



GCSE Mathematics Reform

Overview of qualifications reform

■ Ministerial responsibilities:

- Overall policy on qualifications – purposes, priorities
- How the curriculum is developed and subject content for qualifications
- Link to wider policy agenda

■ Ofqual's responsibilities:

- Standards of qualifications
- Efficiency and value for money of qualifications
- Regulatory oversight of the qualifications system

■ Exam Boards:

- Design and deliver qualifications

This slide sets out the different areas of responsibility of the DfE, ourselves and the exam boards in the reform of GCSE qualifications, including mathematics.

Key changes to GCSE mathematics

- **Content and assessment objectives**

<https://www.gov.uk/government/collections/gcse-subject-content>

- **Structure**

- **Use of calculators**

- **Grading**

Content – The content for all GCSE mathematics qualifications from all exam boards will now be the same, whereas in the past there have been small variations between boards. There is a substantial amount of challenging content in GCSE mathematics and it is double weighted for accountability purposes.

Assessment Objectives – The assessments objectives outline the skills required. They have been designed to put an emphasis on mathematical problem solving and reasoning, and to recognise where standard procedures are being used and reward them as such.

Structure – GCSEs will be linear with exams at the end of the course only. There will be at least 4 ½ hours of assessment time for mathematics, although how each board splits this time between their papers does vary.

The November exam sitting will be for re-sit students only.

Use of calculators - 33%-50% of the total marks available in the qualification must be allocated to questions which must be completed without the use of a

calculator.

GCSE grading structure



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Ofqual

This 'postcard' was circulated as part of our 9-1 campaign. It has proved to be an accessible, visual way to show the relationship between the current and reformed grading scales.

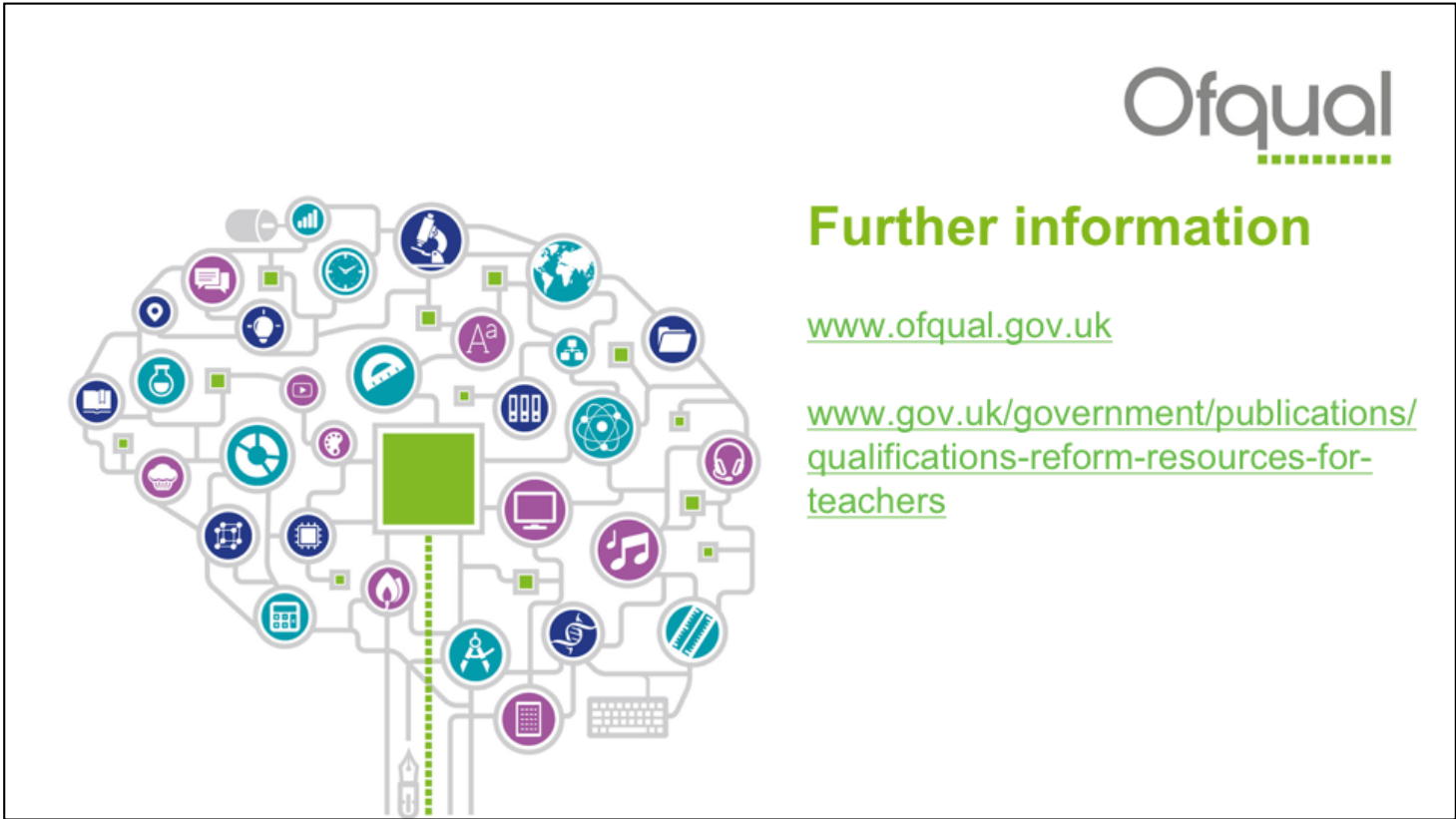
This change in grading structure will make it possible to distinguish between students who took the legacy qualifications, and students who took the reformed qualifications.

It also provides greater differentiation between higher performing students (grades 4, 5 and 6 covering the current performance at grades C and B; grades 7, 8 and 9 covering the current performance at grades A and A*).

Further information

www.ofqual.gov.uk

[www.gov.uk/government/publications/
qualifications-reform-resources-for-
teachers](http://www.gov.uk/government/publications/qualifications-reform-resources-for-teachers)



- Ofqual website, information on assessment arrangements, and outcomes of previous consultations
- Gov.uk site – Slide pack produced by DfE and Ofqual on reforms, including links to content documents for all subjects, and a timeline of reforms.