Guide to Importing and Analysing Examination Results

applicable to 2011 onwards

Mini Guide
Revision History

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Contents

01| Introduction ................................................................. 1
   Introduction ................................................................ 1
   Accessing Additional SIMS Documentation ................. 2

02| Importing Examination Results ................................. 3
   Importing Your Results into Examinations Organiser .... 3
     Joint Council ......................................................... 3
   Importing the Results ............................................... 3
   Adding Results Achieved Elsewhere ........................... 5
   Achieving an Overview of Results ............................. 6
   Using Results Marksheets ........................................ 6

03| Calculating your PI Data ............................................. 7
   Introduction ................................................................ 7
   How are the Results Calculated? ............................... 8
   Calculating the Data ................................................ 9

04| Reports in Examinations Organiser .......................... 11
   Introduction ................................................................ 11
   Statement of Student Results ..................................... 11
   Certification Results Broadsheet ............................... 12
     Usage and Interpretation ....................................... 13
   Subject/Grade Analysis .......................................... 14
   Group Performance Analysis .................................... 14
     Usage and Interpretation ....................................... 14
   Performance Tables ................................................ 16
   English Baccalaureate (Ebacc) Measure ....................... 16
   Export Results ....................................................... 17
   Reporting in SIMS ................................................... 17

05| Analysing Examination Results ............................... 19
   Analysing Your Examination Results in SIMS Analysis ... 19
Introduction

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

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 for 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.

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.
Accessing Additional SIMS Documentation

A complete on-line help system for Examinations Organiser is available with this release. To obtain help from within the module, either press F1 or click the Help button.

A wide range of documentation is available from within SIMS via the Documentation Centre and can be accessed by clicking the Documentation button on the SIMS Home Page. The range of documentation includes handbooks, tutorials, help sheets, mini guides and quick reference sheets. Once open, click the appropriate button (e.g. Handbooks), then navigate to the applicable option.

The following additional handbooks for Examinations Organiser are available from the Documentation Centre:

- Preparing Examinations Organiser for an Exams Season
- Administering and Registering Candidates for an Exams Season
- Setting Up Domestic Exams in Examinations Organiser
- Using the Seating Wizard in Examinations Organiser
- Guide to Importing and Analysing Examination Results
- Processing Results and Calculating PI Data in Examinations Organiser.
02 | Importing Examination Results

In This Chapter

02 | Importing Examination Results

Importing Your Results into Examinations Organiser .......................... 3
Adding Results Achieved Elsewhere.................................................. 5
Achieving an Overview of Results.................................................... 6
Using Results Marksheets .................................................................. 6

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 menu
route. They can be recognised from the filename: Rcccccbb.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 the Examination Board Contact Details section in the
Preparing Examination Organiser for an Exams Season handbook for more
information, if required.

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 14.

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 Processing Results
and Calculating PI Data in Examinations Organiser handbook.

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 checks that the element for which the grade is issued has been imported and records 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 overwrites 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.

For more information, please refer to Dealing with Errors When Importing Results in the Processing Results and Calculating PI Data in Examinations Organiser handbook.

If it becomes necessary to contact your LSU, please be ready to report the exact error message, and ensure that you have a saved copy of the import log available, 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 a difficult position. 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. For information relating to the features available in SIMS Analysis not covered in this guide, please refer to the **Analysis in SIMS** handbook.

**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 non-EDI facilities in Examinations Organiser can be used to record these 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 applications and manipulated and viewed as required.

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

Please refer to Chapter 4: Reports in Examinations Organiser for further information.

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 that 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 Administering and Registering Candidates for Examinations Organiser handbook.

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.
Introduction

The purpose of this chapter is to familiarise you with the Performance Indicators functionality available in Examinations Organiser. This functionality is particularly 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 not regarded by the DfE as part of the information loop that leads to the production of the tables, and is 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.

- The evolution of the table formats 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 because:

- not all boards have defined the appropriate QCA subject code for all certification items, although the situation has improved significantly over the last few 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 issue a certification result recognisable in terms of Skill and Level. Full details can be found in the Results Day Survival Kit for 2011, available from the SupportNet website (http://support.capitaes.co.uk), Resource Number 18194.
- Ownership of students’ results lies with the school where 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 the DfE, 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 retain their description of PI Cohort yyyy Age 15.

The second group contains those students who were on-roll on School Census day, who were 16, 17 or 18 years of age on 31 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.

Before calculating your PI data, please be aware that:

- PI data is only ever 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 are warned that only cohort membership is updated. PI data is not calculated.

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

Examinations Organiser creates or refreshes the appropriate group(s) with the appropriate candidate details.

