

Perceptions of AS/A levels, GCSEs and Applied General qualifications in England – Wave 17

An Ofqual commissioned report

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The logo for YouGov, with 'You' in red and 'Gov' in grey.

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Executive summary

Introduction

This report presents the findings of wave 17 of the Perceptions Survey and should be read alongside the [background information document](#). To best appreciate the display of the data, this report should be viewed in colour.

The project was commissioned by Ofqual and conducted by YouGov. The aim of this project was to investigate head teachers'¹, teachers', students', parents', the general public's, employers' and Higher Education Institutions' (HEIs) perceptions and levels of confidence in qualifications and the examination system in England.

The survey followed the approach used in waves 13, 14, 15 and 16 and was conducted using an online method. The fieldwork was conducted between 29 October and 28 November 2018.

The final achieved samples were structured to be representative of the relevant target populations. However, while the sampling approach aimed to identify groups of participants that were representative, given that a survey of this kind only captures the views of those involved, throughout this report responses attributed to groups (for example, teachers, parents) reflect only those respondents included in the study. Further information on sampling and methodology is available in the accompanying [background information document](#).

Findings

Composite confidence in GCSE, AS/A level and Applied General qualifications

- There was no change in overall composite confidence in AS/A levels, GCSEs and Applied General qualifications between waves 16 and 17.
- Overall composite confidence was highest for AS/A level qualifications², followed by GCSEs and Applied General qualifications, in that order.
- For GCSEs, AS/A levels and Applied General qualifications, between waves 16 and 17 composite confidence for all individual stakeholder groups remained stable with the exception of GCSEs among young people, where composite confidence increased.

Perceptions of GCSEs

- The overall level of agreement that GCSEs are well understood by people (59%) is comparable with wave 16, but lower than in waves 15 and 14. This likely reflects the introduction of reformed qualifications, first awarded in 2017. In wave 17, HEIs were the only stakeholder group with a decrease in levels of agreement with this statement.

¹ The head teachers sample referred to throughout this report consists of head teachers and deputy head teachers.

² All instances of differences reported refer to statistically significant differences.

- Perceptions of GCSEs being a trusted qualification are consistent with the previous two waves, and higher than wave 14, with seven in ten (71%) stakeholders agreeing with this statement in the current wave.
- Consistent with the previous two waves, and higher than in wave 14, four in ten (40%) stakeholders agreed that GCSE standards are maintained year-on-year.
- Overall, the proportion of stakeholders who agree that the marking of GCSEs is accurate was consistent with wave 16, with close to four in ten (36%) stakeholders in agreement. Wave 17 saw a decrease in levels of agreement among employers, from approximately four in ten (41%) to three in ten (32%).
- In line with the previous two waves, but higher than in wave 14, seven in ten (69%) stakeholders agreed that GCSEs are good preparation for further study.
- Overall, more than three in ten (34%) stakeholders agreed that GCSEs are good preparation for work, consistent with wave 16 (35%). Head teachers were less likely to agree with this statement than they were in wave 16, with four in ten (42%) agreeing in wave 16 compared to three in ten (31%) in wave 17.
- Overall, nearly six in ten (57%) stakeholders agreed that GCSEs develop a broad range of skills for students. This is consistent with waves 14 through to 16.
- Approximately half (51%) of stakeholders agreed that GCSEs offer “value for money”, compared to 15% who disagreed.

