



Examination results in schools in Wales, 2019/20 (provisional)

1 October 2020
SFR 164/2020

Changes to the production of these statistics

Suspension of performance measures

Due to the [cancellation of the normal examination period](#) in 2019/20 and ongoing disruption to schools as a result of the Coronavirus (Covid-19) pandemic, the [Welsh Government has decided](#) not to calculate or publish performance measures for 2019/20 or 2020/21, for both Year 11 and sixth form cohorts.

The analysis presented in this release is based on grade distributions that are consistent with other information released by Qualifications Wales and the Joint Centre for Qualifications (JCQ) (see definitions). These grade distributions allow the results to be interrogated at a finer level and show results at both the upper and lower ability ranges.

Centre assessed grades

Following the cancellation of public examinations, all qualifications that would have been sat as examinations in the 2019/20 summer term have been replaced with the [best of either the centre assessed grade \(CAG\) or the standardised grade](#) calculated by the WJEC. Centre assessed grades were decided using the teacher's best professional estimate of what the pupil would achieve had they been able to sit an exam. Teachers may use any criteria they wish when estimating grades including (but not limited to) completed course work, mock exams or previous academic achievement.

Pupils that were awarded a qualification before the summer 2020 examination series will not have a centre assessed grade but the grades they were awarded in a written examination.

Grade distributions

The values in the graphs and figures in this release show the percentage of entries awarded at each individual grade, broken down by selected pupil characteristics. For example, in Chart 2, the first light blue bar on the left (value 6.9 per cent) represents the number of A* grades awarded in 2017/18 as a percentage of all entries in 2017/18.

These results represent the data that was available to awarding bodies as at 23rd September 2020. They may differ from results published earlier by either

About this release

This Statistical Release provides an analysis of external qualifications awarded to pupils in Year 11 (KS4; aged 15) or pupils in sixth form (KS5; aged 17 at the start of the academic year) in schools in Wales in 2019/20 and previous years. For more data and detailed analysis, see the [supplementary tables](#).

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Qualifications Wales or JCQ. This statistical release focuses on pupils in year 11 in maintained schools in Wales and includes the results of successful appeals up to 23rd September 2020. Data published by other organisations may include grades awarded at other centres and to students of other ages. Data published earlier than the date of this release will include fewer successful appeals.

1. Key results for 2019/20

Year 11 (Key Stage 4)

- In 2019/20 the percentage of entries awarded A*-A, A*-C and A*-G was the highest since 2015/16. The increase in the latest year being greater than in all other years (chart 1).
- The percentage of entries awarded at each individual grade between A*-C was higher in 2019/20 than the previous year while this percentage was lower at each individual grade between D and U/X (chart 2).
- The results by selected pupil characteristics show that:
 - The gap between boys and girls increased over the last year at grades A*-A but decreased at grades A*-C and A*-G. Girls were more likely to be awarded A* and A grades (chart 6b).
 - The same pattern is seen when comparing pupils eligible for free school meals and those not eligible (chart 7b) and white British pupils to black, Asian and minority ethnic (BAME) pupils (chart 8b). The gap increased at A*-A grades and decreased at A*-C and A*-G grades.

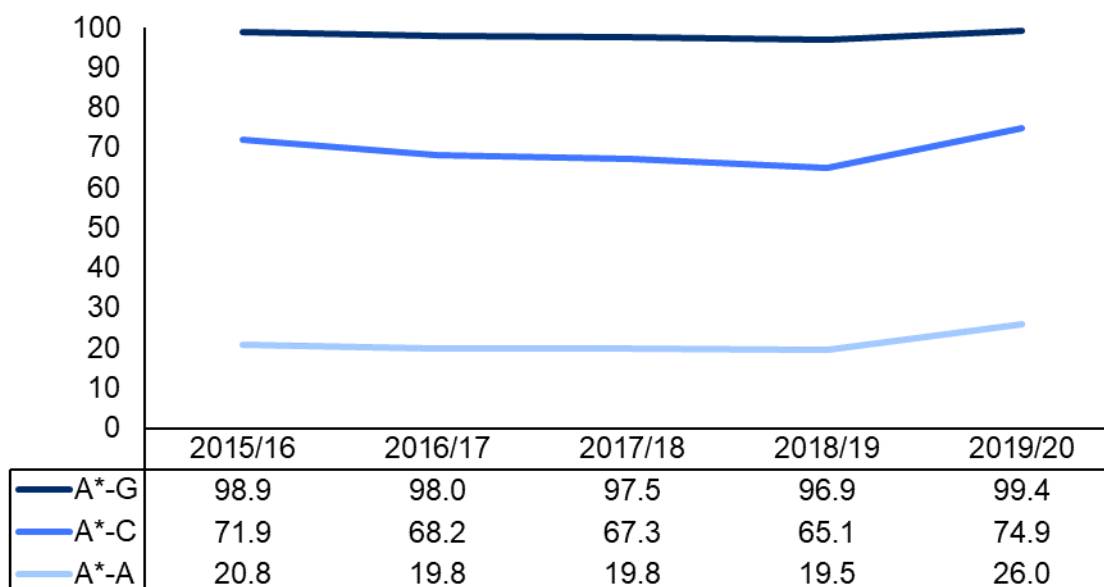
Aged 17 (Sixth Form)

- The same pattern is seen in A level results.
- The percentage of entries awarded A*-A, A*-C and A*-G grades was higher in 2019/20 than in the previous four years (chart 9).
- The gap between boys and girls increased at A*-A grades but decreased at A*-C and A*-E grades (chart 11B).

2. Year 11 pupils (Key Stage 4)

Overall GCSE grade distribution

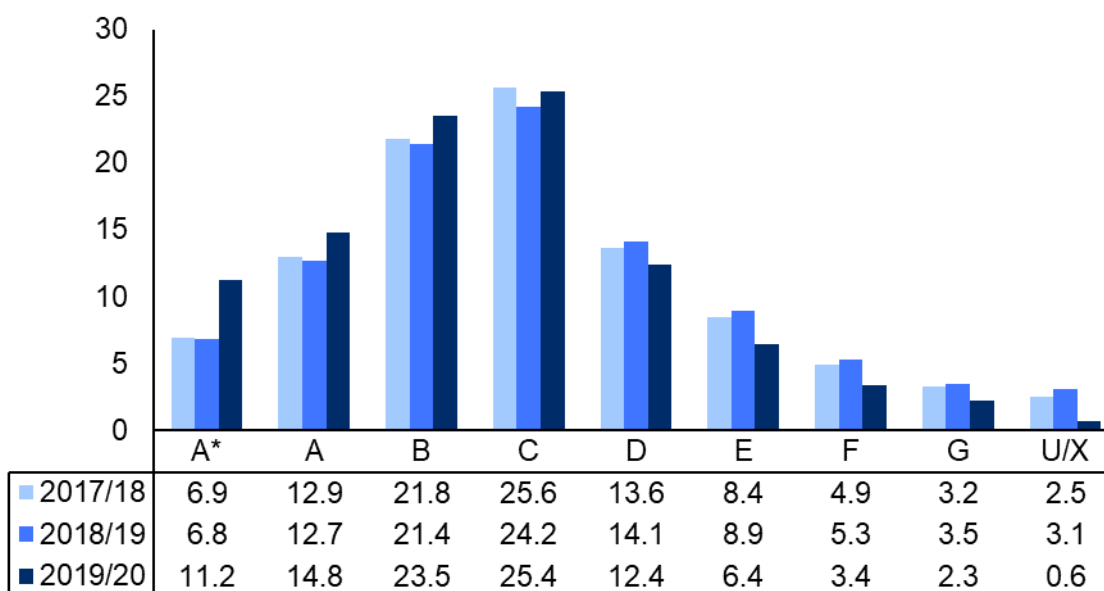
Chart 1: Percentage of GCSE entries by grade range in all subjects



