Results Achieved Elsewhere

If you operate as part of a consortium, it may be that some of your students' exams were sat at another centre, and their results returned to that centre. These results cannot be imported directly into your system, but you will want to record them as part of your students' record of achievement. Do not use **Tools | External Results | Manual Entry** for this purpose – results created here will not be associated with your exam season, and will therefore not appear in any analysis process.

The new non-EDI facilities in Examinations Organiser 6.74 can be used to record such results, but the best way to enter such results is to import the relevant basedata into your own season, create results marksheets, and enter them here (you do not need to create entry records).

Achieving an Overview of Results

Because of the range of element and result types, there is no simple way in Examinations Organiser to see everything in one synoptic view. The best way to access the results for the season is to use **Reports | Results | Export Results** to create the required CSV outputs, which may then be imported into Excel or other spreadsheet application and manipulated and viewed as required. For more information, please see *Chapter 4: Reports in Examinations Organiser* on page 11.

To enable access to all the results that have been taken into account for the PI calculations, the CSV export of the 'working' table introduced in Examinations Organiser 6.62 has been replaced by a 'Full' option on the **Reports | Results | Performance Tables** dialog.

Using Results Marksheets

If you have used the batch creation of marksheets facility in Examinations Organiser, consolidated or results marksheets will already have been created. Otherwise, to view results by award and group, you can create marksheets which will display the candidate's name, their result and, optionally, their entry details. The process is described in the *Registering Candidates for Examinations* chapter of the *SIMS Examinations Organiser* handbook. All handbooks can be accessed from the **Documentation Centre**, which is launched by clicking the **Documentation** button on the **Home Page** in SIMS.

Alternatively, exams-related aspects may be incorporated as read-only columns in marksheets in SIMS Assessment, as described in the *Assessment in SIMS* handbook.



NOTE: Viewing results is usually a retrospective process. Therefore, when using class-based marksheets for this purpose, do not forget to set the Effective Date for the marksheet back to a date when the classes were populated.

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Introduction

The purpose of this chapter is to introduce you to the Performance Indicators functionality available in Examinations Organiser. This functionality will be useful to the Exams Officer, on or immediately after exam results day in August, when you prepare the reports required by school management.

Examinations Organiser sets up and populates the summary values for each candidate, from which the system derives the school summary values that are specified for inclusion in the annual Achievement and Attainment Tables, for students completing Keystage 4 (GCSE/GNVQ) and Post-16 stages. This information can then be used by the dedicated reports provided in Examinations Organiser, and for more detailed querying by SIMS Analysis, to report on the performance of your school in advance of the issue of the Autumn Package and the publication of the tables.

In using the PI facilities in Examinations Organiser, you should be aware of the following limitations:

- Data for the production of the annual Achievement and Attainment Tables is reported directly by the Boards to SERAP at Bath University for global analysis, and then forwarded to Forvus for school-level processing. Capita Children's Services is therefore not regarded by the DCSF as part of the information loop that leads to the production of the tables, and is therefore in no way privy to the official deliberations on their annual evolution. The first intimation we generally receive of the government's intentions is the appearance on the Internet of the consultation document published in the spring. For 2009, this document was released in mid-July.
- The evolution of the table formats will regularly render some of the calculations obsolete. Nevertheless, there are many secondary purposes to which the PI-related data is put, by schools and LAs, particularly for year-on-year comparisons. Accordingly, a conservative approach has been adopted to the inclusion of obsolete features. Examples currently include the Capped Score, no longer in use, and the gender split, which has not been referred to in official documentation for several years.

- The calculations are cumulative over time, and involve discounting of a lower level against a higher, a lower grade against a higher, etc. where there is a match of QCA subject code. Some features of the way basedata and results are distributed and recorded can make it difficult to do this reliably, such as:
 - Not all boards have been as meticulous as we would like in defining the appropriate QCA subject code for all certification items – although we believe that the situation is significantly better this year than in previous years.
 - Technically, under UCAS rules, when a Candidate who has claimed certification at AS goes on to certification at A, the AS certification lapses, unless the A certification is explicitly declined. It is not believed that many exams officers routinely tidy their results data to take account of this. This is particularly problematical in Maths, where an A result can easily be issued against a different discount code from the corresponding AS award.
 - Every board has a different mechanism for recording Key Skills results. Only AQA actually issues a certification result recognisable in terms of Skill and Level. However, simulated basedata files are available from SupportNet to permit users of Key Skills qualifications from Edexcel, OCR and WJEC to record such results and incorporate them in their calculations. Full details will be found in the Results Day Survival Kit for 2009, available from the SupportNet website (<http://support.capitaes.co.uk>), resource numbers 15325 to 15327.
- Ownership of students' results lies with the school at which they were singly or mainly registered on School Census day in January. It is possible for Examinations Organiser, on the basis of recorded data, to exclude from the official PI Cohort Candidates who were involved in the main Summer exam season, any who were not on roll in January, but it cannot know about the results achieved elsewhere by students who left after School Census day. Therefore, summary calculations cannot be regarded as anything more than approximations.

How are the Results Calculated?

Before reporting on the performance of your exam candidates, you must collect the examination results for all candidates in the current season into one or more cohort groups. Up to two groups will be created when you are collating examination results.

Following the rule change announced by DCSF in 2005, the first group will contain those students who were on roll (single or main registration) on School Census day (the third Thursday in January) and who were in Curriculum Year 11 (i.e. completing Keystage 4) on School Census day. This group will be coded `PI15yyyy`, where `yyyy` is the year of the return, and named `PI Cohort yyyy KS4`. Existing groups from previous years will retain their description of `PI Cohort yyyy Age 15`.

The second group will contain those students who were on roll on School Census day, who were 16, 17 or 18 years of age on 31st August preceding the year of the return, and who have completed two years of Post-16 study. These may be inferred as being those who have at least one certification result at GCE A-Level or VCE A or DA (AS in either may be claimed after one year). This group will be coded PIP16yyyy, where yyyy is the year of the return, and named PI Cohort yyyy Age 16+.

Calculating the Data



IMPORTANT NOTE: Before calculating your PI data, please ensure that you have assigned QCA codes to all of the elements in use at your establishment, for discounting purposes. If you do not assign QCA codes, the results will not be recognised, as discounting looks at subject level, not at option level. For more information on QCA codes, please see *What is a QCA Code?* on page 30 and *Ensuring Analysis Grids Display the Correct Aspects* on page 27.

Before calculating your PI data, please be aware that:

- PI data will only ever be calculated and analysed around the time of exam results day in August.
- PI data can only be calculated for examination seasons containing **June** as an associated month.
- If you attempt to calculate PI data before the close of the Summer Season, you will be warned that only cohort membership will be updated. PI data will not be calculated.