**NOTE:** The groups created are of type **PI Cohort**.

For each student in each cohort, Examinations Organiser calculates the appropriate values and either creates or updates 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 *Processing Results and Calculating PI Data in 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 are asked **Do you want the system to update PI Cohort membership?** If you select **Yes**, the system reviews the cohort membership in the light of current data. If you select **No**, the system leaves in place any changes that you may have made in **Tools | Group Manager | PI Cohort**, and skips straight to updating the collation of student results. Selecting **Cancel** returns you back to the menu.

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

You then have the opportunity through **Focus | PI Values | 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.
More Information:
What is a QCA Code? on page 29
Ensuring Analysis Grids Display the Correct Aspects on page 27
Introduction

The detailed operation of the controls in the Parameters dialogs for the results-related reports are described in the Producing Reports chapter of the Processing Results and Calculating PI Data in Examinations Organiser handbook. The purpose of these notes is 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 with two other buttons, Print and Export. Clicking the Export button sends the output to a user-defined location and file in a dedicated CSV format.

One benefit of using the Export button is that the system does not have to close the Parameters dialog in order to produce the report. This enables 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 displays any results added through the Edit PI Data routines.
The detailed operation of the Parameters dialog is described in the Processing Results and Calculating PI Data in Examinations Organiser handbook. Please be aware of the following options:

- You may opt to produce a report of Forecasts, rather than Results. However, 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 is 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 print the output or to export it to the Document Management Server. If you opt to Export, only one copy is 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 for 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 all certification results that share the same QCA subject code, under one heading. Any element that does not have such a code defined is not 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 confines your **Output Mode** to **Grades** only. 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 are 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) are distinguishable. If you opt for **Grades**, they are 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. The **Average Points** figure is derived by totalling the points scores in the column and dividing by the number of **Equivalent Entries**. The **Average Residual** figure 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. 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 is 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 has a different number of data rows from the first. The rigid application of the ‘every five’ rule ensures that horizontal alignment is easier.

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**NOTE**: Only certification results are 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.

If the Show Cumulative check box is selected, each column shows 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 become redundant, and are not printed.

CSV Export is available for all options.

NOTE: Only certification results are 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.

As the report applies only to terminal certification results, it is only available 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-T6.
- As with the Certification Results Broadsheet, ‘All’ levels of the selected qualification are selectable, but this option 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. For example, if a class has 25 members, only 20 of whom have a result, percentages and averages are calculated against a denominator of 20.
You have the option of calculating residuals against stored PI values (the default), or the matching qualification (e.g. if you select GCSE, only GCSE results are 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 at 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 works as follows:

- If **Split by Gender** is selected, each class is represented as three rows: **All**, **Female**, or **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 starts 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 is normally 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 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 a given student shows 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, 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 appears 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 Processing Results and Calculating PI Data in 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 2010 KS4, PI Cohort 2011 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 is treated as 0.

For details of how to use the various options available, please refer to Performance Tables Report in the Producing Reports chapter of the Processing Results and Calculating PI Data in Examinations Organiser handbook.

English Baccalaureate (Ebacc) Measure

The EBacc Measure has been added to the SIMS Exams PI reports. The changes made to the existing reports to incorporate the EBacc Measure are as follows:

- PI KS4 Summary Report – an additional row entitled Achieving English Baccalaureate, has been added. The formatting of this row is in keeping with other achieving rows within the report.
- PI KS4 Detailed Report – an additional column has been added that displays the Y or N indicator.
Export Results

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 appear to be suspiciously high-achieving in comparison to Higher candidates.

Reporting in SIMS

Two 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.
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 and its associated Aspects and Grade Sets. If the appropriate Examinations Organiser data exists, a set of Group, Aspect, Result Set and Chance Analyses are created once the Build Exams Analysis process has completed successfully.

No user is granted ownership of these Analyses automatically. They can 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 (please see Cloning Analysis Grids on page 25).
Building Examination Analyses

1. In SIMS, select **Tools | Performance | Analysis | Exam Analyses** to display the **Build Exams Analyses** wizard.

   ![Build Exam Analyses](image)

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

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

   ![Build Exam Analyses - Select Season](image)

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

5. 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 31).

6. Click the **Apply** button after you have changed each name to confirm the change. Alternatively, click the **Discard** button to undo the name change. A message dialog is displayed.

7. Click the **Yes** button to proceed.

8. If no changes are required to the Grade Set names, click the **Finish** button to build the Examinations Analyses for the selected Season(s).
Once the process has completed successfully, the **Activity Log** displays 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**.
10. Click the **Save** button to save these details to a filename and location of your choice.
11. Click the **Close** button to close the **Activity Log** dialog.

**Viewing an Analysis**

1. Select **Focus | Assessment** and select the required `<Analysis Type>` from the drop-down menu.
2. Select the **Description** of the analysis you wish to edit from the **Find <Type> Analyses** browser.
If you have associated your Analysis Grids with a Category, you can search for the required grid by clicking the Select Category button to display the Category Filter dialog.