Perceptions of AS/A levels

- Consistent with waves 15 and 16, but lower than in wave 14, six in ten (59%) stakeholders agreed that AS/A levels are well understood by people. Among the general public, there has been a gradual decrease in agreement levels from 51% in wave 15 to 45% in wave 17.
- The proportion agreeing that AS/A levels are trusted qualifications was 81%, which is consistent with the previous three waves.
- Overall, approximately half (49%) of stakeholders agreed that AS/A level standards are maintained year-on-year, consistent with the previous wave. Agreement levels among the general public increased since wave 15, from 35% to 41%.
- The proportion of stakeholders agreeing that the marking of AS/A levels is accurate (41%) was in line with waves 15 and 16 but higher than wave 14. There was a decrease in levels of disagreement, from 17% in the previous wave to 14% in wave 17.
- Overall, nearly eight in ten (77%) stakeholders perceived AS/A levels to be good preparation for further study, which is consistent with the previous waves.
- In line with wave 16, approximately four in ten (37%) stakeholders agreed that AS/A levels are good preparation for work. However, in comparison with wave 15 there was an increase in the proportion of those disagreeing with the statement, from 27% to 30%.
- Roughly half (49%) of all stakeholders agreed that AS/A levels develop a broad range of skills for students. This remained stable since wave 16, but was a decrease in comparison with wave 15 (52%).
- Over four in ten (45%) stakeholders agreed that AS/A levels offer value for money. This is higher than the proportion who disagreed (16%).

Perceptions of Applied General qualifications

- One in ten (13%) stakeholders agreed that Applied General qualifications are well understood, consistent with wave 16. There was an increase in the proportion of young people agreeing that they are well understood, from 12% to 21% in wave 17.
- A quarter (26%) agreed that Applied General qualifications are trusted qualifications. In comparison to the previous wave, young people were also more likely to agree, with an increase in agreement levels from 22% in wave 16 to 34% in wave 17.
- Two in ten (20%) stakeholders agreed that standards in Applied General qualifications are maintained year-on-year, in line with the previous wave. Levels of agreement among young people on this statement increased from 15% to 23% in this wave.
- The same proportion (20%) of all stakeholders agreed that the marking of Applied General qualifications is accurate. HEIs were less likely to agree in wave 17, with 13% agreeing compared to 20% in wave 16.
- Overall, approximately three in ten (31%) agreed that Applied General qualifications are good preparation for further study, consistent with the previous wave. There was an increase in agreement among young people, from 20% to 34%.
- In line with wave 16, close to four in ten (39%) stakeholders agreed that Applied General qualifications are good preparation for work.
- Consistent with the previous wave, nearly four in ten (38%) stakeholders believed that Applied General qualifications develop a broad range of skills for students. For wave 17, there was an increase in agreement among young people, and a decrease in agreement among teachers.
- Approximately two in ten (22%) stakeholders agreed that Applied General qualifications offer “value for money”, whilst 16% disagreed.

Comparison of perceptions of GCSEs, AS/A levels and Applied Generals

- Overall, perceptions that GCSEs and AS/A levels were well understood were similar to the last wave. Applied General qualifications were perceived as being less well understood. This is consistent with the previous wave.
- Stakeholders expressed the highest levels of trust in AS/A levels, followed by GCSEs and then Applied General qualifications.
- Similar to previous years, stakeholders indicated higher levels of agreement that standards are maintained year-on-year for AS/A levels than for GCSEs. As with wave 16, levels of agreement that standards are maintained year-on-year were lower for Applied General qualifications than for both AS/A levels and GCSEs.
- Consistent with the previous wave, overall levels of agreement that marking is accurate were higher for AS/A levels than for GCSEs, followed by Applied General qualifications.
- Stakeholders also expressed higher levels of agreement that the qualification is good preparation for further study for AS/A levels than for GCSEs and Applied General qualifications.
- A similar proportion of stakeholders agreed that each of AS/A levels, GCSEs and Applied General qualifications are good preparation for work.

- As with wave 16, overall levels of agreement that the qualification develops a broad range of skills were higher for GCSEs than for both AS/A levels and Applied General qualifications.
- Overall, levels of agreement that GCSEs offer value for money were higher than for AS/A levels. Overall levels of agreement were lowest for Applied General qualifications.

GCSE 9 to 1 grading scale

- Over eight in ten (85%) stakeholders were aware of the new 9 to 1 grading scale, consistent with the previous wave.
- There has been an increase year-on-year since wave 14 in knowledge of the 9 to 1 grading scale, with the majority (86%) of all stakeholders in wave 17 correctly identifying that 9 is the highest grade that students can get, compared to 74% in wave 14.
- Of those aware of the 9 to 1 grading scale used in new GCSEs, nearly half (45%) of stakeholders were aware of the new 9-9 to 1-1 grading scale for the new GCSE combined science.