Between 2015/16 and 2018/19 the percentage of GCSE entries awarded in each grade range (A*-A, A*-C and A*-G) declined. The largest decrease in that period was a 5.8 percentage point decrease in the A*-C range.

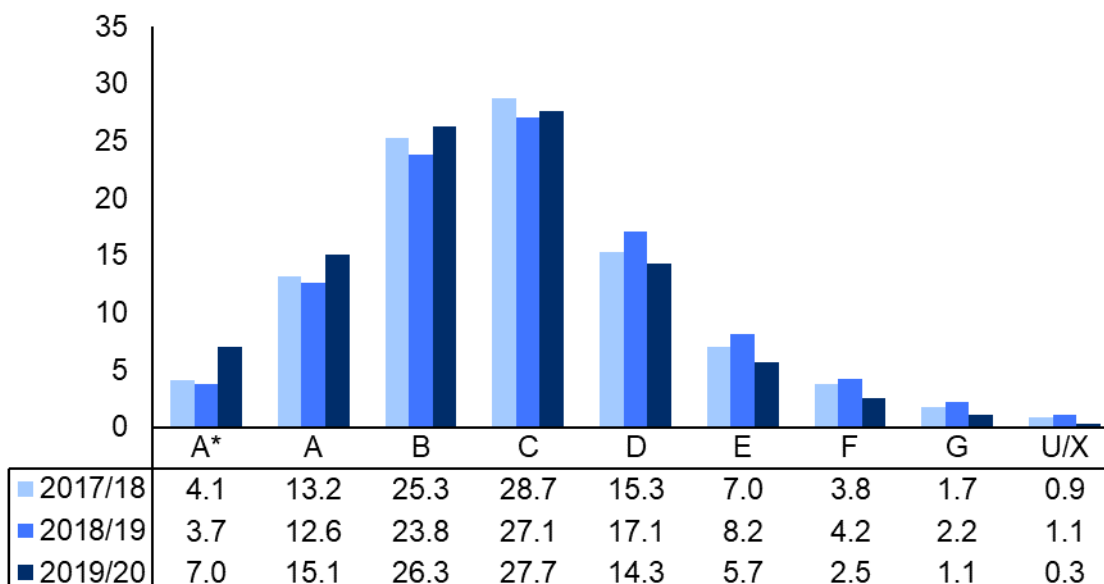
In 2019/20 the percentage of GCSE entries awarded in all three ranges has increased. The largest increase was in the A*-C range with an increase of 9.8 percentage points.

Chart 2: Percentage of GCSE entries by individual grade over all subjects



From 2017/18 to 2018/19 there was a small drop in the percent of GCSE entries awarded A*-C grades. In 2019/20 the percent of GCSE entries awarded grades A*-C has increased. This corresponds to a decrease of GCSE entries awarded grades D-U/X in 2019/20.

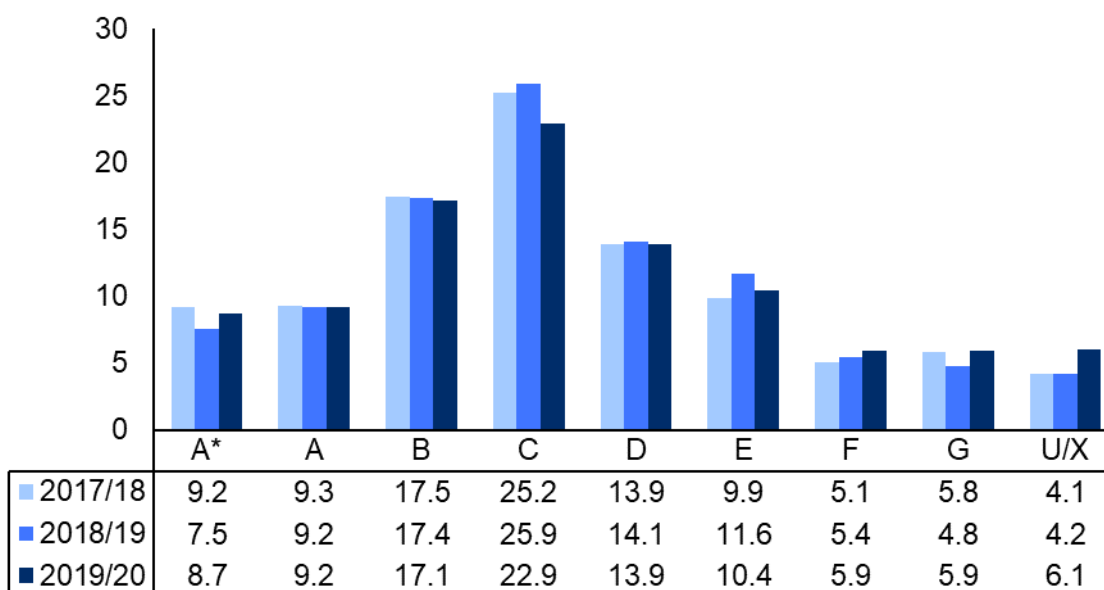
Chart 3: Percentage of GCSE entries by individual grade in Literacy qualifications



Literacy qualifications include English/Welsh (first language) Language and Literature GCSEs.

From 2017/18 to 2018/19 there was a decrease in the percent of GCSE entries awarded A*-C grades. In 2019/20 the percent of GCSE entries awarded A*-C has increased. The largest increase was at the A* grade with a 3.3 percentage point increase. This corresponds to a decrease of GCSE entries awarded grades D-U/X in 2019/20.