The procedures for the collation and calculation of results have been subdivided in *Examinations Organiser* 6.74. For more information, please refer to the *SIMS Examinations Organiser* handbook.

Select **Focus | PI Values | PI Data Collation**

Examinations Organiser will now create or refresh the appropriate group(s) with the appropriate Candidate details.



NOTE: The groups created will be of type **PI Cohort**.

For each student in each cohort, Examinations Organiser will calculate the appropriate values and either create or update the necessary Result record, constituting the link between the Aspect, the Candidate and the Result Set linked to the Examination Season.

Full details of the basis of the calculations are to be found in the *Preparing the Data for the Performance Indicators Reports* chapter of the *SIMS Examinations Organiser* handbook.

It is permissible for schools to exclude from the PI cohort students in certain categories, such as recent immigrants from a non-English speaking background, and permanent excludees. If PI cohorts already exist for the current season, you will be asked **Do you want the system to update PI Cohort membership?** If you select **Yes**, the system will review the cohort membership in the light of current data. If you select **No**, the system will leave in place any changes that you may have made in **Tools | Group Manager**, and skip straight to updating the collation of student results. Selecting **Cancel** returns you straight to the menu.

While calculating the data, a message is displayed to that effect. On completion of the calculations, it will disappear.

You then have the opportunity through **Edit PI Data** to add further results, or update any values that have not been correctly represented, before proceeding to **PI Performance Calculation**, which calculates the required values for each student.

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Introduction

The detailed operation of the controls in the Parameters forms for the results-related reports are described in the *Producing Reports* chapter of the *SIMS Examinations Organiser* handbook. The purpose of these notes is to draw attention to changes, to offer a guide to the usage of the reports, and to explain the significance of their content.

Where appropriate, the Parameters dialogs have had the OK button replaced by two new buttons, **Print** and **Export**. Use of the **Export** button will send the output in a dedicated CSV format to a user-defined path and file.

One benefit of using the Export option is that the system does not have to close the Parameters dialog in order to produce the report. This will enable you to produce a series of similar reports without having to enter all their parameters from scratch each time.

Statement of Student Results

This report records the results achieved by each Candidate.

The report header displays the Candidate's personal details including their name, their examination numbers, year, registration group, and the season and (if requested) the series with which the results are associated. For each examination, the report body consists of the examination board, the level, the element code and title, and the grades and/or marks achieved.

An additional panel in Examinations Organiser 6.74 displays any results added through the **Edit PI Data** routines.

The detailed operation of the parameters form is described in the *SIMS Examinations Organiser* handbook. Please be aware of the following options:

- You may opt to produce a report of **Forecasts**, rather than **Results**. Please note however, that with the decision of the Joint Council to drop forecasts for certifications of modular awards, this may be a less useful feature in the future.
- You can opt to produce the report for an academic year, instead of a Season. Please note that since the report layout is unaffected, this output does not include an indication of when a result was achieved.
- You can now select by group(s) or by individual Candidate(s). If you select multiple groups, they will come out batched by group. If a Candidate is a member of more than one of the selected groups, a report will be printed for each qualifying membership. Group membership is checked for the start date of the Season.
- You can opt to order reports, within each selected group, by name or Candidate number.
- You can enter a report footer and if required, save it as your default for future **Statements of Results**.
- You can opt to either print the output or to export it to the Document Management Server. If you opt to **Export**, only one copy will be saved for each Candidate regardless of the number of qualifying memberships.

Certification Results Broadsheet

The purpose of this report is to produce in summary form, a record of the certification results at the selected level of students in the selected group.

It compensates for the fact that certain subjects will have Candidate entries for different tiers or options within a single subject by gathering under one heading all certification results that share the same QCA subject code. **Any element that does not have such a code defined will not be included in the report.**

The Report Header displays the School name, the selected Season, the Qualification, the Level and the Group for which the report was produced. For each Candidate, the Report Body displays their Year group, Registration group, the number of entries and their results for each of the examinations that they took.

CSV Export is available for all options.

Usage and Interpretation

- **Report Type:** you may now opt to produce, as an alternative to **Results**, a broadsheet for **Forecasts**. This option will confine your **Output Mode** to **Grades** only. Note that the output from this option is likely to become less comprehensive as boards progressively apply the JCQ decision not to collect forecasts for the certification of modular courses.

- When you come to select the **Level** for the report, the levels available will be those associated with the selected **Qualification**. Be aware that if you intend to output **Points** or **Residuals**, different levels within the qualification (e.g. GCSE FC/SC) will be distinguishable. If you opt for **Grades**, they will not.
- If you have selected **Results** as your **Report Type**, you have the option of outputting **Grades**, **Points** or **Residuals**. The point scores used are those recorded in the exams-dedicated PI Equivalence tables.
- If you select **Points** or **Residuals** as your **Output Mode**, an additional column is output, **Average Score**. This represents the Candidate's average score per entry at the selected level. In addition, two further rows are produced after the **Total Entries** row: **Total Equivalent Entries**, which takes into account the difference between GCE AS and A, or between GCSE FC and SC, and **Average Points** or **Average Residual**, as appropriate. **Average Points** is derived by totalling the points scores in the column and dividing by the number of **Equivalent Entries**. **Average Residual** is derived by dividing the total of the values in the column by the unadjusted number of entries. The reason for the difference is that residuals have already had the scale factor applied.
- In any Candidate's data row, the **Residual** values are to be taken as divergences from the final column. They should cancel each other out.
- To make it easier to read, this report is ruled off after every fifth Candidate. Note that this count is *not* reinitialised at each page break. There are two reasons for this:
 - It is the printing engine itself that determines when a page break is necessary, but Examinations Organiser that sends the underline. Examinations Organiser does not know that a new page has been started until after it has happened, so if a page break is triggered after the fourth Candidate in a division, the first Candidate on the new page would be underlined.
 - Because of the rotation of the variable-length column headings, it is not possible to anticipate how many records per page can be output or to fix the printed depth. Therefore, where the number of columns to be printed exceeds 18, the second pane will inevitably have a different number of data rows from the first. The rigid application of the 'every five' rule ensures that horizontal alignment is easier.



NOTE: Only certification results will be included in the report output.

Subject/Grade Analysis

This report can be produced to review the breakdown of grades for a given subject, as determined by its QCA subject code.

The report header displays the school name, the selected season, the qualification, the level and the group for which the report was produced. For each subject, the report body displays the number of subject entries associated with it and the number/percentage of Candidates achieving each grade. If GCSE is selected as the Qualification, the number/percentage of A*-C and A*-G are also displayed.

The only change from version 6.40 is the addition of a new check box, **Show Cumulative**. If this is selected, each column will show the cumulative value of itself and all columns to the left. The A*-C and A*-G columns that would normally accompany a GCSE analysis will then be redundant, and are not printed.