3. Select the Category or Categories on which you wish to filter your view.
4. Click the Apply button to apply the chosen filter and modify the browser display accordingly.
5. Click the Search button to populate the browser with analyses that match the search criteria specified.
6. Highlight the required Description and click the Open button to view the details of the analyses.

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, 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.

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 is particularly useful if you wish to analyse individual achievement across a range of related subjects.

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 is particularly useful if you wish to see individual achievement for a single Aspect.

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.

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>** to open the browser.
2. Select the Analysis you wish to clone.
3. Click the **Clone** button to clone the currently selected Analysis Grid.
4. Enter a name for the new Analysis Grid.
5. Click the **Save** button to save the new Analysis.

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

1. Select **Focus | <Analysis Type>** to open the browser.
2. Select the Analysis whose properties you wish to view or edit.
3. Select the **Properties** panel.
4. Select the user to be recognised as the owner of the Analysis Grid from the **Owner** drop-down list.
5. Click the **Save** button to assign the Analysis Grid to the selected owner.

### 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 Coordinator 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** button to save the changes made.
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 related 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 (please see What is a QCA Code? on page 29).

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. In Exams Organiser, select **Focus | Basedata** to display 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.

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

4. Enter the **QCA Code** for the Element, or select it from the drop-down list.

5. Click the **Save** button to save the changes to the Element.
Exams Analyses are only 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 is used when building Exams Analyses.

**What is a QCA Code?**

The QCA Code is a code specified by the Qualifications and Curriculum Authority. It is the standard subject 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.

1. Select **Tools | Performance | Analysis | Exams Analyses** to display the **Build Exam Analyses** wizard.
2. Select the **Delete Analyses based on Seasons** radio button. The name of the wizard changes to the **Delete Exam Analyses** wizard.

3. Click the **Next** button to display the **Delete Exam Analyses- Select Season** page.

4. Select the relevant season by clicking the check box or click the **Select All** button. Incorrectly selected Seasons can be removed from the selection by clicking the **Deselect All** button.

5. Click the **Finish** button to delete the Examinations Analyses for the selected Season(s).
Once the deletion process is complete, the Activity Log displays a message confirming the deletion of the selected Analyses.