The review of marking and moderation, and appeals against results for GCSE and AS/A level results

- Around six in ten (64%) stakeholders were aware that there is a review of marking and moderation, and appeals (ROMMA) system for GCSE and AS/A level results. This is an increase in comparison to waves 14, 15 and 16³.
- Consistent with the previous wave, of those aware of the ROMMA services, four in ten stakeholders agreed that the review of marking and moderation, and appeals system is fair for GCSEs (44%) and AS/A levels (42%).
- Four in ten (43%) stakeholders agreed that they have adequate information about the ROMMA services for GCSEs and AS/A levels. This is greater than for wave 15.
- Of those aware of the ROMMA service, 45% were aware that in 2018 if a school or college whose concerns about marking in an AS or A level were not addressed during a review of marking, they could appeal on the grounds of a marking error, as well as on the grounds of a procedural failing by the exam board.

Special consideration, reasonable adjustments and malpractice for GCSE and AS/A level qualifications

- Overall, the majority (77%) of teachers and head teachers agreed that they have adequate information about the arrangements that are available for a GCSE or AS/A level student who is eligible for special consideration. The increase in levels of agreement with this statement from wave 15 to 16 was sustained. Compared to wave 15, head teachers and teachers were less likely to disagree that they have adequate information.

³ An option for 'Don't know' was not included in wave 17, but it did feature in previous waves. This change could be a factor in the increase observed.

- Six in ten (60%) teachers and head teachers agreed that special consideration makes the qualification system fairer for all GCSE and AS/A level students, remaining consistent with wave 16.
- More than half (56%) of teachers and head teachers agreed that in the current special consideration system, the right arrangements are made for the right GCSE and AS/A level students. Whilst for head teachers levels of agreement remained consistent with the previous wave, agreement among teachers increased from 43% to 50%.
- Close to seven in ten (67%) teachers and head teachers agreed that they have adequate information about the adjustments available for a GCSE or AS/A level disabled⁴ student who is eligible for reasonable adjustments, consistent with wave 16.
- Half (51%) of teachers and head teachers agreed that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students. Among teachers, there was an increase in levels of agreement with this statement from 41% in wave 16 to 48% in wave 17.
- Six in ten (62%) teachers and head teachers agreed that reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students. This is consistent with the previous two waves.
- Consistent with waves 15 and 16, the majority (86%) of teachers and head teachers agreed that they have adequate information about what constitutes malpractice for GCSEs and AS/A levels.
- A similar proportion of teachers and head teachers (88%) agreed that they know to whom they should report an incident of malpractice in GCSEs and AS/A levels, consistent with waves 15 and 16.
- Overall, seven in ten (71%) were confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels, remaining consistent with the previous two waves.
- A slightly lower proportion (61%) of teachers and head teachers agreed that they are confident malpractice is properly reported when it happens in GCSEs and AS/A levels.

Appeals against results for Applied General qualifications

- In comparison with wave 16, there was an increase in the proportion of stakeholders who were aware of the appeals against results process for Applied General qualifications in schools and colleges, from 15% to 20%⁵. Specifically, levels of awareness increased from wave 16 to wave 17 among HEIs (8% to 15%), parents (8% to 14%) and young people (8% to 18%).
- There was a decrease in levels of agreement that stakeholders have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges, from 62% in the previous wave to 53% in wave 17. Head teachers in particular showed a decrease in levels of agreement in wave 17, from 82% to 68%.
- Consistent with wave 16, roughly half (53%) agreed in wave 17 that they are confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.

⁴ Being disabled under the Equality Act 2010 is defined as having a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to do normal daily activities.

⁵ An option for 'Don't know' was not included in wave 17, but it did feature in previous waves. This change could be a factor in the increase observed.