CSV Export is available for all options.



NOTE: Only certification results will be included in the report output.

Group Performance Analysis

This report relates certification exam results to curriculum delivery. Successful use depends on the necessary links being established: **Elements** must be related to **Awards**, and **Awards** must be linked to the **Courses** associated with the **Classes** to which the students belong on the selected date.

Because it applies only to terminal certification results, it is available only in **Seasons** which contain the month of June, and because it is intended as a summary analysis across an entire year, the only group type selectable is the **Curriculum Year**.

Two modes of analysis are available: **Classes** and **Courses**. Class analysis is likely to be the mode most commonly employed.

Usage and Interpretation

- Unlike other results analyses, which classify by QCA subject code, the focus of this analysis is the curriculum delivery within the school, and the subject classification applied is, accordingly, that defined by SIMS/Nova-T.
- As with the **Certification Results Broadsheet**, 'All' levels of the selected qualification are selectable, but use this option with care – it does not scale the number of grades, although it does scale the corresponding points score.
- Results may be expressed in terms of raw figures or percentages.
- Class populations are measured in terms of the number of students with a result, rather than total numbers – if a class has 25 members, only 20 of whom have a result, percentages and averages will be calculated against a denominator of 20.

- As a new feature in Examinations Organiser 6.74, you have the option of calculating residuals either, as previously, against stored PI values (the default), or the matching qualification (e.g. if you select GCSE, only GCSE results will be included in the overall average).
- The **Membership Date** defaults to the first day of the season but in circumstances where the user knows that all class memberships have been terminated before the season start date, this may be edited to a more appropriate date.
- The three check boxes are designed to target the report to different audiences.
 - **No Expand** and **no Page per Subject** is suitable for SMT, who require compact summary information.
 - **No Expand** and **Page per Subject** is suitable as a summary for heads of department.
 - **Expand Groups** is designed for class teachers.
- The interaction of the three check boxes is as follows:
 - If **Split by Gender** is selected, each class is represented as three rows: **All**, **Female**, **Male**. **Expand Groups** is disabled and deselected. **Export** is available.
 - If **Expand Groups** is selected, **Split by Gender** and **Page per Subject** are disabled and deselected. Each class will start on a fresh page. **Export** is not available, because the report output alternates between summary and detailed data.
 - If **Page per Subject** is selected, **Expand Groups** is deselected and disabled. **Export** is available but if it is selected, the **Page per Subject** is ignored.
- The three columns on the far right-hand side of the report can be interpreted as follows:
 - **Avge** is the average score per entry across the row. In **Expanded** format, it will normally be the score corresponding to the single grade but it will be scaled for entry equivalence (e.g. GCSE FC/SC), and averaged where there are two grades, e.g. Dual Certification GCSE.
 - **All Av**, at student level, is the pre-calculated value derived by the PI procedures. It therefore takes into account all results for qualifications associated with that selected in terms of Keystage. At **Group** level, it represents the average of the averages for the group. It is acknowledged that in some circumstances this may give rise to some statistical aberration, but it is generally true that in a given group, most students will have received a roughly equal number of results.



NOTE: It does NOT exclude the subject under consideration, and therefore a given student will show the same value here regardless of the particular subject.

- Residual represents the divergence between these two, scaled where appropriate.

- In the interests of clarity, in the printed version of the **Gender Split** option, the class name and teacher normally appear only in the first line of the three that relate to the class. For the same reasons as described previously in the comments on the **Certification Broadsheet**, it is not possible to ensure that page breaks occur between classes. Accordingly, when a page break is reported back from the print engine, the next line sent to the printer has the current header information, whether it would normally carry it or not, and it will appear on the second data line on the new page.

Performance Tables



IMPORTANT NOTE: Before running this report, please ensure that you have calculated the PI data for the current season, by selecting **Focus | Calculate PI Data** in Examinations Organiser. For more information on how the PI data is calculated and what happens when you calculate the PI data, please refer to the Preparing the Data for the Performance Indicators Report chapter in the SIMS Examinations Organiser handbook.

This report is produced to review the overall performance of the Candidates in a selected cohort (Summary mode) or a more detailed Candidate-level analysis displaying their overall achievements (Detailed mode).

The Report Header displays the School name, the Year and details of the group of Candidates for whom the report has been created (e.g. **PI Cohort Age 2009 KS4, PI Cohort 2009 Age 16-18**). The Report Body differs depending on the type of report produced, but generally the number of Candidates, the average score per Candidate and average score per entry are displayed in **Summary** mode. In **Detailed** (per **Candidate**) mode, more information is displayed relating to each Candidate.



NOTE: A Candidate who is in the selected group, but was not a member of the Season Candidates group, will not have result records for the required Aspect/Result Set combinations. A null value will therefore be treated as **0**.

For details of how to use the various options on the parameters form, please refer to the *SIMS Examinations Organiser* handbook.

Export Results

There is no change in this routine from previous versions.

Two columns have been added to the **One Record per Result** variant: **Points**, which is populated by the equivalent points value where the result is a grade, and **Percent**, derived where the result is a mark by dividing the mark recorded by the maximum mark for the unit.

The **Percent** value may be used for GCE units where the maximum is not 100, and the board has not issued an Equivalent grade (OCR and WJEC do, the others do not). In such cases, 80%+ = A, 70-79 = B and so on. Beware of cases, such as tiered GCSE units in Maths or Science, where Higher, Intermediate and Foundation tiers have their maximum marks defined in the basedata as, for example, 90, 73 and 54. These values are fine for validation, but to get a sensible percentage it needs to be recognised that all marks, regardless of tier, are actually 'out of' 90. Students on Foundation will therefore appear to be suspiciously high-achieving compared with Higher Candidates.

Reporting in SIMS

Two new areas have been added to the SIMS Reporting Dictionary. Under **Students**, a new node (**Performance Summary**) has been inserted. This gives access to the summary values calculated for each student: number of A*-C, A*-G etc. To see the full picture, select the subheader **Performance Detail**, which gives access to the entire contents of the new PI results file.

