



Notes on interpreting the AQA Mock exam reports from Exampro

Updated January 2017

The Exampro mark entry and reporting system is designed to help teachers to identify how well each of their students and classes is progressing in preparation for the GCSEs in summer 2017.

The system relies on teachers inputting enough data for meaningful comparisons with the entire population. We have no control over what data teachers put in. Therefore, the data should be viewed with care. If, for example, teachers only enter the marks for their highest ability students, the comparisons will be skewed and show a very different pattern from the final exams.

We cannot give you predicted grades from this system. The grade boundaries for GCSE exams are set using a very specific process that can only take place after a live exam. This process takes into account statistical data from the students sitting the exam, statistics from previous exams in the subject and expert judgements of examiners. It relies on large numbers of students sitting the exams and marking that has been standardised and monitored throughout the marking process.

What this system can do is tell you how your students performed in comparison to other students who took the test. You can view their overall performance in each subject and each paper as well as dig deeper into your students' performance against each assessment objective and each question.

The system gives your students a rank against the population who sat the same papers. More details of how this ranking system works can be found on the next page in this document.

For **technical support** using the Testbasecamp mark entry and reporting system, please go to: <https://othelp.testbasecamp.org/support/home>

For **subject support** regarding the AQA Mock exams, please use the following contacts:

Mathematics

Telephone: 0161 957 3852

Email: maths@aqa.org.uk

English

Telephone: 0161 953 7504

Email: English-GCSE@aqa.org.uk

Population data and ranking

The mark entry and reporting system has now been updated with information from the population.

The population includes all data uploaded before 5 January 2017, excluding:

- Any schools with fewer than 5 students (e.g. any accounts where teachers were simply trying out the system rather than uploading data).
- Any incomplete sets of marks (e.g. if a teacher was uploading data question by question, which would have skewed those students' marks).
- Any students who did not have all three tests for Mathematics Higher, all three tests for Mathematics Foundation or both tests for English (avoiding the inclusion of students who have not studied the full course).

The population data **after** these filters included 6000 students for English and 11000 students for Mathematics. These came from a range of schools which, while potentially not indicative of every type of school, were reasonably representative of the national cohort.

The example below gives more detail on rankings for an individual student.

Celine Galley's total English marks put her in the 47th percentile.
The 100th percentile is the highest, so Celine is just below average.

Each paper has a range for rank. Here, Celine is in the 96th to 100th percentile range for the paper, so is one of the highest achieving students.

Test	Marks available	GALLEY, CELINE		SCHOOL	POPULATION	RANK
		Score	Mean score	Mean score	Mean score	
English	160	74	99.8	99.8	76.2	47
• GCSE English, Paper 1	80	36	53.3	53.3	40	36 - 40
• GCSE English, Paper 2	80	38	46.5	46.5	36	46 - 50
Mathematics Foundation	240	159	105.6	105.6	87.7	97
• GCSE Mathematics, Foundation, Paper 1	80	70	33.8	33.8	32	96 - 100
• GCSE Mathematics, Foundation, Paper 2	80	39	33.7	33.7	28	75 - 80
• GCSE Mathematics, Foundation, Paper 3	80	50	38.1	38.1	28	96 - 100
Mathematics Higher	240	73	117.4	117.4	89.3	-
• GCSE Mathematics, Higher, Paper 1	80	25	40.2	40.2	28	46 - 50
• GCSE Mathematics, Higher, Paper 2	80	na	33.6	33.6	29	-
• GCSE Mathematics, Higher, Paper 3	80	48	43.6	43.6	33	81 - 85

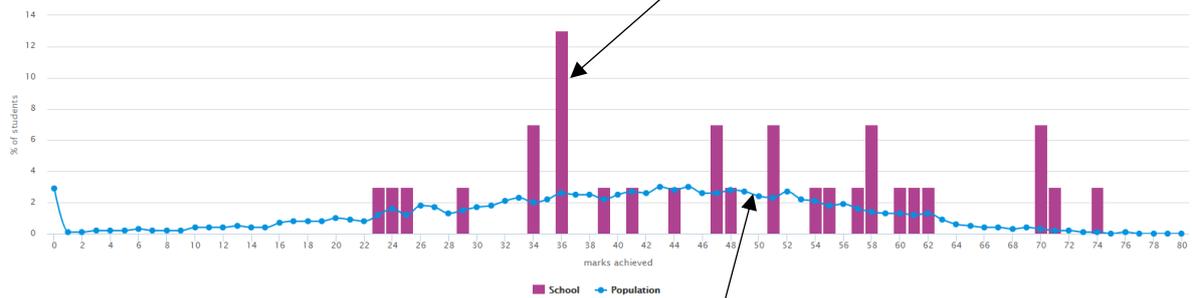
Celine attempted two out of the three Higher tier papers. Because she did not complete all three papers, she has not been given a rank for Mathematics Higher.

The “View class” option allows you to compare your school’s year group or class results with those of the national cohort.

The distribution graph shows the spread of your students’ marks compared with the national cohort’s marks.

The purple bars show the distribution of your students’ marks. Here the most common mark was 26, with 13% of the students achieving this mark.

The graph below shows the score distribution across the papers for GCSE English, Paper 1 for your students.

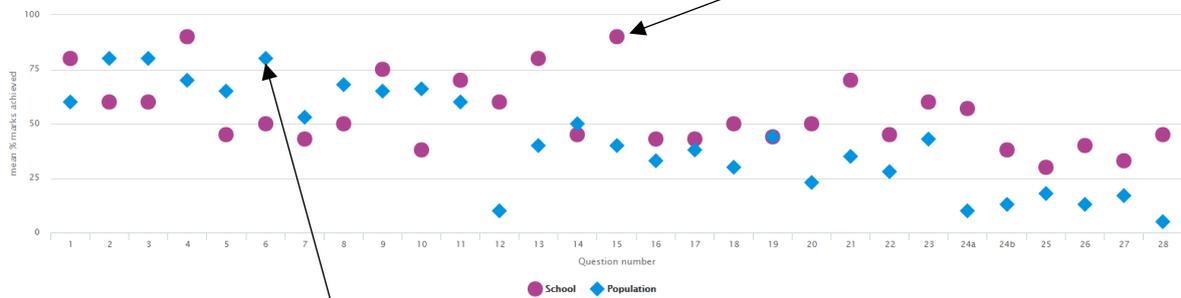


The blue line shows the distribution of all students’ marks across all schools. In this example, the majority of students achieved between about 24 and 64 marks.

The next graph shows how your school compared to the national cohort across all questions.

The purple spots show your school’s average mark for each question. This school achieved on average much better than the national cohort for question 15.

Clicking on the spot will show the question below the graph.



The blue diamond shows the national average for each question. In this example, the national average for question 6 is higher than the school’s average, indicating a potential area of need.

Clicking on the diamond will show the question below the graph.