

A Level Results



Data Sheet 1

Results for June 2006 and June 2007

Subjects: Art - History

Subject	Number of Candidates	% of Total Entries	% by grade					
			A	B	C	D	E	U
Art/Design*	42490	5.3	30.4	24.4	22.7	14.3	6.1	2.1
	41989	5.2	29.6	24.9	23.0	14.1	6.1	2.3
Biology	54563	6.8	26.2	21.6	19.9	16.4	11.0	4.9
	54890	6.8	24.4	21.6	20.3	16.6	11.5	5.6
Business Studies	30193	3.7	18.0	27.3	27.6	17.7	7.4	2.0
	30648	3.8	16.7	25.9	28.0	18.8	8.3	2.3
Chemistry	40285	5.0	32.4	24.2	18.6	13.2	8.0	3.6
	40064	5.0	31.3	24.1	18.8	13.4	8.5	3.9
Classics	6185	0.8	36.5	28.6	19.8	10.5	3.6	1.0
	6186	0.8	36.8	29.2	19.7	10.2	3.1	1.0
Computing	5610	0.7	15.6	20.1	23.0	21.1	14.9	5.3
	6233	0.8	15.0	20.0	22.8	21.8	14.7	5.7
Economics	17438	2.2	33.2	26.9	20.7	12.6	5.2	1.4
	17455	2.2	32.4	26.4	21.1	12.9	5.5	1.7
English*	85275	10.6	23.2	26.0	27.3	17.2	5.3	1.0
	86640	10.8	21.9	25.3	27.4	18.2	6.0	1.2
French	14477	1.8	36.3	28.0	18.2	11.6	4.6	1.3
	14650	1.8	34.7	27.4	19.5	11.8	5.3	1.3
General Studies	55699	6.9	12.3	16.7	22.5	22.5	17.1	8.9
	58967	7.3	11.6	16.2	22.2	23.1	17.3	9.6
Geography	31653	3.9	27.3	27.5	23.7	14.4	5.8	1.3
	32522	4.0	25.6	27.2	24.2	15.3	6.4	1.3
German	6303	0.8	37.2	26.0	19.3	11.8	4.6	1.1
	6204	0.8	37.6	25.9	18.5	11.3	5.2	1.5
History	46474	5.8	25.3	27.6	23.9	15.4	6.2	1.6
	46944	5.8	24.6	26.8	24.2	15.6	6.8	2.0

Key Bold font 2007 Normal font 2006

* used where titles cover a range of related subjects

Source: Joint Council for Qualifications www.jcq.org.uk



A Level Results



Data Sheet 2

Results for June 2006 and June 2007

Subjects: Information and Communication Technology (ICT) – Welsh

Subject	Number of Candidates	% of Total Entries	% by grade					
			A	B	C	D	E	U
ICT	13360	1.7	9.5	18.2	25.3	24.2	16.1	6.7
	14208	1.8	8.9	17.0	24.7	25.9	17.4	6.1
Law	15510	1.9	20.7	22.7	23.8	18.0	10.3	4.5
	15241	1.9	19.8	22.1	24.0	18.4	10.5	5.2
Mathematics	60093	7.5	43.7	21.4	15.6	10.4	5.9	3.0
	55982	6.9	43.5	21.1	15.3	10.5	6.5	3.1
Media*	31942	4.0	14.1	31.1	33.3	16.2	4.3	1.0
	30964	3.8	13.8	29.9	32.8	17.3	5.0	1.2
Music	10547	1.3	17.6	22.9	25.4	20.5	10.3	3.3
	10407	1.3	17.8	22.9	25.0	20.3	10.7	3.3
Physics	27466	3.4	30.8	21.0	18.4	14.6	10.4	4.8
	27368	3.4	29.4	21.3	18.2	14.8	11.0	5.3
Psychology	52048	6.5	19.0	23.2	24.2	18.8	10.7	4.1
	52621	6.5	17.8	22.9	24.5	18.9	11.2	4.7
Religious Studies	19006	2.4	27.0	31.0	23.6	12.5	4.6	1.3
	18205	2.3	26.5	29.4	24.3	12.9	5.3	1.6
Sociology	27567	3.4	21.3	26.3	25.4	16.8	7.6	2.6
	27321	3.4	20.5	26.3	25.8	17.0	7.6	2.8
Spanish	6951	0.9	38.0	28.6	18.1	9.6	4.2	1.5
	6520	0.8	37.0	28.3	19.1	10.4	3.9	1.3
Sport/PE	21765	2.7	15.4	21.4	24.8	21.9	13.4	3.1
	21834	2.7	13.7	20.6	25.6	22.9	13.4	3.8
Technology*	17417	2.2	17.7	24.4	26.5	19.3	9.2	2.9
	18684	2.3	16.6	24.0	27.0	19.9	9.6	2.9
Welsh	847	0.1	18.5	23.8	27.4	23.5	5.3	1.5
	953	0.1	19.9	27.6	26.2	19.7	5.0	1.6
All Subjects	805657	100	25.3	24.4	23.1	16.0	8.1	3.1
	805698	100	24.1	24.0	23.2	16.6	8.7	3.4