05 | Analysing Examination Results

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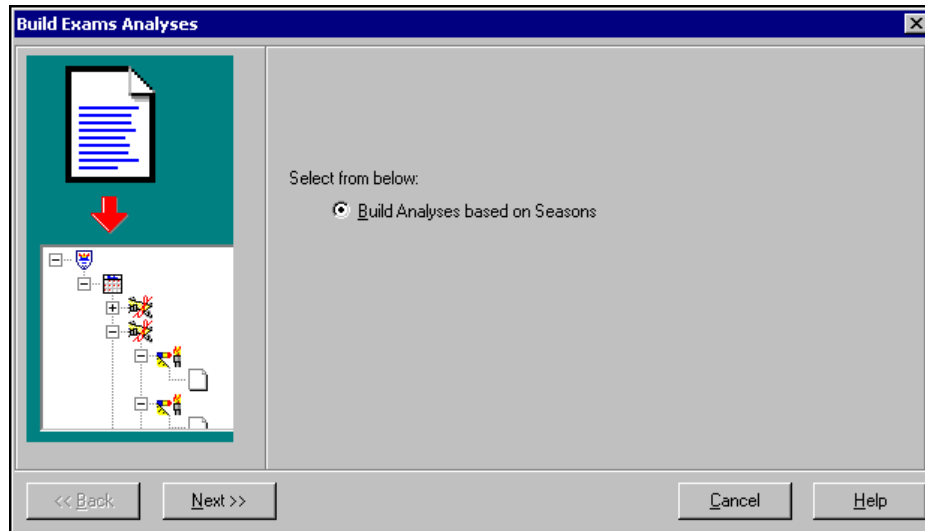
Analysing Your Examination Results in SIMS Analysis

A set of Analysis Grids based on examination results extracted from Examinations Organiser can be created automatically using the **Build Exams Analyses** wizard. These Analysis Grids are based on one or more defined Examination Seasons, its associated Aspects and Grade Sets. If the appropriate Examinations Organiser data exists, a set of Group, Aspect, Result Set and Chance Analyses will be created once the Build Exams Analysis process has completed successfully.

No user will be granted ownership of these Analyses automatically. They can therefore be viewed or edited by opening the appropriate Focus and selecting the Analysis from the **No Owner** list in the browser. If you wish to edit any of these Analyses, you must first clone the Analysis Grid, which assigns ownership of the Grid to you and enables you to make the appropriate changes. You can then enter a suitable name for the Analysis and make any further changes, as required. For more information, please see *Cloning Analysis Grids* on page 25, if required.

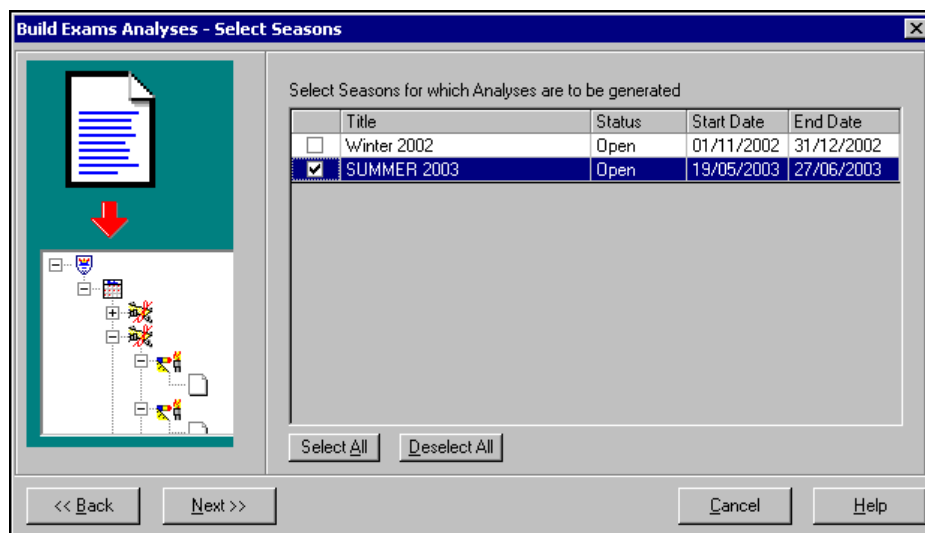
Building Examination Analyses

1. Ensure that all Focus screens have been closed. Examination Analyses cannot be created if a Focus screen remains open.
2. Select **Tools | Build Exams Analyses** to open the **Build Exams Analyses** wizard.



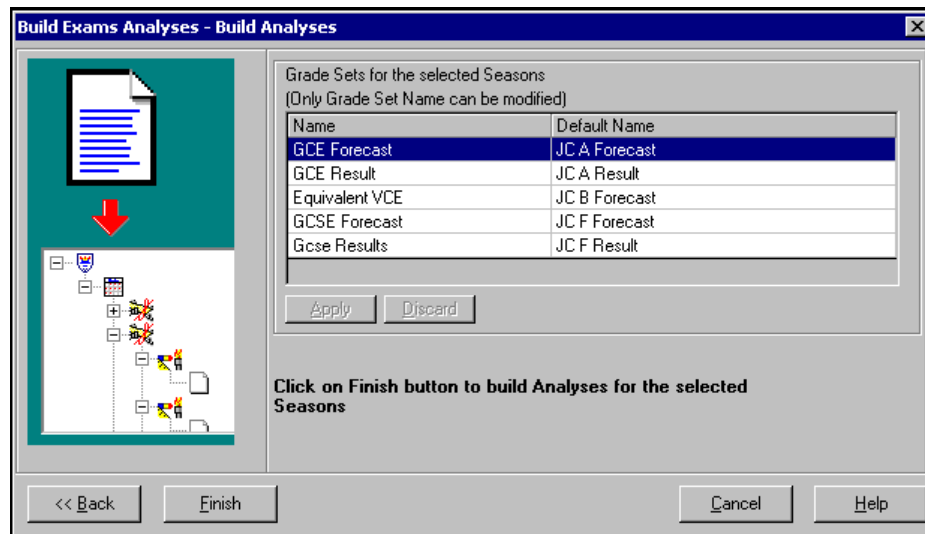
The **Build Analyses based on Seasons** radio button will be selected automatically.

3. Click the **Next** button to continue.



4. Select the Season(s) for which you wish to create the Analysis Grids by selecting the appropriate check box(es). Alternatively, click the **Select All** button to select all of the displayed Seasons. Incorrectly selected Seasons can be removed from the selection by clicking the **Deselect All** button.

- Click the **Next** button to continue.



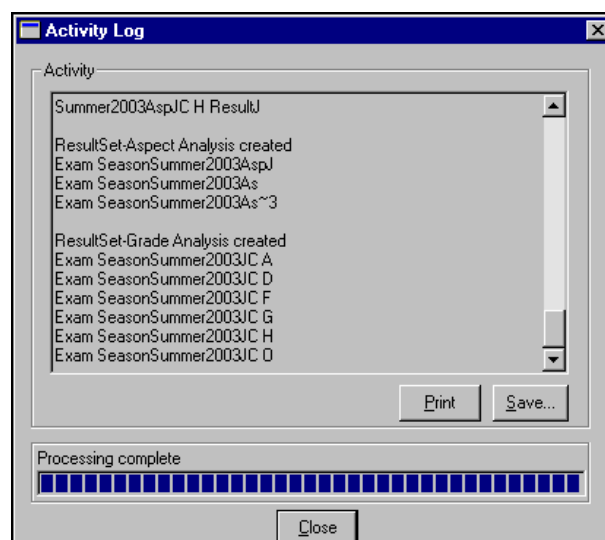
- Edit the names of the Grade Sets that will be displayed in the Analysis Grids to a more meaningful name, if required. This can be achieved by double-clicking the appropriate entry in the **Name** field and entering the new name, up to a maximum of 14 characters.



