

## Statistics from the 2015 PPE Admissions Round For 2016 Entry

In 2015 we received 1815 applications for PPE. 714 applicants (39%) were shortlisted for interview. 280 offers of places were made (including Open Offers<sup>1</sup> and Deferred Offers<sup>2</sup>). 15% of all applicants, and 39% of shortlisted applicants, were successful. 1754 (97%) applicants successfully registered for and sat the TSA admissions test. Only one applicant who had not sat the TSA was interviewed and offered a place. 42 applicants applied for deferred entry. Of these, 20 were interviewed and 12 received an offer for 2017.

### 1 SHORTLISTING

The factors involved in shortlisting applicants have the following levels of importance:

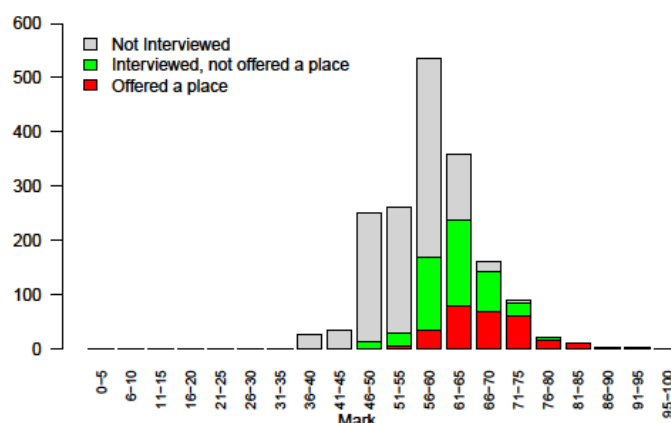
- High Importance: TSA; GCSE (or similar) profile; predicted performance at A Level (or similar)
- Medium Importance: UCAS reference
- Low Importance: AS Level module grades (or similar); UCAS personal statement

For those applicants who took GCSEs, admissions tutors use the full set of information on GCSE performance, including A and A\* grades. They also use GCSE performance data for schools in Great Britain and Northern Ireland to assess whether an applicant's grades reflect an under- or over-performance within the context of the school at which they were taken. Therefore, the chance of being short-listed may be increased/reduced if an applicant has a higher/lower proportion of A\* grades than would be predicted for the average student applying to Oxford from their school.

Figure 1 shows the distribution of the marks in each component of the TSA for applicants who were not interviewed, those interviewed but not offered a place, and those offered a place.

**Figure 1: TSA Marks (all applicants who sat the TSA test)**

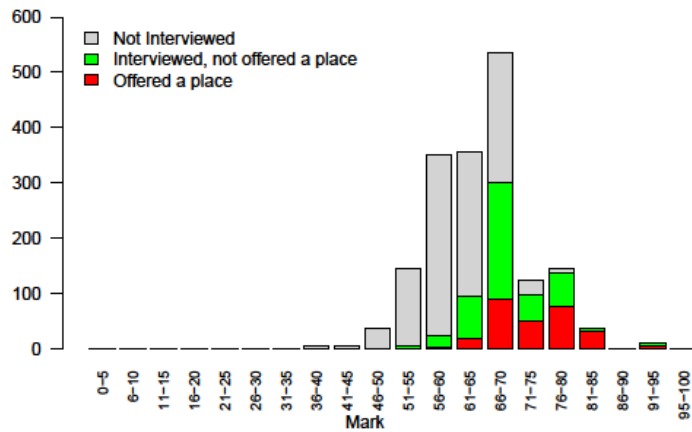
#### (a) Problem Solving



#### (b) Critical Thinking

<sup>1</sup> Applicants awarded Open Offers are guaranteed a place, subject to the conditions attached to the offer. However, their college will not be decided until after final exam results are released.

<sup>2</sup> Applicants awarded Deferred Offers are guaranteed a place, subject to the conditions of the offer, but will start the course a year later than applicants awarded normal offers.