Malpractice for Applied General qualifications

- Seven in ten (70%) teachers and head teachers agreed that they have adequate information about what constitutes malpractice for Applied General qualifications.
- Eight in ten (81%) teachers and head teachers agreed that they know to whom to report an incidence of malpractice for Applied General qualifications.
- There were lower levels of agreement (62%) among teachers and head teachers that incidents of malpractice for Applied General qualifications are fairly investigated.
- A similar proportion of teachers and head teachers (59%) agreed that they were confident malpractice is properly reported when it happens in Applied General qualifications.

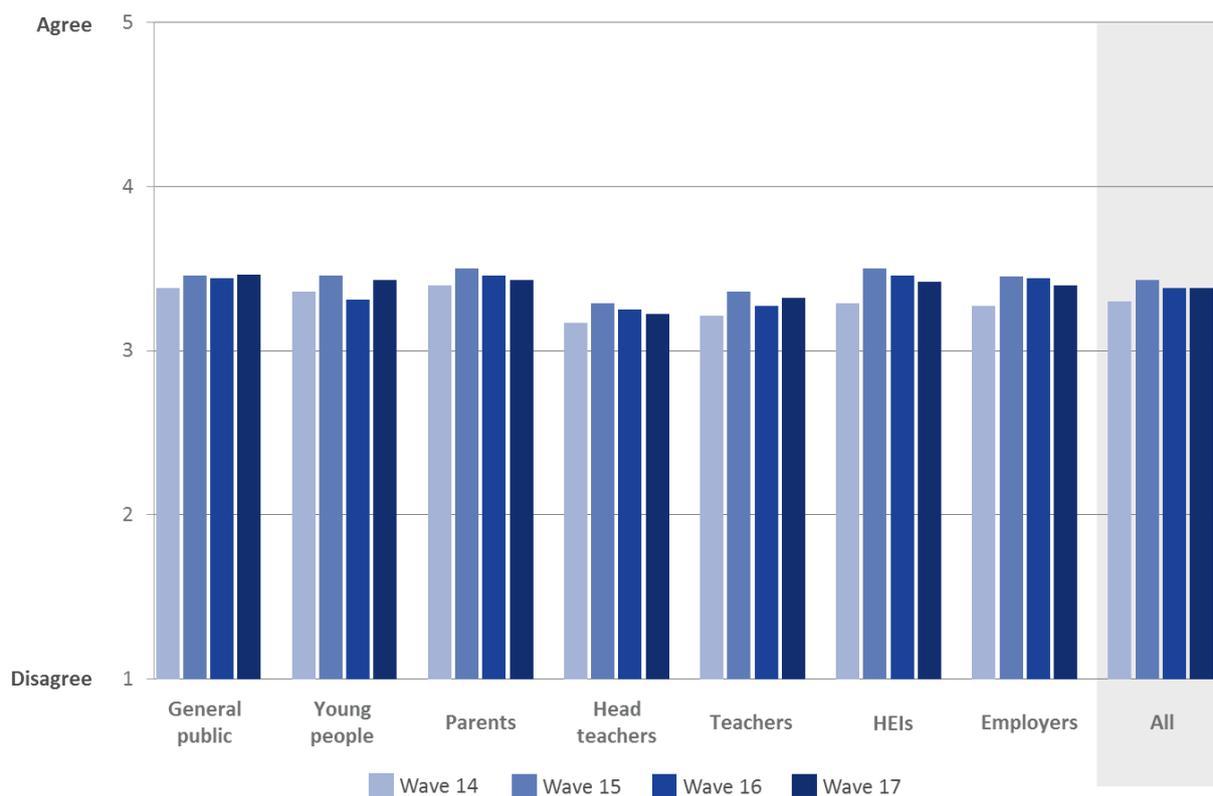
Section 1: Composite confidence measure

Composite confidence in GCSEs

For the following figure the wave 17 base is: All responses 3,211; General public 972; Parents 257; Young people 251; Teachers 779; Head teachers 395; HEIs 296; Employers 261.

Overall, confidence in GCSE qualifications was comparable with wave 16. However, amongst young people there was an increase in confidence in wave 17 compared to wave 16.

Figure 1. Composite confidence in GCSEs



Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. 'Don't know' responses have been excluded.