NOTE: The **Default Name** cannot be edited, as this is the internal name for the Grade Set. Please see Usage of Joint Council Gradesets on page 32 for more information, if required.

- Click the **Apply** button after you have changed each name to confirm the change. Alternatively, click the **Discard** button to undo the name change.
- Click the **Finish** button to build the Examinations Analyses for the selected Season(s).

Once the process has completed successfully, the **Activity Log** will display the types and names of Analyses that have been created automatically.



9. Click the **Print** button to print the details displayed in the **Activity Log**. Click the **Save** button to save these details to a filename and location of your choice.
10. Click the **Close** button to close the Activity Log.

Viewing an Analysis

1. Select **Focus | <Analysis Type>** or click the required **Analysis Focus** button on the Application Bar to open the browser.
2. Select the Analysis you wish to edit from the browser.

The browser appears on the left-hand side of the screen and displays all the Analyses you have permission to view.

Locate the required Analysis using the + button to expand and the – button to collapse the navigation tree. Alternatively, expand the groups of Analysis Grids and enter the first few characters of its name (if known) in the **Looking for** box and press **Enter** to open the first grid that matches the name entered.



*NOTE: Please ensure that all groups of Analyses are expanded before using the **Looking For** function.*

If you have associated your Analysis Grids with a Category, you can search for the required grid by clicking the **Filter** button and restricting the view of Analysis Grids in the browser by Category.

The browser will display those Analyses owned by you, under the heading **My Analyses**, together with a list of all Analyses on the system, under the heading **All Analyses**. Analyses created using the Build Exams Analyses routine will be displayed automatically under the **No Owner** heading.

The required Analysis Grid can be recognised by the constituent parts of its name. The Analysis Grid is made up of a concatenation of the Season name, whether the Analysis Grid will display a single Aspect or a set of Aspects and the Grade Set name.

For example, the Analysis Grid **Summer2003AspJC F Results** would be an Analysis Grid for **Summer2003**, containing multiple Aspects (**Asp**) for **JC F Results** (GCSE Results). Changing the name of the Grade Set when Building Exam Analyses would alter the last section of the Analysis Grid name from **JC F Results** to whatever was entered as the Grade Set Name.

An Analysis Grid named **Summer2003JC F Results** would be an Analysis Grid for **Summer2003**, containing a single Aspect (which can be altered once the analysis Grid has been selected) for **JC F Results** (GCSE Results). Therefore, if **Asp** is not displayed in the Analysis Grid name, you can assume that the Grid contains information relating to a single Aspect. The Analysis can be cloned and the Aspect can be altered, enabling you to create a set of Analysis Grids, one for each Aspect (subject), if required.

3. Click the required item under the **No Owner** heading in the browser to display the appropriate Analysis Grid. The **Basic** page will be selected automatically.

i *NOTE: You can assign ownership of an Analysis Grid by selecting the **Properties** page and selecting an item from the **Owner** drop-down list, providing you have sufficient Permissions to do so.*

- Click the **Display** button to populate the Analysis Grid with data.

Useful Analyses

Once the Examination Analyses have been created, you will notice that a large number of Analysis Grids have been created and are available for selection in their respective browsers. This section has been designed to guide you towards those Analysis Grids that you think may be of most use to you and your school.

To open any of these Analysis Grids, follow the instructions in *Viewing an Analysis* on page 22, selecting the appropriate Analysis Type in the process.

The resulting output from these Analysis Grids may be useful as part of a report to senior managers, school governors, parents, etc.

i *NOTE: Once an Analysis Grid has been displayed, you can amend the Column Pattern in order to display a cumulative Grade Pattern. For example, instead of just displaying Grades A*-U across the columns of the Analysis Grid, you may wish to amend the Column Pattern to display A*-U across the columns, together with an additional column to display a total of how many A*-C Grades were achieved.*

Viewing All Examination Aspects in a Group Analysis

This Analysis Grid allows you to view all examination results for a given gradeset, (e.g. GCSE, GCE, GNVQ, etc.) for a defined cohort of Candidates.

This Analysis Grid will be particularly useful if you wish to analyse individual achievement across a range of related subjects.

Result Set: Summer 2003	Business Studies	D&T Food Technology	Geography	History	Home Economics	Latin	Religious Studies	Science	Geology
☐ Summer 03 All(ALL)		20	68		11			183	
☐ ABBOTT, Sarah									1
☐ ABLETT, Jo			1						
☐ ABRAHAM, Luke		1							
☐ ALDRIDGE, Mark									1
☐ ALEEM, Raheel									1
☐ ANDERSON, Dillan			1						1
☐ ANDERSON, Jo									1
☐ ARCHER, Susan									1
☐ ASH, Catherine			1						1
☐ ASLETT, Carly			1						
☐ ATKINSON, Corrina					1				1
☐ BARNETT, Moss			1						1
☐ BATTLE, Jacqui									1
☐ BIRD, Matthew			1						1

The previous graphic indicates that for the **Summer 2003** Result Set, 68 Candidates took a Geography examination. The **Outcome Type** selected is **Count**, but can be changed to display the mean grade, mean value, etc. You can also drill-down to view individual Candidate achievement, by clicking the + button.

Viewing a Specific Examination Aspect in a Group Analysis

This Analysis Grid allows you to view examination results for a given Aspect, for a given gradeset and a defined cohort of Candidates.

This Analysis Grid will be particularly useful if you wish to see individual achievement for a single Aspect.

Aspect: AQA 1111F Res G Result Set: Summer 2003		A*	A	B	C	D	E	F	G	J	N
+ Summer 03 All(ALL)		5	5	3	4	6	3	5	3	3	
+ ABBOTT, Sarah								1			
+ ABLETT, Jo									1		
+ ABRAHAM, Luke										1	
+ ALDRIDGE, Mark				1							
+ ALEEM, Raheel			1								
+ ANDERSON, Dillan				1							
+ ANDERSON, Jo						1					
+ ARCHER, Susan				1							
+ ASH, Catherine								1			
+ ASLETT, Carly						1					
+ ATKINSON, Corrina						1					
+ BARNETT, Moss								1			
+ BATTLE, Jacqui					1						
+ BIRD, Matthew							1				

The previous graphic indicates that for the Aspect named **AQA 1111F Res G** associated with the **Summer 2003** Result Set, four Candidates achieved a Grade C. The **Outcome Type** selected is **Count**, but can be changed to display the percentage of students achieving each grade, the total points associated with each grade, etc. You can also drill-down to view individual Candidate achievement, by clicking the + button.