**(c) Essay**

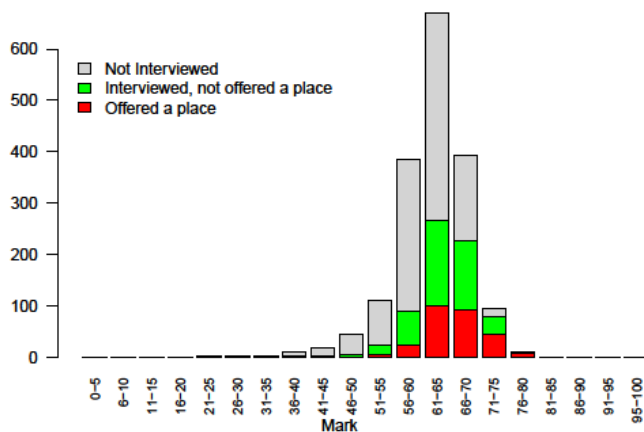
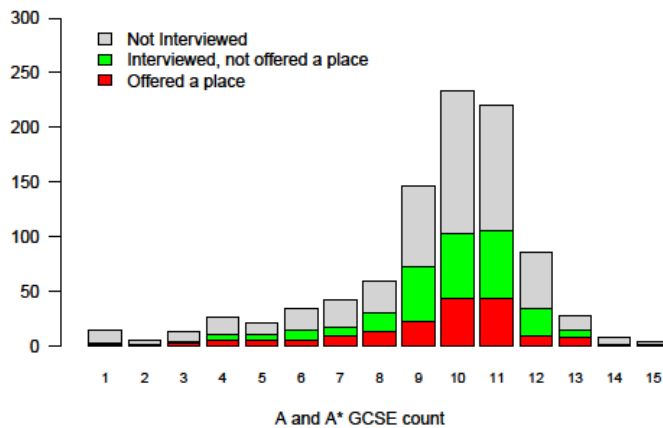


Figure 2 shows the distribution of the number of A's and A\*'s (panel(a)) and A\*'s (panel (b)) at GCSE for applicants who were not interviewed, those interviewed but not offered a place, and those offered a place. The total number of applicants offering GCSEs was 945.

**Figure 2: GCSE Grades (Applicants Offering GCSEs)**

**(a) A and A\* count**



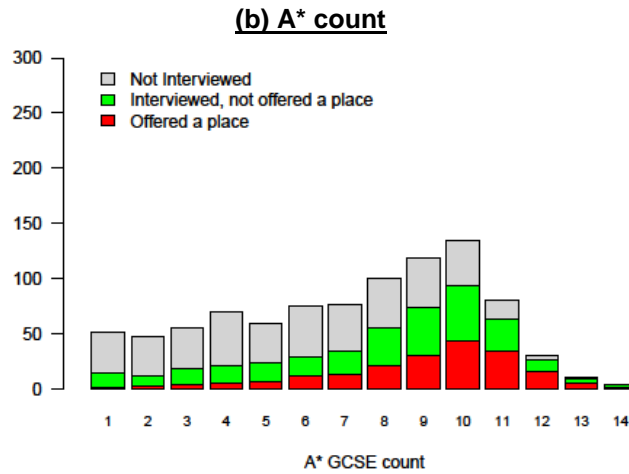
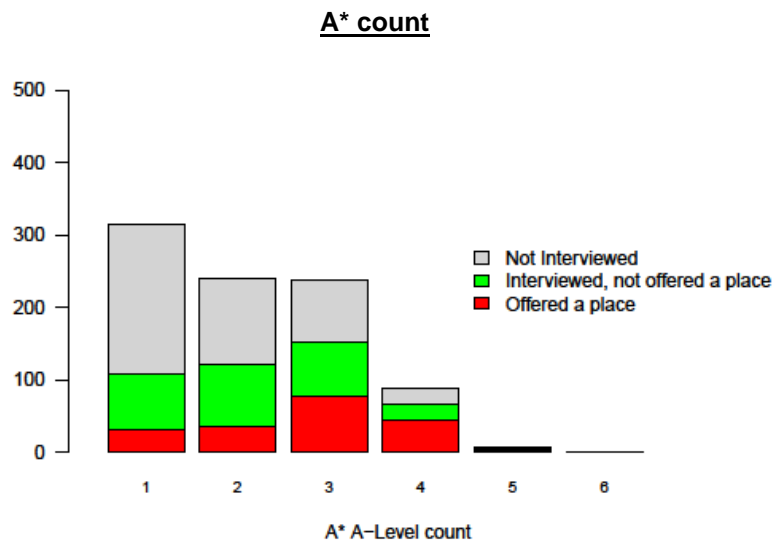


Figure 3 shows the distribution of the number of predicted A\*'s at A-Level for applicants who were not interviewed, those interviewed but not offered a place, and those offered a place.