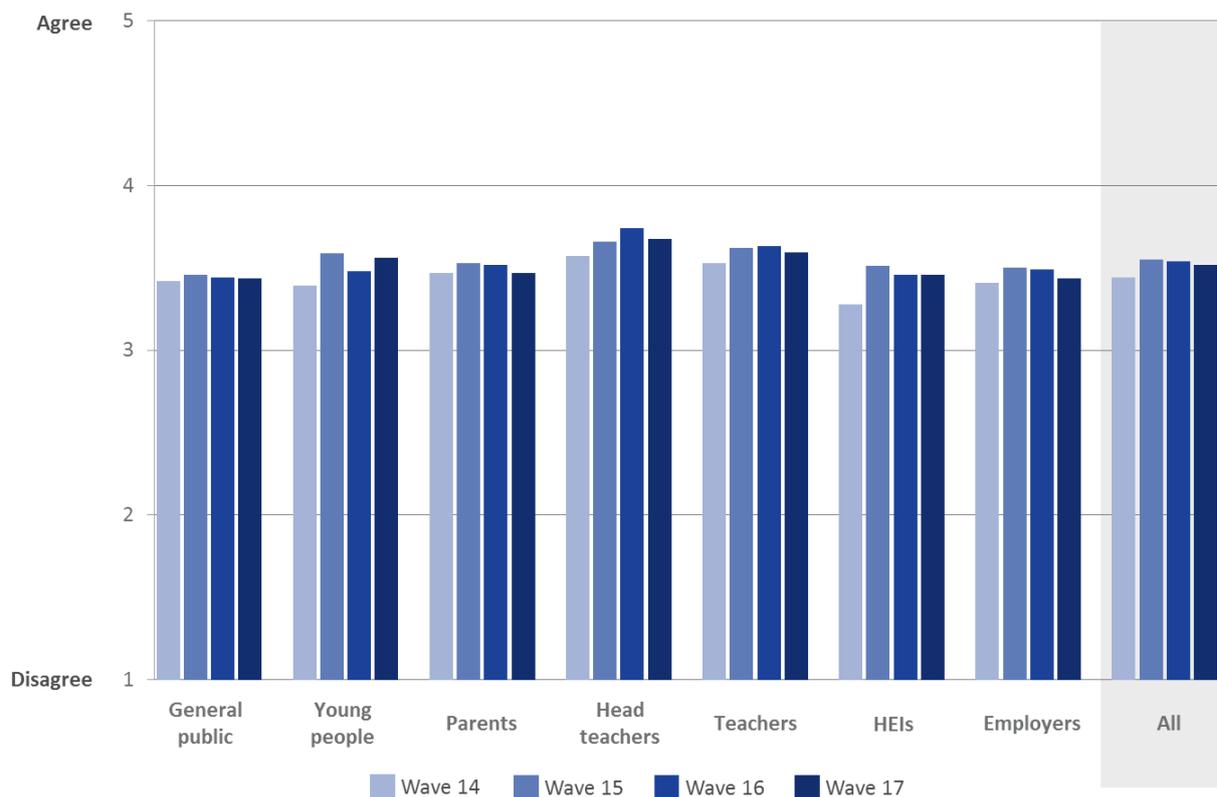
Note: There was an additional variable included in the index calculation for the first time in wave 17: value for money. Including this variable did not have a statistically significant impact on the results.

Composite confidence in AS/A levels

For the following figure the wave 17 base is: All responses 3,173; General public 968; Parents 256; Young people 248; Teachers 768; Head teachers 377; HEIs 297; Employers 259.

Overall, confidence in AS/A levels in wave 17 remained consistent with wave 16. Confidence also remained stable across each stakeholder group.

Figure 2. Composite confidence in AS/A levels



Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. ‘Don’t know’ responses have been excluded.