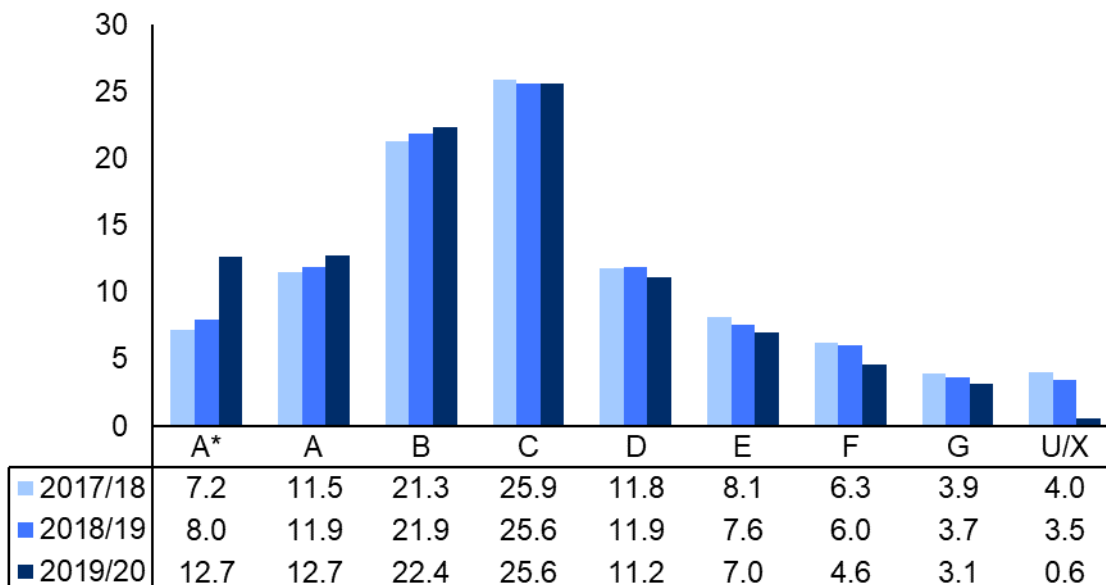
Chart 4: Percentage of GCSE entries by individual grade in Numeracy qualifications



Numeracy qualifications include GCSE Mathematics and GCSE Mathematics Numeracy.

From 2017/18 to 2018/19 there was a small drop in the percent of GCSE entries awarded A*-B grades. In 2019/20 the percent of GCSE entries awarded A*-C has increased. This corresponds to a decrease of GCSE entries awarded grades C-E in 2019/20.

Chart 5: Percentage of GCSE entries by individual grade in Science qualifications



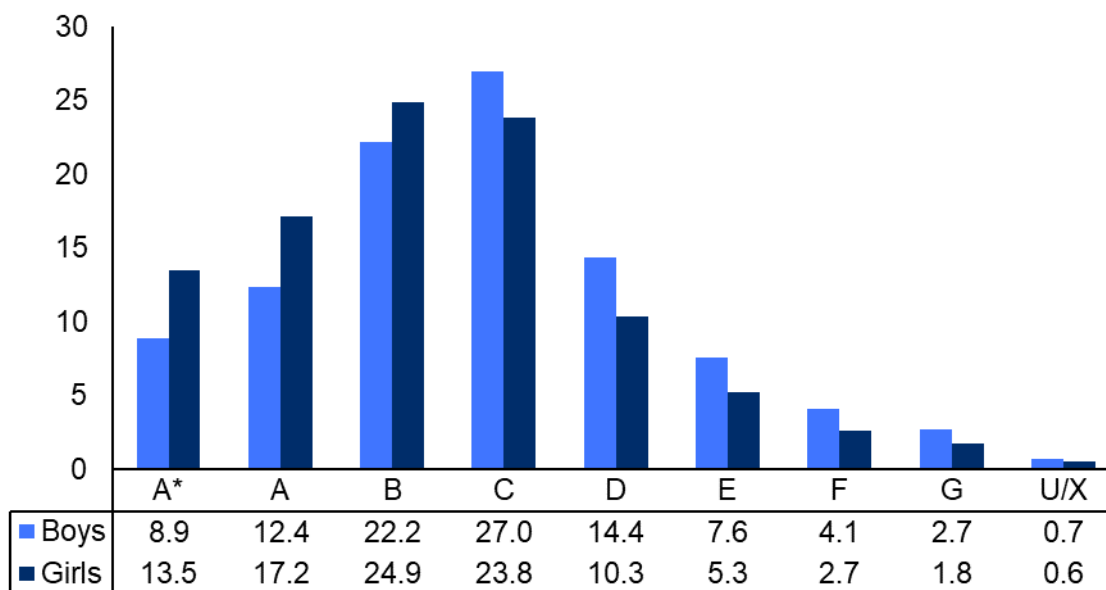
Science qualifications include GCSEs in the following subjects: Physics, Biology, Chemistry, Science (Double Award), Applied Science (Double Award) and Applied Science (Single Award).

From 2017/18 to 2018/19 there was a small drop in the percent of GCSE entries awarded A*-C grades. In 2019/20 the percent of GCSE entries awarded A and B grades has had a small increase. The largest increase was at the A* grade with a 4.7 percentage point increase. This corresponds to a decrease of GCSE entries awarded grades D-U/X in 2019/20.

Results by pupil characteristics

Gender

Chart 6a: Percentage of GCSE entries by Year 11 pupils awarded in grades in all subjects by gender, 2019/20



In 2019/20 there were 143,944 GCSE entries by girls and 141,077 by boys. Girls were awarded more grades at A*, A and B than boys. The largest grade disparity was at the A* and A grade: girls were awarded 4.6 and 4.8 percentage points, respectively, more than boys. The smallest grade disparity was at the G grade with boys awarded 0.9 percentage points more G grades than girls.

Table 1: Percentage of GCSE entries awarded in grade range in all subjects by gender

	Year	Number of entries	Percentage of entries achieved at grade:			
			A*-A	A*-C	A*-G	No graded result
Boys	2015/16	118,970	16.9	67.3	98.6	1.4
	2016/17	134,660	16.0	64.2	97.7	2.3
	2017/18	134,763	16.3	62.5	97.0	3.0
	2018/19	139,754	15.7	59.9	96.4	3.6
	2019/20	141,077	21.3	70.4	99.3	0.7
Girls	2015/16	125,722	24.6	76.2	99.1	0.9
	2016/17	139,145	23.5	72.1	98.3	1.7
	2017/18	137,773	23.2	71.9	97.9	2.1
	2018/19	142,816	23.1	70.1	97.5	2.5
	2019/20	143,944	30.7	79.3	99.4	0.6

Chart 6b: Percentage point difference of GCSE entries awarded in grade range by gender (girls – boys)