**Figure 3: Predicted A-Level Grades (Applicants Offering A-Levels)**



## 2 INTERVIEWS & OFFERS

The characteristics being judged in interview are:

- Application and interest: capacity for sustained study, motivation and interest, an independent and reflective approach to learning;
- Reasoning ability: ability to analyse and solve problems using logical and critical approaches, ability to assess relevance, capacity to construct and critically assess arguments, flexibility and willingness to consider alternative views;
- Communication: willingness and ability to express ideas clearly and effectively on paper and orally; ability to listen; ability to give considered responses.

### 3 A-level Subjects (Applicants Offering A-Levels)

885 (49%) applicants offered A-levels. Applicants for PPE may have done any combination of subjects at school. History and Mathematics are “useful backgrounds”, but are considered not essential.

#### Mathematics

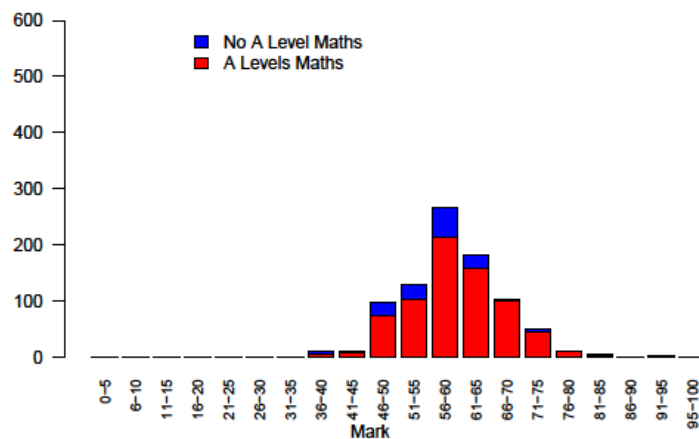
Although a background in Mathematics is not formally required for admission, PPE applicants should have sufficient interest in, and aptitude for, mathematics to cope with the mathematical elements of the course. Mathematics is a particular advantage for the Economics component of the course, as well as for the first year logic course in Philosophy, and for understanding theories and data in Politics.

Of the 885 applicants offering A-Levels, 730 had Mathematics (or Maths and Further Maths). Of the 449 applicants offering A-Levels who were interviewed, 399 (89%) had Mathematics. Of the 188 applicants offering A-Levels who were awarded a place, 179 (95%) had Mathematics.

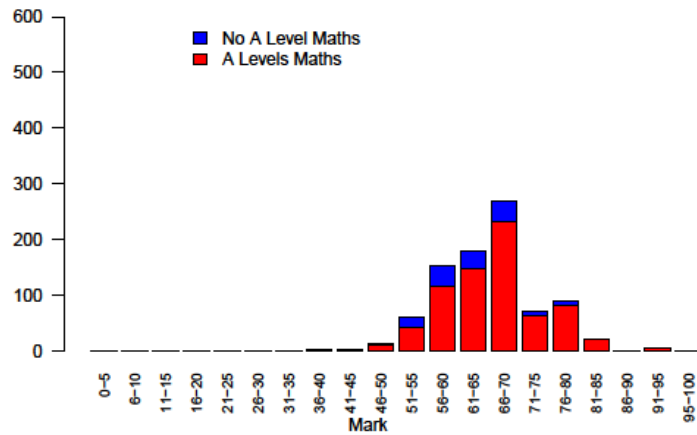
The following diagrams show the distribution of marks in the three components of the TSA for A-Level applicants with and without A-Level Maths. The average marks for A-Level applicants with Mathematics were 59.8, 65.9, and 63.5 in the Problem Solving, Critical Thinking, and Essay components respectively. For A-Level applicants without Mathematics, the average marks were 55.4, 62.8, and 62.9.