Viewing All Examination Aspects in an Aspect Analysis

This Analysis Grid allows you to view examination results for a range of Aspects, for a given gradeset and a defined cohort of Candidates.

This Analysis Grid will be particularly useful if you wish to analyse achievement across the Candidate cohort for a range of Aspects.

Result Set: Summer 2003										
	A*	A	B	C	D	E	F	G	U	X
Business Studies										
D&T Food Technology	6		1	3	2	2	1		5	
Geography	13	6	5	4	11	4	7	3	15	
History										
Home Economics				1	1	2	2	4	1	
Latin										
Religious Studies	25	15	20	23	22	18	24	16	20	
Science Geology										

The previous graphic indicates that for the **Summer 2003** Result Set, 20 Candidates achieved a Grade B for Religious Studies. The **Outcome Type** selected is **Count**, but can be changed to display the number of each Grade achieved as a percentage of all results achieved for that Aspect. You can also double-click any cell in the populated table to view the names of those Candidates who achieved the represented Grade.

Cloning Analysis Grids

Cloning an Analysis Grid enables you to make a copy of the selected grid.

This functionality would be particularly useful if you wish to use an existing Analysis Grid as the framework for a new Analysis. For example, the Build Exams Analysis routine might have created a Group Analysis based on GCSE Maths examinations. However, from this Analysis Grid, you may also wish to create a Group Analysis for GCSE Science examinations. Instead of creating a similar Analysis from scratch, you can clone a current Analysis, change its name and then change the associated Aspect, result filter, etc. Any user who has been assigned membership of the Assessment Co-ordinator, Exams Officer or Class Teacher/Senior Management Team group can clone an Analysis Grid.

In order to save any changes you make to an Analysis Grid, you must be assigned as the Owner. This can be achieved by cloning an existing Analysis Grid or by selecting an Owner from the drop-down list on the **Properties** page. Once you have been assigned ownership in this way, you can change the name of the Analysis Grid, the Aspects, result filters, etc.

1. Select **Focus | <Analysis Type>** or click the appropriate button on the Application Bar to open the browser.
2. Select the Analysis you wish to clone.
3. Click the **Clone** button on the Focus Bar to clone the currently selected Analysis Grid.



Clone button

4. Enter a name for the new Analysis Grid.
5. Click the **Save Changes** button on the Focus Bar to save the new Analysis.



Save Changes button

- The Analysis can then be amended as required and populated with data.

Changing the Name of the Analysis

The name entered should be meaningful enough so that it is easily distinguishable from other Analysis Grids. The name must also be unique and contain up to 25 alpha-numeric characters.

Assigning Ownership of an Analysis Grid

The **Properties** page of an Analysis Grid displays summary information regarding the selected Analysis. The majority of the information is read-only.

- Select **Focus | <Analysis Type>** or click the appropriate button on the Application Bar to open the browser. In these instructions, replace **<Analysis Type>** with the appropriate type of Analysis you wish to perform.
- Select the Analysis whose properties you wish to view or edit.
- Select the **Properties** page.
- Select the user to be recognised as the owner of the Analysis Grid from the **Owner** drop-down list.
- Click the **Save Changes** button on the Focus Bar to save the new Analysis Grid.



Save Changes button

Saving an Analysis Grid

Once the definition of the Analysis has been created or edited, you may wish to save the Analysis Grid for future use. To save an Analysis, you must have been granted the appropriate Permissions. A member of the Assessment Co-ordinator group can save changes to all Analysis Grids. A member of the Exams Officer group can only save changes to their own Analysis Grids. A member of any other group cannot save changes to any Analysis Grids, although a Class Teacher can clone an Analysis Grid and save it.

If you have not been granted sufficient Permissions to save changes to another user's Analysis Grid, you can clone it (providing you have sufficient Permissions) and then save the cloned grid. This course of action grants you ownership of the new Analysis Grid.

Only the structure of the Analysis Grid is saved to disk. The data held within the Analysis Grid is *not* saved, due in part to the amount of time it would take to save the data. To populate the Analysis Grid with data in subsequent sessions, click the **Display** button after editing the properties of the Analysis Grid, if necessary.

Click the **Save Changes** button on the Focus Bar to save the changes made.



Save Changes button



NOTE: In order to save an Analysis Grid, you must enter a unique name for the Analysis.

Ensuring Analysis Grids Display the Correct Aspects

There may be occasions when, after running the Build Exams Analyses routine, the Analyses are created, but the Grid is not displaying all or any of the appropriate Aspects.

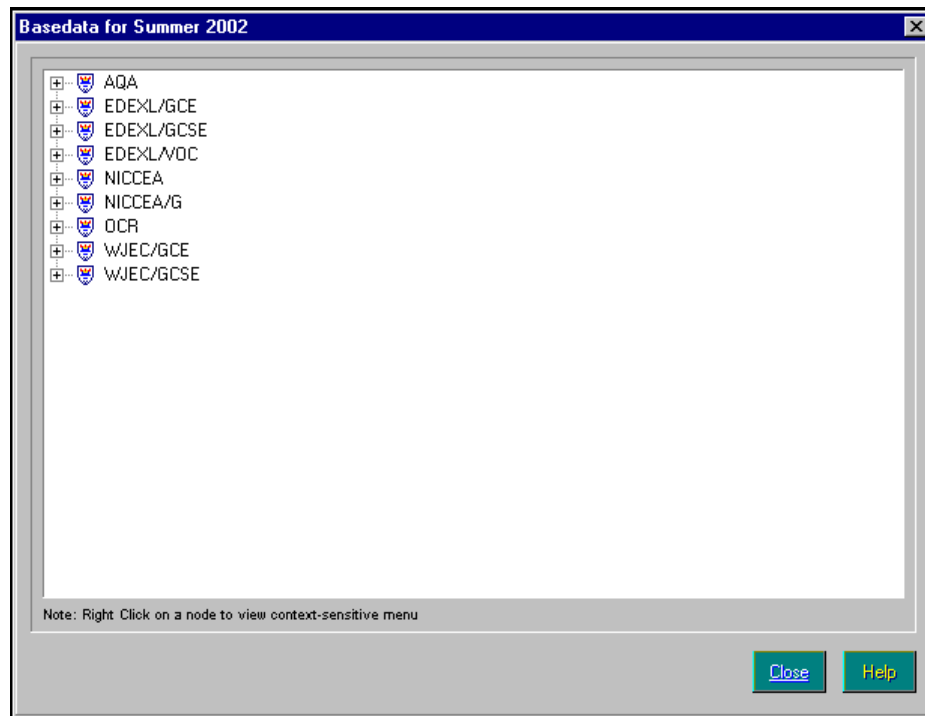
Should these errors occur, the problem is due to the content of the basedata imported into Examinations Organiser. If an Examination Board has not included a value in the **QCA Code** field in their basedata, these problems will occur. We are currently in discussions with Examination Boards regarding the possibility of ensuring that QCA Codes are specified in their basedata. For more information regarding QCA Codes, please see *What is a QCA Code?* on page 30.