6. Click the Print button to print the details displayed in the Activity Log.
7. Click the Save button to save these details to a filename and location of your choice.
8. 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Grades</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A, B, C, D, E, U</td>
<td>GCE and VCE results</td>
</tr>
<tr>
<td>B</td>
<td>a, b, c, d, e, u</td>
<td>GCE and VCE Equivalent grades – used by OCR and WJEC to accompany UMS marks – has no substantive validity – indicative status only</td>
</tr>
<tr>
<td>C</td>
<td>AA, AB, BB, BC, CC, CD, DD, DE, EE, U</td>
<td>Used by AQA on JC formats, also possibly by Edexcel, for dual certification VCE</td>
</tr>
<tr>
<td>D</td>
<td>D, M, P, U</td>
<td>GNVQ</td>
</tr>
<tr>
<td>E</td>
<td>d, m, p, u</td>
<td>GNVQ indicative grades – not in real use as far as we are aware</td>
</tr>
<tr>
<td>F</td>
<td>A*, A, B, C, D, E, F, G, U</td>
<td>GCSE results</td>
</tr>
<tr>
<td>G</td>
<td>3, 2, 1, U</td>
<td>CoA/CoEA and Entry Level</td>
</tr>
<tr>
<td>H</td>
<td>D, M, U</td>
<td>AEA only</td>
</tr>
<tr>
<td>I</td>
<td>A, B, C, D, E, N, U</td>
<td>Legacy GCE</td>
</tr>
<tr>
<td>J</td>
<td>a, b, c, d, e, n, u</td>
<td>Legacy GCE Equivalent grades – used by OCR and WJEC to accompany UMS marks – has no substantive validity – indicative status only</td>
</tr>
<tr>
<td>K</td>
<td>AA, AB, BB, BC, CC, CD, DD, DE, EE, EN, NN, NU, U</td>
<td>Legacy GCE equivalent of gradeset C – no usage whatsoever because there were no legacy dual GCEs.</td>
</tr>
<tr>
<td>L</td>
<td>5, 4, 3, 2, 1, U</td>
<td>Key Skills levels</td>
</tr>
<tr>
<td>M</td>
<td>P, F</td>
<td>Key Skills pass/fail</td>
</tr>
<tr>
<td>N</td>
<td>P, U</td>
<td>GNVQ Language Units</td>
</tr>
<tr>
<td>O</td>
<td>S, 1, 2, 3, U</td>
<td>STEP</td>
</tr>
<tr>
<td>P</td>
<td>a*, a, b, c, d, e, f, g, p, u</td>
<td>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</td>
</tr>
<tr>
<td>Q</td>
<td>a*, a, b, c, d, e, f, g, u</td>
<td>As above, but without ‘p’</td>
</tr>
<tr>
<td>R</td>
<td>P, R</td>
<td>VRQ</td>
</tr>
<tr>
<td>S</td>
<td>D1, D2, D3, M1, M2, M3, P1, U</td>
<td>BTEC triple grades (Diploma)</td>
</tr>
<tr>
<td>T</td>
<td>DD, DM, MM, MP, PP, U</td>
<td>BTEC double grades (Certificate)</td>
</tr>
<tr>
<td>Code</td>
<td>Grades</td>
<td>Usage</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>U</td>
<td>D, M, C, P, U</td>
<td>DIDA</td>
</tr>
<tr>
<td>V</td>
<td>1, 2, U</td>
<td>Level 1/Level 2</td>
</tr>
<tr>
<td>W</td>
<td>3, 2, 1, U</td>
<td>Asset Languages – Breakthrough</td>
</tr>
<tr>
<td>X</td>
<td>6, 5, 4, U</td>
<td>Asset Languages – Preliminary</td>
</tr>
<tr>
<td>Y</td>
<td>9, 8, 7, U</td>
<td>Asset Languages – Intermediate</td>
</tr>
<tr>
<td>Z</td>
<td>12, 11, 10, U</td>
<td>Asset Languages – Advanced</td>
</tr>
<tr>
<td>1</td>
<td>15, 14, 13, U</td>
<td>Asset Languages – Proficiency</td>
</tr>
<tr>
<td>2</td>
<td>17, 16, U</td>
<td>Asset Languages – Mastery</td>
</tr>
<tr>
<td>3</td>
<td>D*, D, M, P, U</td>
<td>BTEC Firsts with Distinction*</td>
</tr>
<tr>
<td>4</td>
<td>A*, A, B, C, D, E, U</td>
<td>GCE A Level, Extended Project and PL3</td>
</tr>
<tr>
<td>5</td>
<td>a*, a, b, c, d, e, u</td>
<td>GCE A Level, Extended Project and PL3 only (lower case)</td>
</tr>
<tr>
<td>6</td>
<td>A*, A, B, U</td>
<td>PL1 and Project L1</td>
</tr>
<tr>
<td>7</td>
<td>a*, a, b, u</td>
<td>PL1 and Project L1 (lower case)</td>
</tr>
<tr>
<td>8</td>
<td>A*, A, B, C, U</td>
<td>PL2 and Project L2</td>
</tr>
<tr>
<td>9</td>
<td>a*, a, b, c, u</td>
<td>PL2 and Project L2 (lower case)</td>
</tr>
<tr>
<td>10</td>
<td>**, *A, AA, AB, BB, BC, CC, CD, DD, DE, EE, U</td>
<td>GCE A Level Double Award</td>
</tr>
<tr>
<td>11</td>
<td>*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, U</td>
<td>GCE A Level with additional AS Level</td>
</tr>
<tr>
<td>12</td>
<td>D1, D2, D3, M1, M2, M3, P1, P2, P3, U</td>
<td>Pre-U Level 3 Certificates</td>
</tr>
<tr>
<td>13</td>
<td>L1, E3, U</td>
<td>ESOL for work</td>
</tr>
<tr>
<td>14</td>
<td>D1, D2, D3, M1, M2, M3, P1, P2, P3, W, U</td>
<td>Global Perspectives</td>
</tr>
</tbody>
</table>
Index

A
analyses
deleting exam .................................. 29
analysing
exam results .................................... 19
analysis grid
assigning ownership .......................... 26
changing name ................................ 26
displaying correct aspects ................. 27
saving ............................................. 26
analysis grids
cloning ............................................ 25
aspects
displaying correctly in analysis grid .... 27
assigning
ownership of analysis grid ............... 26

C
changing
name of analysis grid ....................... 26
cloning
analysis grids .................................. 25
copying
analysis grids .................................. 25

D
deleting
exam analyses .................................. 29

E
editing
name of analysis grid ....................... 26
exam
analysing results ............................. 19
deleting analyses ............................ 29

G
gradesets
joint council ..................................... 31
grids
cloning analysis ............................... 25
displaying correct aspects ............... 27
saving analysis ............................... 26

I
importing
results .......................................... 3
results, introduction ........................ 3
introduction
importing results ............................. 3

J
joint council
gradesets ....................................... 31

O
ownership
analysis grid, assigning .................... 26

P
performance tables
reports ........................................... 16

R
removing
exam analyses .................................. 29
Index

reports
  performance tables ...................... 16
results
  analysing exam ............................... 19
  importing ......................................... 3
  introduction to importing .................. 3
  viewing statement of student report .... 11

S
saving
  analysis grid .................................... 26

statement of student results report
  viewing ........................................... 11

V
viewing
  statement of student results report ..... 11