**Figure 4: TSA Marks (Applicants Offering Maths A-Levels)**

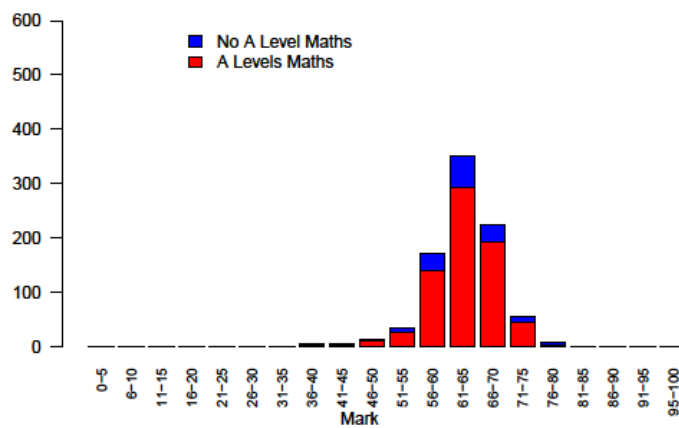
#### (a) Problem Solving



#### (b) Critical Thinking



**(c) Essay**



**History**

Of the 885 applicants offering A-Levels, 402 had A-Level History. Of the 499 applicants offering A-Levels who were interviewed, 226 (45%) had History. Of the 188 applicants offering A-Levels who were awarded a place, 93 (49%) had History.

**PPE**

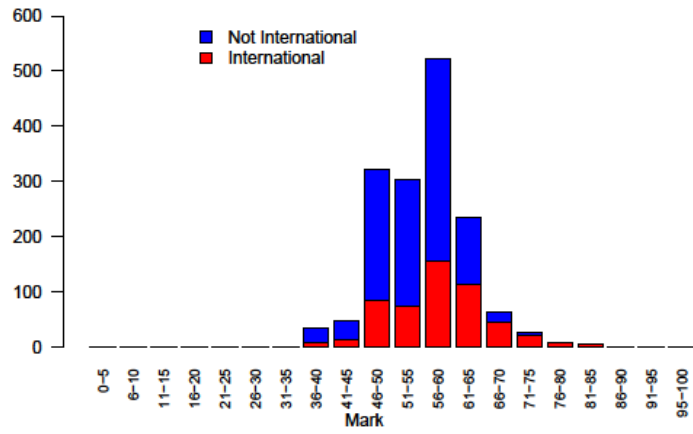
650 applicants offered at least one A-Level in either Philosophy, Politics/Government, or Economics. Of the 188 applicants offering A-Levels who were awarded places, 134 (71%) had at least one of these subjects. Economics was the most popular of these subjects. It was offered by 533 applicants of the 885 studying A-Levels (60%) and by 109 (58%) of those 188 awarded places. Politics/Government was offered by 240 applicants, and Philosophy by 43 applicants. 4 applicants offered A-Levels in all three subjects.

**4 INTERNATIONAL APPLICANTS**

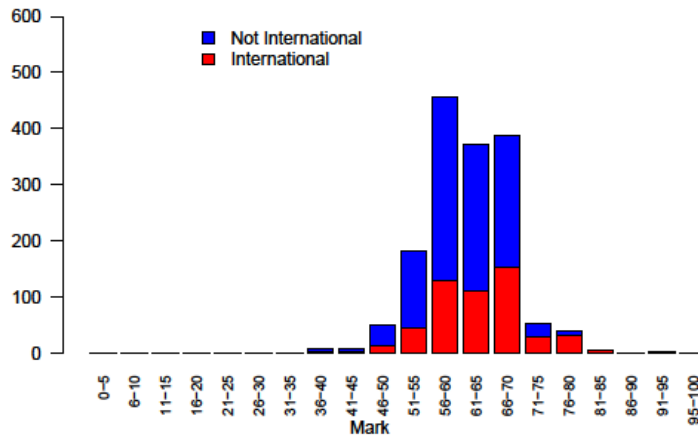
There were 557 (31%) international fee-paying applicants. Of these, 154 were shortlisted for interview, and 54 were offered places.

**Figure 5: TSA Marks**

**(a) Problem Solving**



**(b) Critical Thinking**



**(c) Essay**