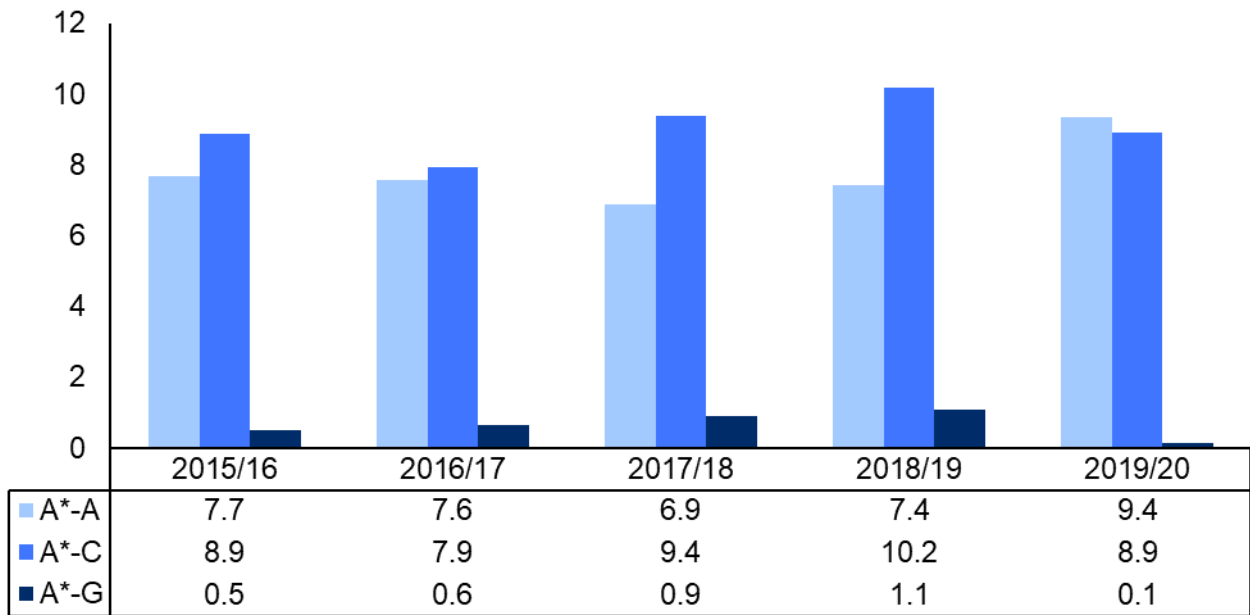


Chart 6b shows the difference between the percentage of girls who were awarded the grade range and the percentage of boys who were awarded the grade range (e.g. in Table 1 in 2015/16 24.6% of girls and 16.9% of boys were awarded A*-A grades. Therefore the difference is 7.7 percentage points as shown above)

The gap between girls and boys being awarded grades A*-A between 2015/16 and 2018/19 narrowed slightly, from 7.7 percentage points in 2015/16 to 7.4 percentage points in 2018/19. The gender gap at A*-A has widened in 2019/20 to 9.4 percentage points.

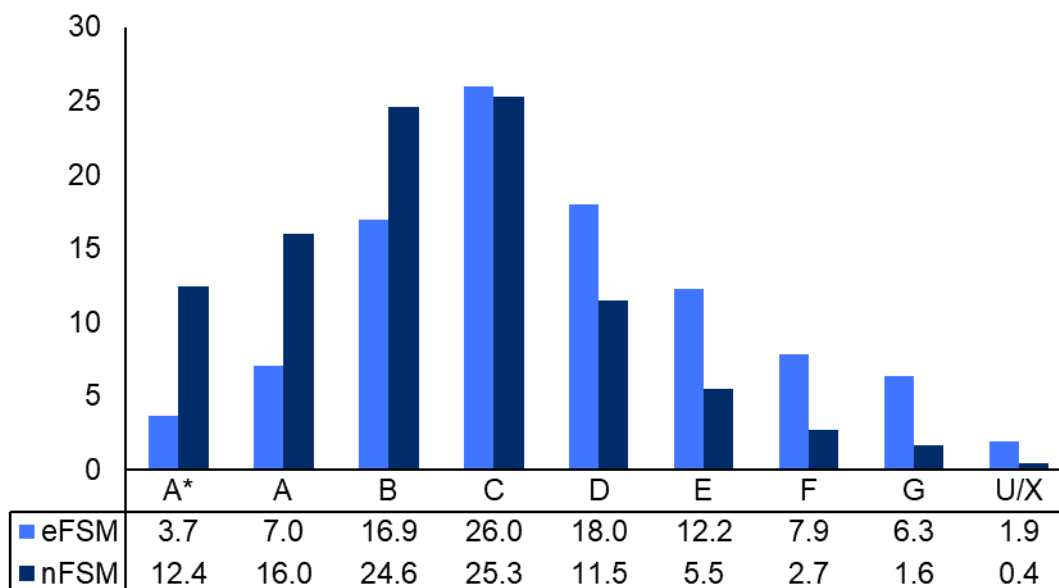
The gap between the percentage of girls and boys being awarded grades A*-C between 2015/16 and 2018/19 widened, from 8.9 percentage points in 2015/16 to 10.2 percentage points in 2018/19. The gap at A*-C has narrowed in 2019/20 to 8.9 percentage points.

The gap between the percentage of girls and boys awarded grades A*-G has, for the past 5 years, been the smallest. Between 2015/16 and 2018/19 the gap widened slightly, from 0.5 percentage points in 2015/16 to 1.1 percentage points in 2018/19. The gender gap at A*-G has narrowed in 2019/20 to 0.1 percentage points.

Free School Meals (FSM)

Pupils are [eligible for free school meals](#) if their families are in receipt of certain benefits/support payments or are on universal credit. Charts 8a and 8b illustrate the magnitude of the attainment gap between those eligible for FSM (eFSM) and those who are not (nFSM).

Chart 7a: Percentage of GCSE entries by Year 11 pupils awarded grade in all subjects by FSM status, 2019/20



In 2019/20 there were 39,244 GCSE entries by pupils eligible for FSM and 245,777 by pupils not eligible for FSM. A greater percentage of all entries by pupils not eligible for FSM were awarded at A*, A, B and C grades than pupils who were eligible for FSM. The largest grade disparity was at the A* and A grades with pupils not eligible for FSM awarded 8.7 and 9.0 percentage points more A* and A grades respectively than pupils eligible for FSM. The smallest grade disparity was at the C grade with pupils not eligible for FSM awarded 0.7 percentage points fewer C grades than pupils eligible for FSM.