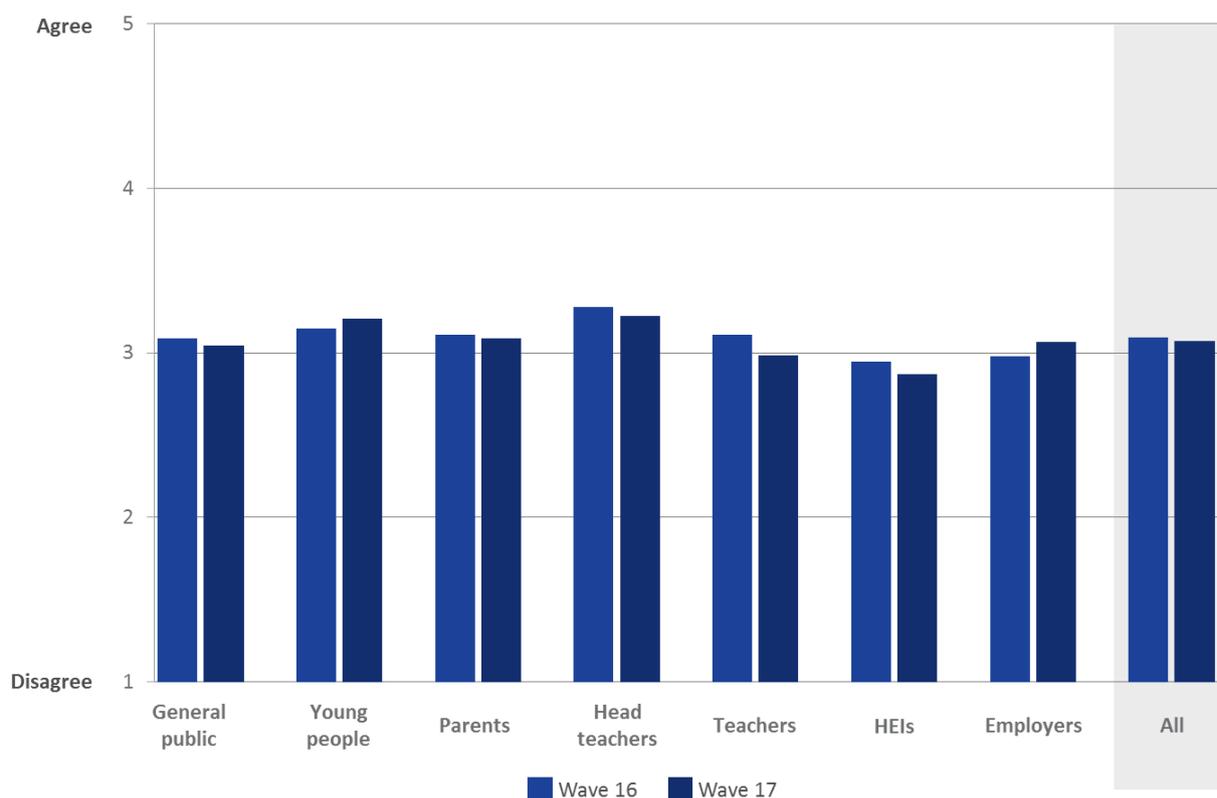
Note: There was an additional variable included in the index calculation for the first time in wave 17: value for money (including this variable did not have a statistically significant impact on the results).

Composite confidence in Applied General qualifications

For the following figure the wave 17 base is: All responses 2,511; General public 776; Parents 211; Young people 206; Teachers 589; Head teachers 304; HEIs 233; Employers 192.

Confidence in Applied General qualifications in wave 17 remained stable compared to the last wave, overall as well as among each stakeholder group.

Figure 3. Composite confidence in Applied General qualifications



Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. ‘Don’t know’ responses have been excluded.

Note: There was an additional variable included in the index calculation for the first time in wave 17: value for money. Including this variable did not have a statistically significant impact on the results. The survey items used to calculate the composite confidence measure for Applied General qualifications were included for the first time in wave 16.

