**Analyse factors influencing the validity of derived information**

The sample I collected to attempt to prove the hypothesis was collected and published by the government and was accessible through the .gov website. The data is collected from the entire UK and then joined to create the data that I used, this data represents and applies to the whole UK so it makes the data perfect for use with my hypothesis.

The data from the .gov website is collected by the government for schools in the UK, they do this every year and keep up to date with the newest results and make re-visit previous results to correct any mistakes and to help keep them accurate and up to date. By doing this the data itself manages to stay valid and accurate, this also intern creates reliable data which can be used to test the hypothesis without bias.

Errors for this type of data are not very impactful as the data includes the entire UK so one or two errors about what results people got is not going to affect it. For an error to affect the data it will need to be a very substantial error but this is already unlikely and the data is re-visited and checked regularly.

**Reflect on your study**

The results from the study were not what a first imagined and in fact were the opposite. I found that there was a difference between make and female achievement at the GCSE level. There are many things that this result implies and can be understood than just the difference alone.

One things that these results imply is that boys not only are less successful at high school but are at other academic areas as well such as primary school and university. This impels that males are less successful as females at an academic route and are less like to succeed.

This conclusive result suggests that this doesn’t only apply to the UK but instead applies to other countries which have males and females in school alike. This type of implication opens up a wide variety of social studies and behavioural studies which may be able to find the cause for the difference between the two genders and maybe help improve the success rates.

The study itself would have been improved in a number of results to create a more decisive and accurate conclusion.

Firstly, the data I used was only from the government website and although this is official is could have been modified or collected in a certain way which could affect the data and therefore the results. Investigating alternate sources for the data could prove to be worth it as even an official source like the government will modify the data in some way and by getting multiple sources we can collect fairer and more accurate data.

the study I conducted collected data for the success rates at GCSE English and maths (A\*-C) and also the percentage of each gender getting at least one GCSE. These two areas can be used to measure the success rate of each gender but there are also many other ways to judge the success rate such as collecting data of success rates at other subjects. By doing this it would help to judge which gender is more success full in different areas and maybe help us come to some ideas to why.