Table 2: Percentage of GCSE entries awarded by grade range in all subjects by FSM status

	Year	Number of entries	Percentage of entries achieved at grade:			No graded result
			A*-A	A*-C	A*-G	
eFSM	2015/16	29,844	8.0	50.0	96.6	3.4
	2016/17	35,624	6.9	44.5	94.2	5.8
	2017/18	35,548	7.1	43.1	92.9	7.1
	2018/19	37,443	6.6	40.7	92.0	8.0
	2019/20	39,244	10.7	53.6	98.1	1.9
nFSM	2015/16	214,819	22.6	74.9	99.2	0.8
	2016/17	238,180	21.7	71.7	98.6	1.4
	2017/18	236,988	21.7	70.9	98.2	1.8
	2018/19	245,130	21.4	68.8	97.7	2.3
	2019/20	245,777	28.5	78.3	99.6	0.4

Chart 7b: Percentage point difference of GCSE entries awarded by grade range by FSM status (not eligible FSM – eligible FSM)

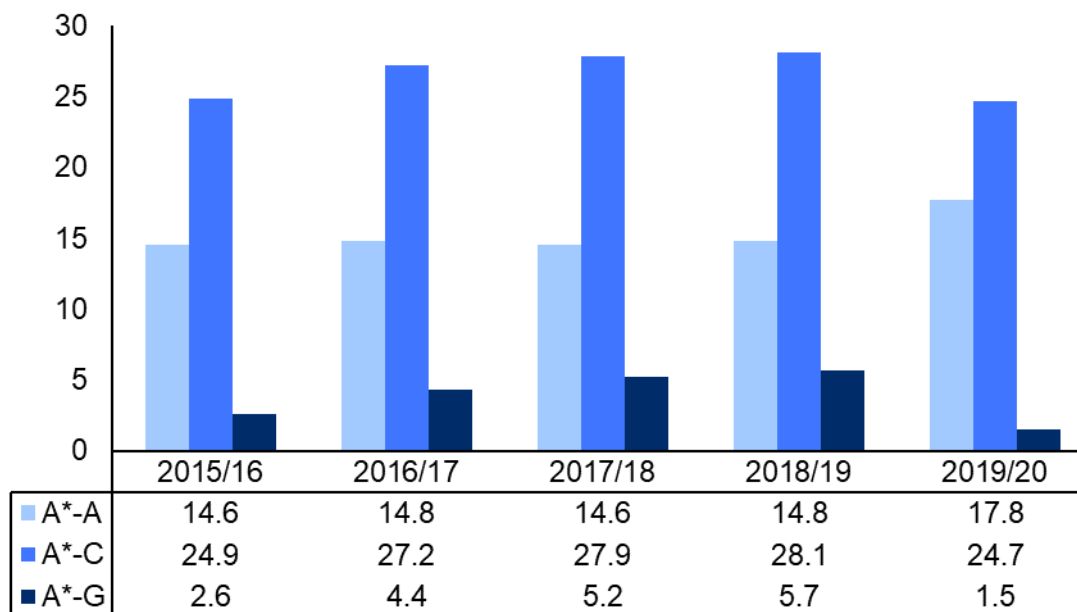


Chart 7b shows the difference between the percentage of pupils not eligible for FSM who were awarded the grade range and the percentage of pupils eligible for FSM who were awarded the grade range (e.g. in Table 2 in 2015/16 22.6% of pupils not eligible for FSM and 8.0% of pupils eligible for FSM were awarded A*-A grades. Therefore the difference is 14.6 percentage points as shown above)

The gap between pupils not eligible for FSM and pupils eligible for FSM awarded grades A*-A between 2015/16 and 2018/19 widened slightly, from 14.6 percentage points in 2015/16 to 14.8 percentage points in 2018/19. The gap at A*-A has widened further in 2019/20 to 17.8 percentage points.

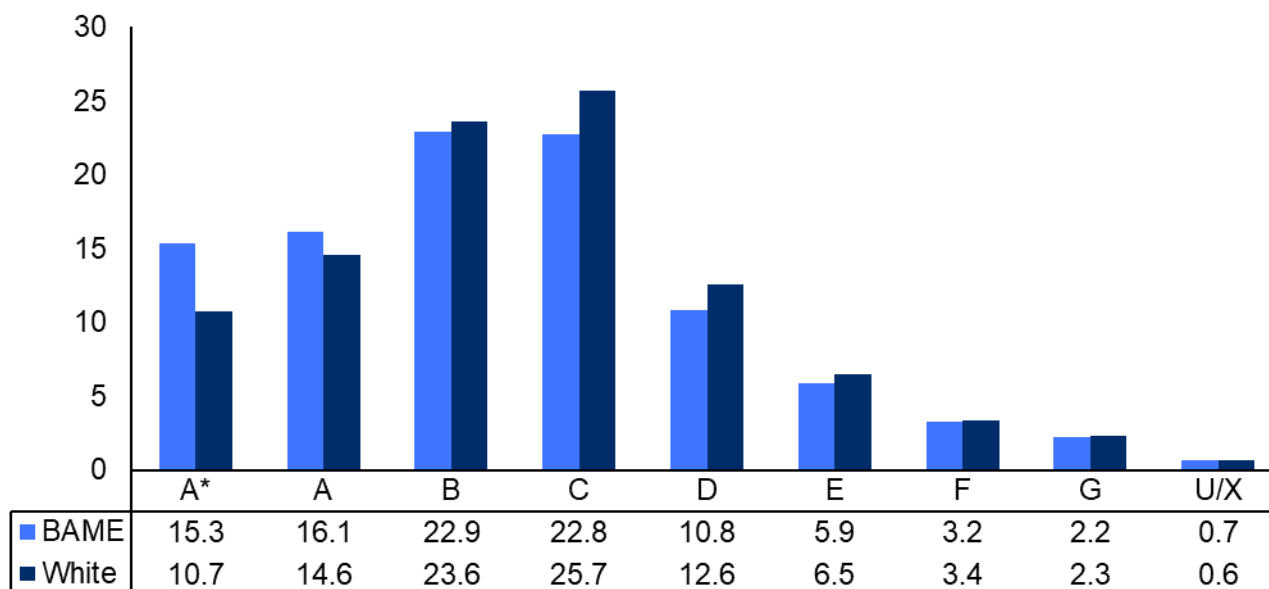
The gap between pupils not eligible for FSM and pupils eligible for FSM awarded grades A*-C between 2015/16 and 2018/19 widened, from 24.9 percentage points in 2015/16 to 28.1 percentage points in 2018/19. The gap at A*-C has narrowed in 2019/20 to 24.7 percentage points.

The gap between pupils not eligible for FSM and pupils eligible for FSM awarded grades A*-G has, for the past 5 years, been the smallest. Between 2015/16 and 2018/19 this gap widened, from 2.6 percentage points in 2015/16 to 5.7 percentage points in 2018/19. The gap at A*-G has narrowed in 2019/20 to 1.5 percentage points.

Ethnicity

In the context of this publication the category "White," used below, refer to White-British pupils only. All other pupils which have a recorded ethnicity are included under the Black, Asian and Minority Ethnic group (BAME) category. This category therefore also includes non-British White pupils. Pupils that have not indicated their ethnicity have not been included.

Chart 8a: Percentage of GCSE entries by Year 11 pupils awarded by grade in all subjects by ethnicity, 2019/20



In 2019/20 there were 29,379 GCSEs entries by BAME pupils and 254,201 by white pupils. A greater percentage of all entries by BAME pupils were awarded A*, A and B grades than white pupils. The largest grade disparity was at the A* grade with BAME pupils awarded 4.6 percentage points more A* grades than white pupils. The smallest grade disparity was at the G grade with white pupils awarded 0.04 percentage points more G grades than BAME pupils.