However, there is a workaround that you can use in the meantime. This should be performed using Examinations Organiser for *each* Element where the QCA Code is missing and therefore causing an Analysis Grid to display an incomplete set of Aspects. The Aspects displayed in an Analysis Grid benefit from automatic aggregation of the QCA Code. Therefore, any examinations relating to a single QCA Code will be grouped under one Aspect on an Analysis Grid, e.g. any examination with the QCA Code **3810** will be represented by one column on an Analysis Grid.



IMPORTANT NOTE: *This process will only ever have to be performed once for each Element, regardless of the number of years it will be used. Once the QCA Code has been entered, it will remain present, even after basedata has been imported or refreshed in subsequent years.*

1. Select **Focus | Basedata** to open the **Basedata for Season** dialog.



2. Navigate to the fourth level by clicking the + button to expand the navigation tree and highlight the required Element.

 *Element icon*

3. Right click the required Element and select **Properties** from the pop-up menu to open the **Properties of Element** dialog. The **Basic Details** page will be selected automatically.

Properties of 1015 ART(MODULAR) Element

1: Basic Details | 2: Links

Board: Edexcel Foundation (GCSE)

Internal Title: ART(MODULAR)

External Title: ART(MODULAR)

Description:

Entry Code: 1015 | QCA Code: | QAN: |

Qualification: General Certificate of Secondary Education | Level: GCSE

Item: Certification | Process: Entry

Fees: 18.50

Result Type: 1 | Grades Levels or points score

Gradeset

	1st	2nd
Forecast	JC F Forecast	
Result	JC F Result	
Endorsement		

Mark Range

Minimum: | Maximum: | GradeSet: |

Save | Cancel | Help

- Enter the **QCA Code** (Qualifications and Curriculum Authority, formerly known as the LEAP code or SCAA code) for the Element, or select it from the drop-down list.
- Click the **Save** button to save the changes to the Element.

After the appropriate QCA Codes have been assigned correctly, you can delete the Exams Analyses using **Tools | Delete Exams Analyses** and recreate them using **Tools | Build Exams Analyses**, both using SIMS Analysis.

Exams Analyses will only be built for those Elements that have been assigned a QCA Code. For example, if there are two Elements in your basedata that should share the same QCA Code, but only one Element has been assigned this code, only the Element that has been assigned the code will be used when building Exams Analyses.

The Analysis Grids that are created may display conflicting Aspect details. For example, it may display the Row Aspect **EDEXL/GCE 6521BF Fcst** and the Column Aspect **EDEXL/GCE 8264 Res G**, whereas they should refer to the same Element. If the Row and Column Aspects conflict in this way, you can resolve the problem by clicking the **Result Filter** button to open the **Result Filter** dialog.

From here, you can select a Forecast Grade Aspect to match the Result Grade Aspect from the **Row Inputs** frame.

- Click the **Field Browser** button to open the **Aspect** browser.
- Select the appropriate Forecast Grade Aspect and click the **Update** button to confirm your choice.

- Click the **Ok** button to return to the Analysis Grid.

What is a QCA Code?

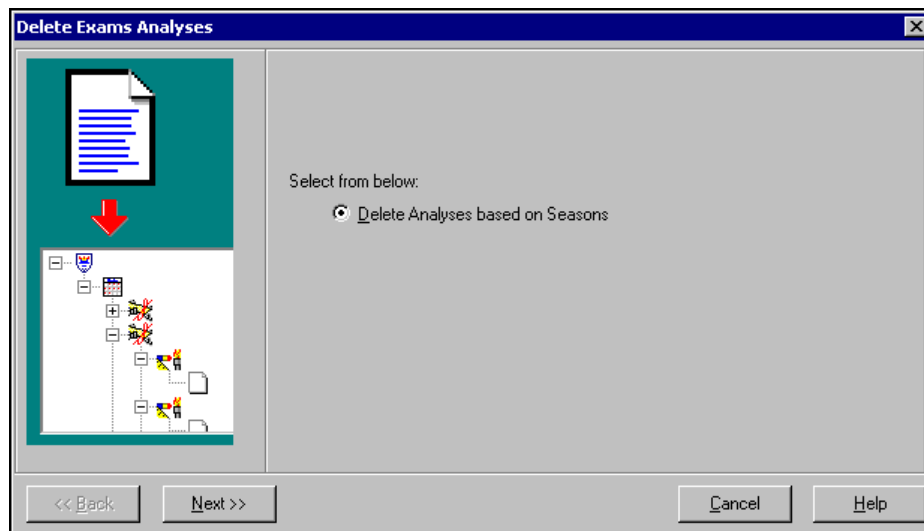
The QCA Code is a code specified by the Qualifications and Curriculum Authority. It is the standard subject code (formerly known as the LEAP code or SCAA code) used for the subject-by-subject analysis in the Schools Performance Tables. Every certification Element will have a QCA code, although the Examination Board may not include it in the 'O' file. However, these codes are the only standardised way of referencing subjects and are therefore used by SIMS Analysis to categorise Elements by subject. The field is made editable in the Element properties dialog to enable users who wish to perform such analysis at unit level to do so.

Deleting Examination Analyses

It is possible to delete Examination Analyses if they are no longer required or if they were created in error.

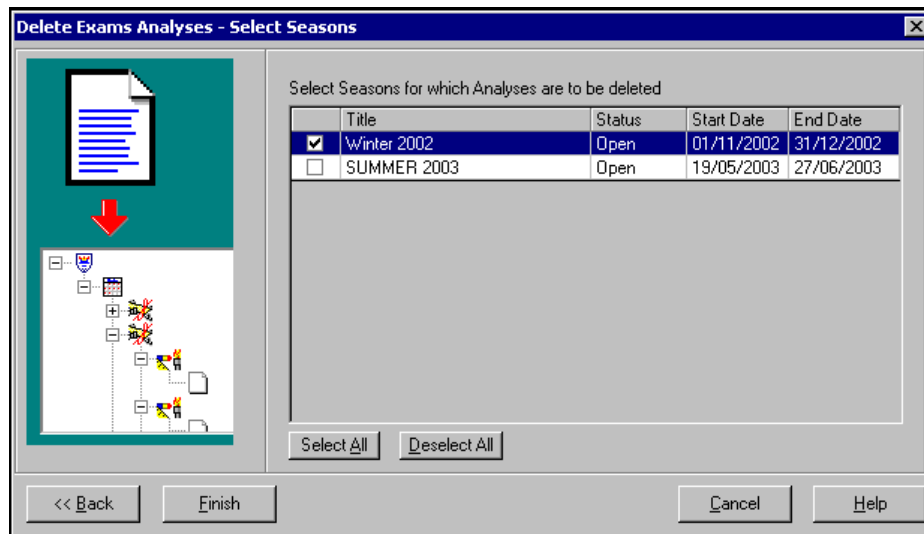
This process deletes the Analyses and the Patterns created using the Build Exams Analyses routine, whilst the data held within the grid is retained. You can only delete Analysis Grids if you have the appropriate Permissions.