Key **Bold font 2007** Normal font 2006

* used where titles cover a range of related subjects

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A Level Results



Worksheet

The Data Sheets give the GCE A Level results for June 2006 and **June 2007**.

Consider each of the following statements.

In each case

- suggest any ways in which the wording of the statement could be improved
- state whether you think the data supports the statement
- decide whether further data is needed

- 1 The number of students studying Business Studies is greater than the number studying Economics.
- 2 Physics is easier than Psychology.
- 3 Very few people fail English.
- 4 The number of students who study French is more than double the number who study German.
- 5 English is the most popular A level subject.
- 6 Media is more difficult than Mathematics.
- 7 The number of students entered for A level Biology is much higher than the number of students entered for the other sciences.
- 8 It is more difficult to get a grade A in Business Studies than in Economics.
- 9 Mathematics is a much more popular A level subject than Music.
- 10 The percentage of students entering for 'modern' subjects such as Computing, ICT, Media and Sport is rising whilst that for languages is falling.



Teacher Notes

Unit Advanced Level, Using and applying statistics

Skills used in this activity:

- clarifying areas for investigation
- considering the limitations of data
- choosing appropriate data and methods of collection

Preparation

For the class you need:

- a copy of the data sheets (pages 1 and 2) for each student
- a copy of the worksheet (page 3) for each student

Notes on the Activity

Data Sheets 1 and 2 give the A level results for June 2006 and June 2007.

The worksheet gives a list of statements related to the data. If possible, alter the statements on the worksheet to make them more relevant to the particular group of students on your course. The worksheet can be used by students working individually or in groups, or alternatively used with the class as a whole to generate discussion. There are many reasons why the data is inadequate for deciding on the truth of the statements. Some general points are given below.

Wording of the statements is unclear and ambiguous (eg What does 'studying' or 'popular' mean?).

Trends

Two years of data is insufficient to be confident of any general trends.

Difficulty of subjects

Much more data is needed before the truth of any hypothesis concerning difficulty can be assessed (eg previous academic record of the students entered, drop-out rate, content of the papers).

Popularity of subjects

First it is necessary to decide what 'popular' means. If it is taken to mean that the subject is enjoyable and interesting, much more information is needed (eg views of students, reasons for studying a subject, drop-out rate).

After discussion of these points, students could work individually or in groups on one or more of the statements. After rewording a statement to give a clear hypothesis, they could make a list of the data they would need to test the hypothesis and then draw up a plan showing how they would collect this data.

Extensions/Alternatives

If past exam results at your school or college are available, students could analyse them and compare with the national results. Time could be spent on the design of questionnaires and other data collection forms. Students could then be given the task of collecting and analysing further related data. The data on the Data Sheets is also given on an Excel spreadsheet - this can be used for practice in using a spreadsheet for statistical diagrams or calculations.