Table 3: Percentage of GCSE entries awarded grade range in all subjects by Ethnicity

	Year	Number of entries	Percentage of entries achieved at grade:			No graded result
			A*-A	A*-C	A*-G	
BAME	2015/16	20,851	25.1	73.0	98.5	1.5
	2016/17	23,053	25.5	71.1	97.7	2.3
	2017/18	24,740	25.6	71.4	97.7	2.3
	2018/19	28,076	23.8	68.4	96.7	3.3
	2019/20	29,379	31.5	77.1	99.3	0.7
White	2015/16	221,045	20.5	72.1	99.0	1.0
	2016/17	247,353	19.4	68.3	98.2	1.8
	2017/18	244,848	19.4	67.3	97.6	2.4
	2018/19	250,567	19.1	65.1	97.1	2.9
	2019/20	254,201	25.3	74.6	99.4	0.6

Chart 8b: Percentage point difference of GCSE entries awarded by grade range by ethnicity (BAME – white)

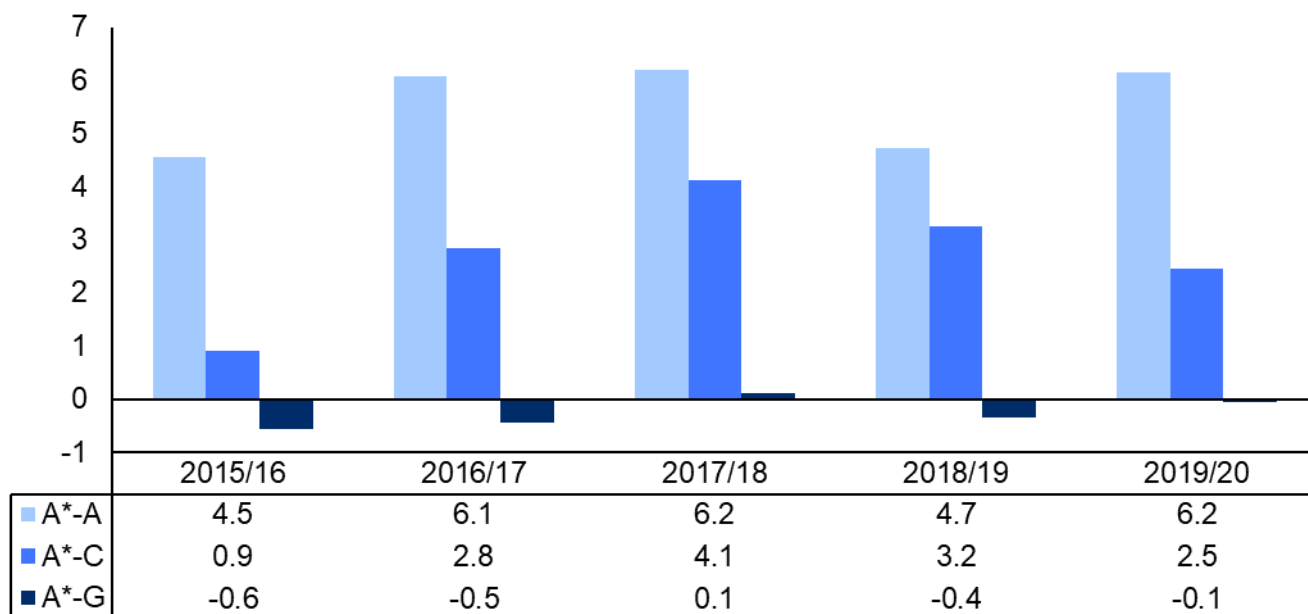


Chart 8b shows the difference between the percentage of the Black, Asian and Minority Ethnic (BAME) pupils who were awarded the grade range and the percentage of white pupils who were awarded the grade range (e.g. in Table 3 in 2015/16 25.1% of BAME pupils and 20.5% of white pupils were awarded A*-A grades. Therefore the difference is 4.5 percentage points as shown above)

The gap between BAME pupils and white pupils awarded grades A*-A between 2015/16 and 2018/19 widened slightly, from 4.5 percentage points in 2015/16 to 4.7 percentage points in 2018/19. The gap at A*-A has widened further in 2019/20 to 6.2 percentage points, the same as the gap in 2017/18.

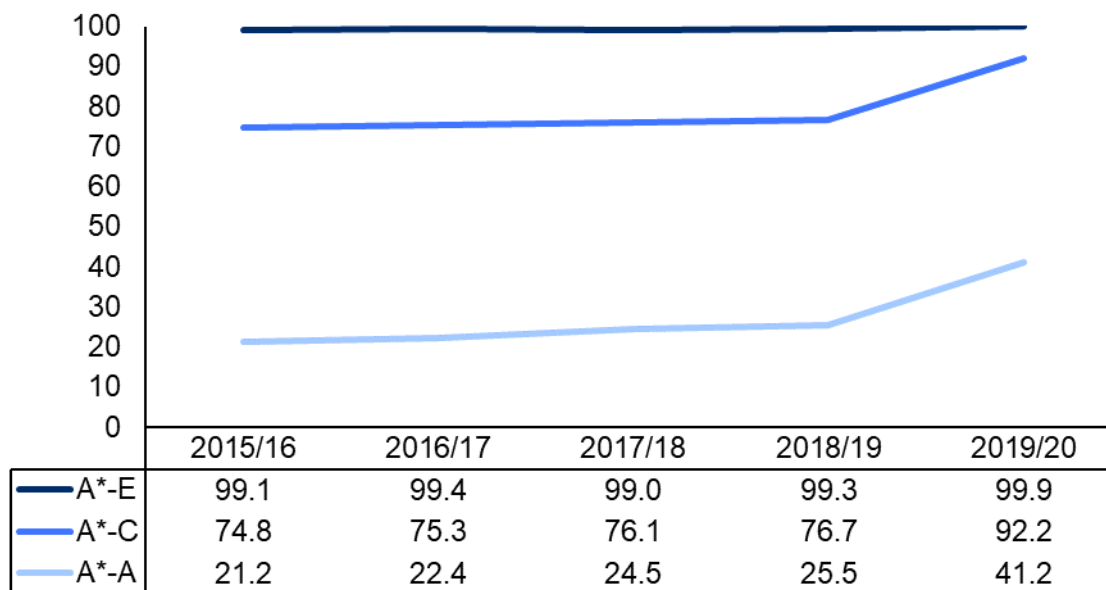
The gap between BAME pupils and white pupils awarded grades A*-C between 2015/16 and 2018/19 widened, from 0.9 percentage points in 2015/16 to 3.2 percentage points in 2018/19. The gap at A*-C has narrowed in 2019/20 to 2.5 percentage points.