- Ensure that all Focus screens have been closed. Examination Analyses cannot be created if a Focus screen remains open.
- Select **Tools | Delete Exams Analyses** to open the **Delete Exams Analyses** wizard.



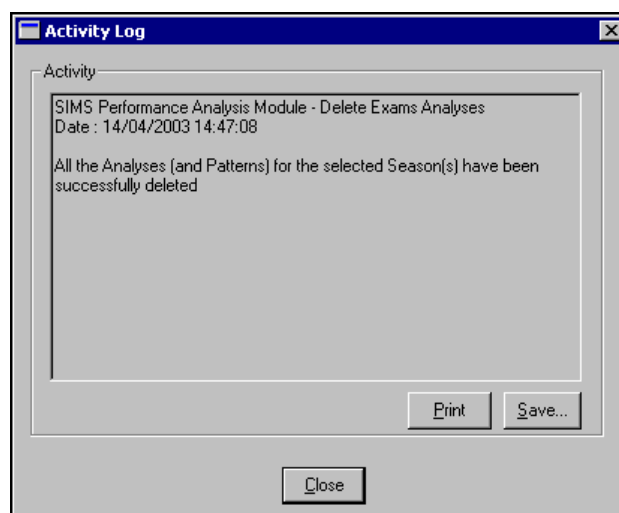
The **Delete Analyses based on Seasons** radio button will be selected automatically.

- Click the **Next** button to continue.



- Select the Season(s) for which you wish to delete the associated Analysis Grids by selecting the appropriate check box(es). Alternatively, click the **Select All** button to select all of the displayed Seasons. Incorrectly selected Seasons can be removed from the selection by clicking the **Deselect All** button.
- Click the **Finish** button to delete the Examinations Analyses for the selected Season(s).

Once the deletion process is complete, the **Activity Log** will display a message confirming the deletion of the selected Analyses.



- Click the **Print** button to print the details displayed in the **Activity Log**. Click the **Save** button to save these details to a filename and location of your choice.
- Click the **Close** button to close the Activity Log.

Usage of Joint Council Gradesets

These are the gradesets defined for reference in the Joint Council's Formats specifications, along with guidance on how to use them.

SIMS issues these, where appropriate, in three forms: Unextended (as shown in the following table), Forecast (which has Z added to indicate that no forecast can be made) and Result (which has X and Q added).

The table on the following page is particularly useful when creating Examination Analyses, where you are invited to define the internal name of the gradesets for the selected Season(s). You can use the **Usage** column, with reference to the following table, to define a new, internal name for the gradesets, if required. For instructions detailing this process, please refer to the *Building Examination Analyses* chapter of the *Analysis in SIMS* handbook.

Gradeset Names

Code	Grades	Usage
A	A, B, C, D, E, U	GCE and VCE results
B	a, b, c, d, e, u	GCE and VCE Equivalent grades – used by OCR and WJEC to accompany UMS marks – has no substantive validity – indicative status only
C	AA, AB, BB, BC, CC, CD, DD, DE, EE, U	Used by AQA only on JC formats, also possibly by Edexcel, for dual certification VCE
D	D, M, P, U	GNVQ
E	d, m, p, u	GNVQ indicative grades – not in real use as far as we are aware
F	A*, A, B, C, D, E, F, G, U	GCSE results
G	3, 2, 1, U	CoA/CoEA and Entry Level
H	D, M, U	AEA only
I	A, B, C, D, E, N, U	Legacy GCE
J	a, b, c, d, e, n, u	Legacy GCE Equivalent grades – used by OCR and WJEC to accompany UMS marks – has no substantive validity – indicative status only
K	AA, AB, BB, BC, CC, CD, DD, DE, EE, EN, NN, NU, U	Legacy GCE equivalent of gradeset C – no usage whatsoever because there were no legacy dual GCEs.
L	5, 4, 3, 2, 1, U	Key Skills levels
M	P, F	Key Skills pass/fail
N	P, U	GNVQ Language Units
O	S, 1, 2, 3, U	STEP

Code	Grades	Usage
P	a*, a, b, c, d, e, f, g, p, u	Used only for forecast grades for GCSE units, where the substantive results will be a mark, but where there will be an indicative equivalent grade issued
Q	a*, a, b, c, d, e, f, g, u	As above, but without 'p'
R	P, R	VRQ
S	D1, D2, D3, M1, M2, M3, P1, U	BTEC triple grades (Diploma)
T	DD, DM, MM, MP, PP, U	BTEC double grades (Certificate)
U	D, M, C, P, U	DIDA
V	1, 2, U	Level 1/Level 2
W	3, 2, 1, U	Asset Languages – Breakthrough
X	6, 5, 4, U	Asset Languages – Preliminary
Y	9, 8, 7, U	Asset Languages – Intermediate
Z	12, 11, 10, U	Asset Languages – Advanced
1	15, 14, 13, U	Asset Languages – Proficiency
2	17, 16, U	Asset Languages – Mastery
3	D*, D, M, P, U	BTEC Firsts with Distinction*
4	A*, A, B, C, D, E, U	GCE A Level, Extended Project and PL3
5	a*, a, b, c, d, e, u	GCE A Level, Extended Project and PL3 only (lower case)
6	A*, A, B, U	PL1 and Project L1
7	a*, a, b, u	PL1 and Project L1 (lower case)
8	A*, A, B, C, U	PL2 and Project L2
9	a*, a, b, c, u	PL2 and Project L2 (lower case)
10	** , *A, AA, AB, BB, BC, CC, CD, DD, DE, EE, U	GCE A Level Double Award
11	*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, U	GCE A Level with additional AS Level
12	D1, D2, D3, M1, M2, M3, P1, P2, P3, U	Pre-U Level 3 Certificates
13	L1, E3, U	ESOL for work
14	D1, D2, D3, M1, M2, M3, P1, P2, P3, W, U	Global Perspectives

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