The gap between BAME pupils and white pupils awarded grades A*-G has, for the past 5 years, been the smallest. Between 2015/16 and 2018/19 this gap narrowed, from -0.6 percentage points in 2015/16 to -0.4 percentage points in 2018/19. The gap at A*-G has narrowed in 2019/20 to -0.1 percentage points.

3. Pupils aged 17 at the start of the school year in schools (Key Stage 5)

Overall A level grade distribution

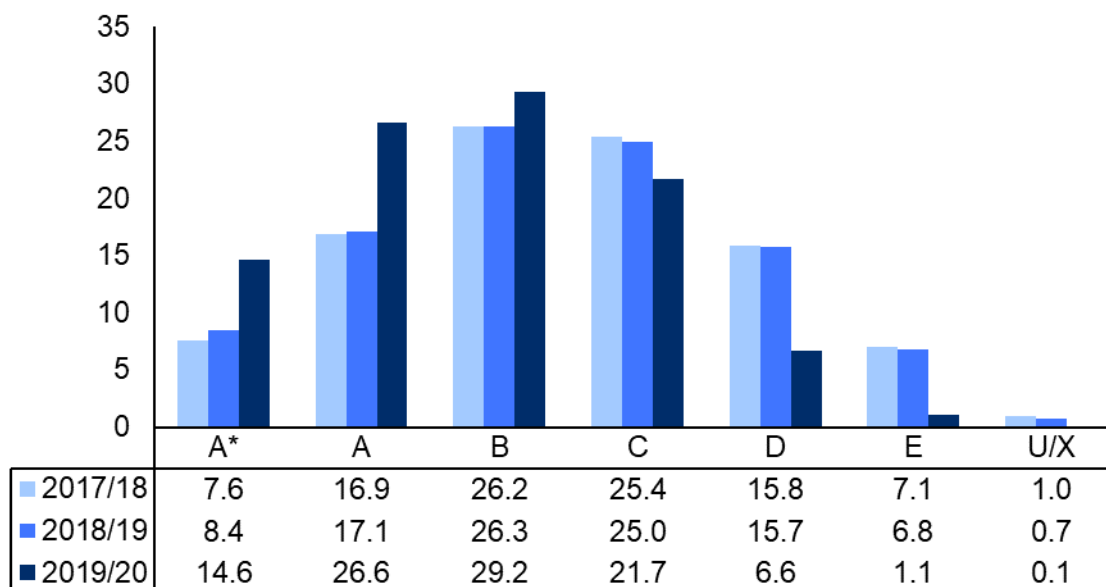
Chart 9: Percent of A level entries by pupils aged 17 awarded different grade range



Between 2015/16 and 2018/19 the percentage of A level entries were awarded to all three grade ranges (A*-A, A*-C and A*-E) steadily increased. The largest increase was a 4.3 percentage point decrease in the A*-A grade range.

In 2019/20 the percentage of GCSE entries were awarded to all three grade range has increased. The largest increase was in the A*-A grade range with an increase of 15.7 percentage points. The increase in pupils awarded A*-C was similar with an increase of 15.4 percentage points.

Chart 10: Percent of A level entries by pupils aged 17 awarded grade in all subjects



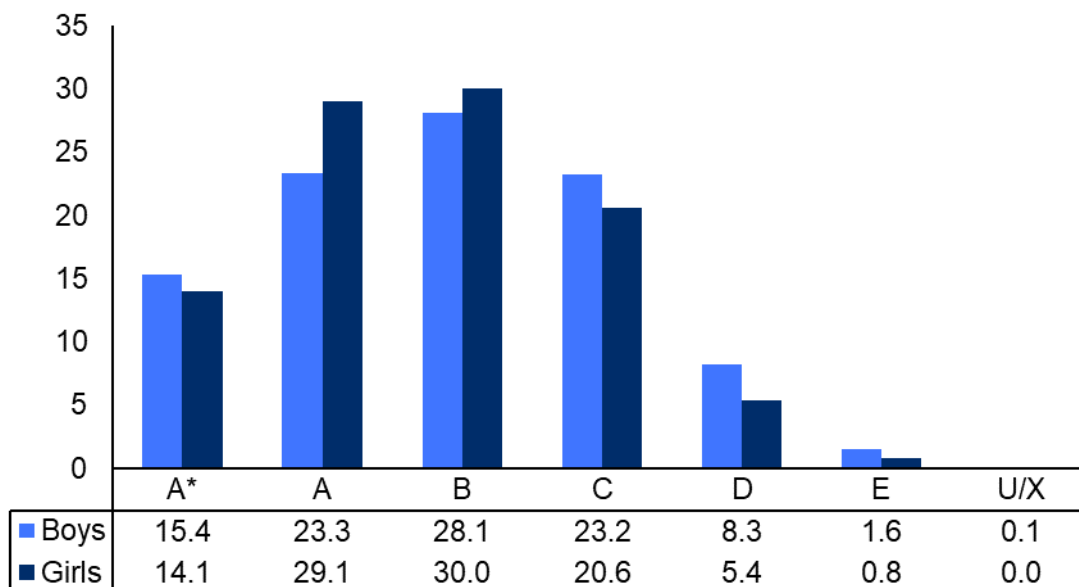
From 2017/18 to 2018/19 there was a small increase in the percent of A level entries awarded A*-B grades. In 2019/20 the percent of A level entries awarded A*-B has increased significantly. This corresponds to a decrease in A level entries awarded grades C-U/X in 2019/20.

Results by pupil characteristics

The following charts show the grade distribution in 2019/20 by selected pupil characteristics. There is no chart for free school meal entitlement because the number of such pupils in year 13 in maintained schools is too low to allow any meaningful comparisons.

Gender

Chart 11a: Percentage of A level entries by pupils aged 17 awarded grade in all subjects by gender, 2019/20



In 2019/20 there were 10,801 A levels entries by girls and 8,066 by boys. A greater percentage of all entries by girls were awarded A and B grades than boys, however a greater percentage of all entries by boys were awarded A* grades than girls. The largest grade disparity was at the A grade with girls awarded 5.8 percentage points more B grades than boys. The smallest grade disparity was at the E grade with boys awarded 0.8 percentage points more E grades than girls.

Table 4: Percentage of GCSE entries awarded by grade range in all subjects by gender

	Year	Number of entries	Percentage of entries achieved at grade:			
			A*-A	A*-C	A*-E	No graded result
Boys	2015/16	10,024	20.1	70.6	98.9	1.1
	2016/17	9,586	22.6	72.2	99.1	0.9
	2017/18	8,748	24.9	72.6	98.5	1.5
	2018/19	8,278	24.6	73.1	99.0	1.0
	2019/20	8,066	38.7	90.1	99.9	0.1
Girls	2015/16	13,849	22.1	77.7	99.2	0.8
	2016/17	12,744	22.2	77.6	99.6	0.4
	2017/18	11,787	24.2	78.7	99.4	0.6
	2018/19	11,309	26.2	79.4	99.5	0.5
	2019/20	10,801	43.1	93.7	100.0	0.0

Chart 11b: Percentage point difference of A level entries awarded by grade range by gender (girls – boys)

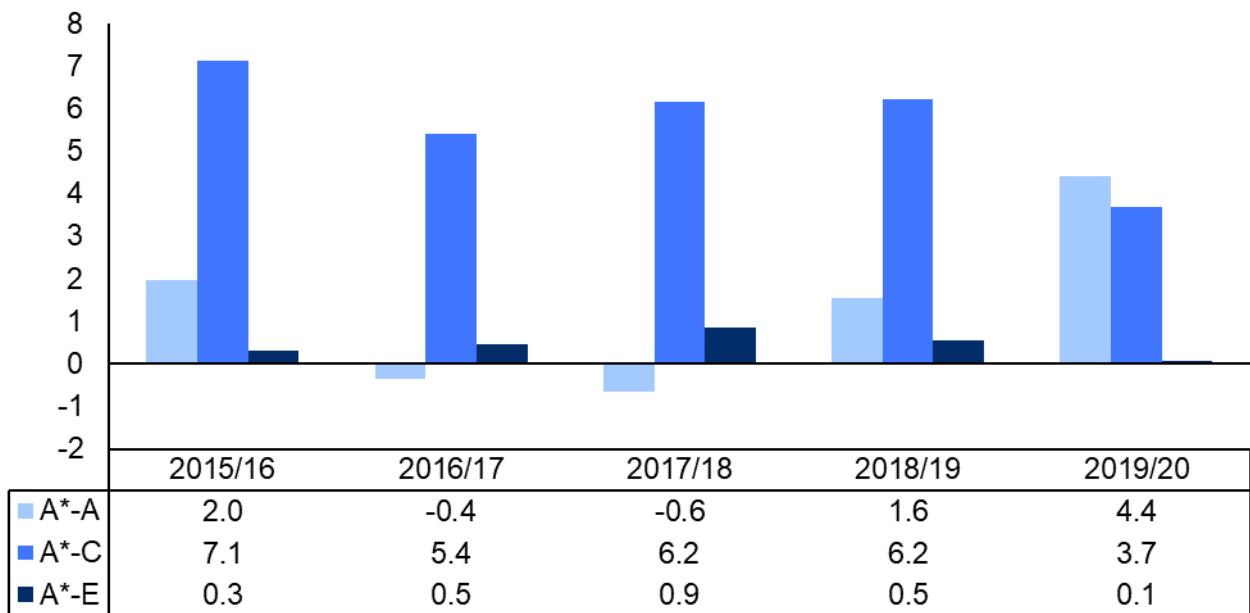


Chart 11b shows the difference between the percentage of girls who were awarded the grade range and the percentage of boys who were awarded the grade range (e.g. in Table 4 2015/16 22.1% of girls and 20.1% of boys were awarded A*-A grades. Therefore the difference is 2.0 percentage points as shown above)

The gap between girls and boys awarded grades A*-A between 2015/16 and 2018/19 narrowed slightly, from 2.0 percentage points in 2015/16 to 1.6 percentage points in 2018/19. The gap at A*-A has widened in 2019/20 to 4.4 percentage points.

The gap between girls and boys awarded grades A*-C between 2015/16 and 2018/19 narrowed, from 7.1 percentage points in 2015/16 to 6.2 percentage points in 2018/19. The gap at A*-C has narrowed again in 2019/20 to 3.7 percentage points.

The gap between girls and boys awarded grades A*-G has, for the past 5 years, been the smallest. Between 2015/16 and 2018/19 this gap widened slightly, from 0.3 percentage points in 2015/16 to 0.5 percentage points in 2018/19. The gap at A*-G has narrowed in 2019/20 to 0.1 percentage points.

4. Definitions

Changes and comparisons

On 17 August 2020 the [Welsh Government announced](#) that learners entered for GCSE, AS and A Levels qualifications in summer 2020 would be awarded the best of their centre assessed grades or the outcome of the standardisation process.

The closure of schools during the March to August 2020 period prevented the Welsh Government from completing a census of Pupil Referral Unit (PRU) schools or Educated Other Than at School (EOTAS) pupils. For this reason PRU and EOTAS pupils have not been included in the results for the 2019/20 academic year.

Other sources of data

Similar information has also been published by both [Qualifications Wales](#) and [JCQ](#). The information published by those organisations will include students of all ages and at all examination centres and will reflect the grades available on results day (JCQ) or in early September (Qualifications Wales). The results in this release are only for students in year 11 or aged 17 in maintained schools in Wales and reflect the grades available as at 23rd September 2020.

5. Notes

The [United Kingdom Statistics Authority](#) has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the [Code of Practice for Statistics](#).

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

The continued designation of these statistics as National Statistics was confirmed in 2019 following a [compliance check by the Office for Statistics Regulation](#). These statistics last underwent a [full assessment against the Code of Practice in 2019](#).

Since the latest review by the Office for Statistics Regulation, we have continued to comply with the Code of Practice for Statistics, and have made the following improvements:

- Introduced a summary of the key measures to the start of the publication, including a detailed explanation of the new key measures and placed them into context in terms of grade equivalents.
- A breakdown of the new measures by gender and Free School Meal eligibility has been included in the release and accompanying tables.

Well-being of Future Generations Act (WFG)

The Well-being of Future Generations Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. The Act puts in place seven well-being goals for Wales. These are for a more equal, prosperous, resilient, healthier and globally responsible Wales, with cohesive communities and a vibrant culture and thriving Welsh language. Under section (10)(1) of the Act, the Welsh Ministers must (a) publish indicators (“national indicators”) that must be applied for the purpose of measuring progress towards the achievement of the Well-being goals, and (b) lay a copy of the national indicators before the National Assembly.

The 46 national indicators were laid in March 2016 and this release includes 1 of the national indicators namely the average capped points score per pupil, including the gap between those who are eligible or are not eligible for free school meals.

Information on the indicators, along with narratives for each of the well-being goals and associated technical information is available in the [Well-being of Wales report](#).

As a national indicator under the Act they must be referred to in the analyses of local well-being produced by public services boards when they are analysing the state of economic, social, environmental and cultural well-being in their areas.

Further information on the [Well-being of Future Generations \(Wales\) Act 2015](#).

The statistics included in this release could also provide supporting narrative to the national indicators and be used by public services boards in relation to their local well-being assessments and local well-being plans.

Further details

The document and supplementary tables are available at:

<https://gov.wales/examination-results-september-2019-august-2020-provisional>

Further technical information can be found in the notes document also on the examination results webpage.

Next update

December 2020

We want your feedback

We welcome any feedback on any aspect of these statistics which can be provided by email to school.stats@gov.wales.

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