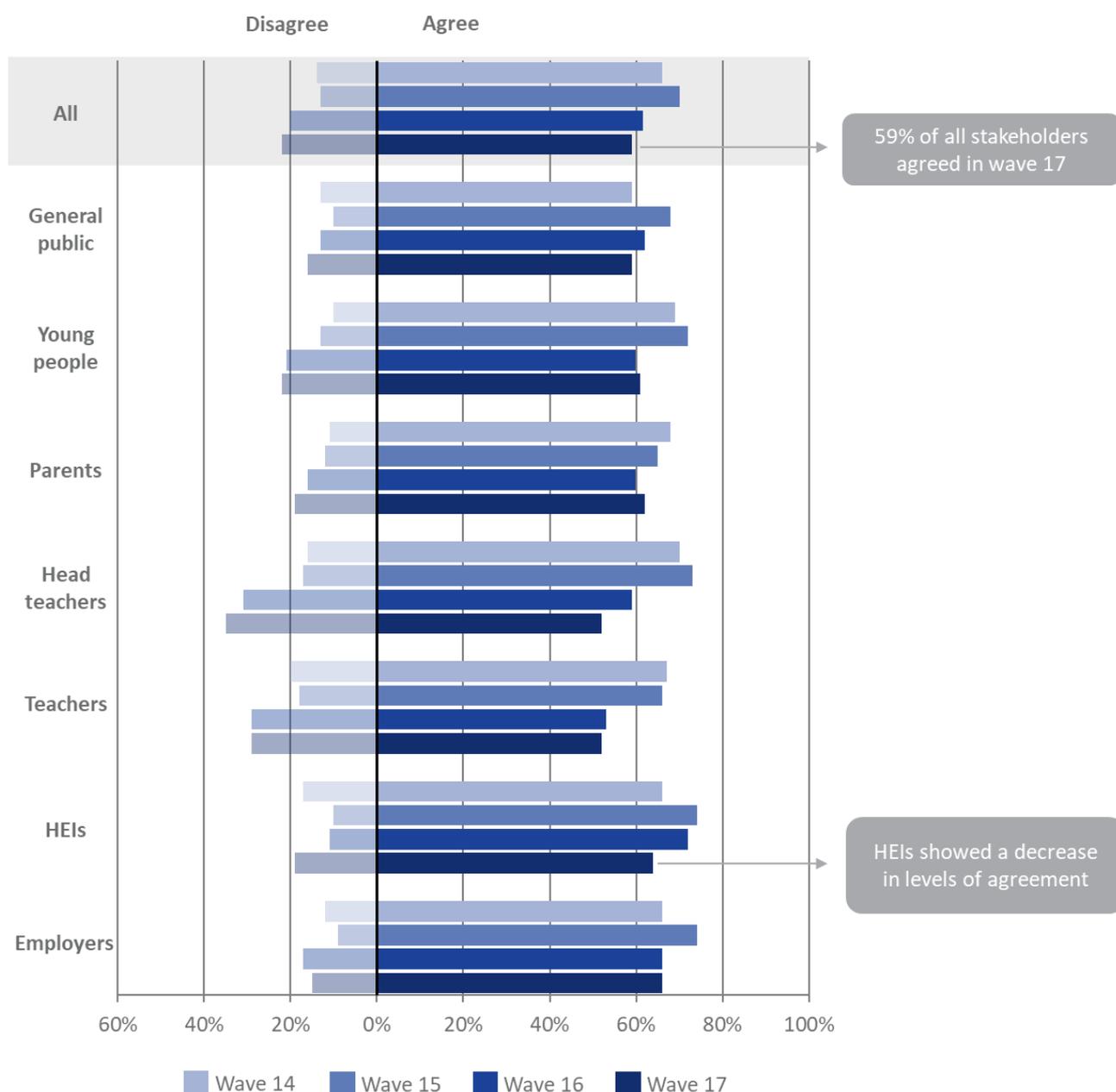
Section 2: Perceptions of GCSEs

Overall perceptions

For the following 8 survey items the wave 17 effective base is: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248.

Approximately six in ten stakeholders agreed in wave 17 that GCSEs are well understood by people. This is consistent with wave 16 findings, and lower than in waves 15 and 14. This likely reflects the introduction of reformed qualifications in 2017.

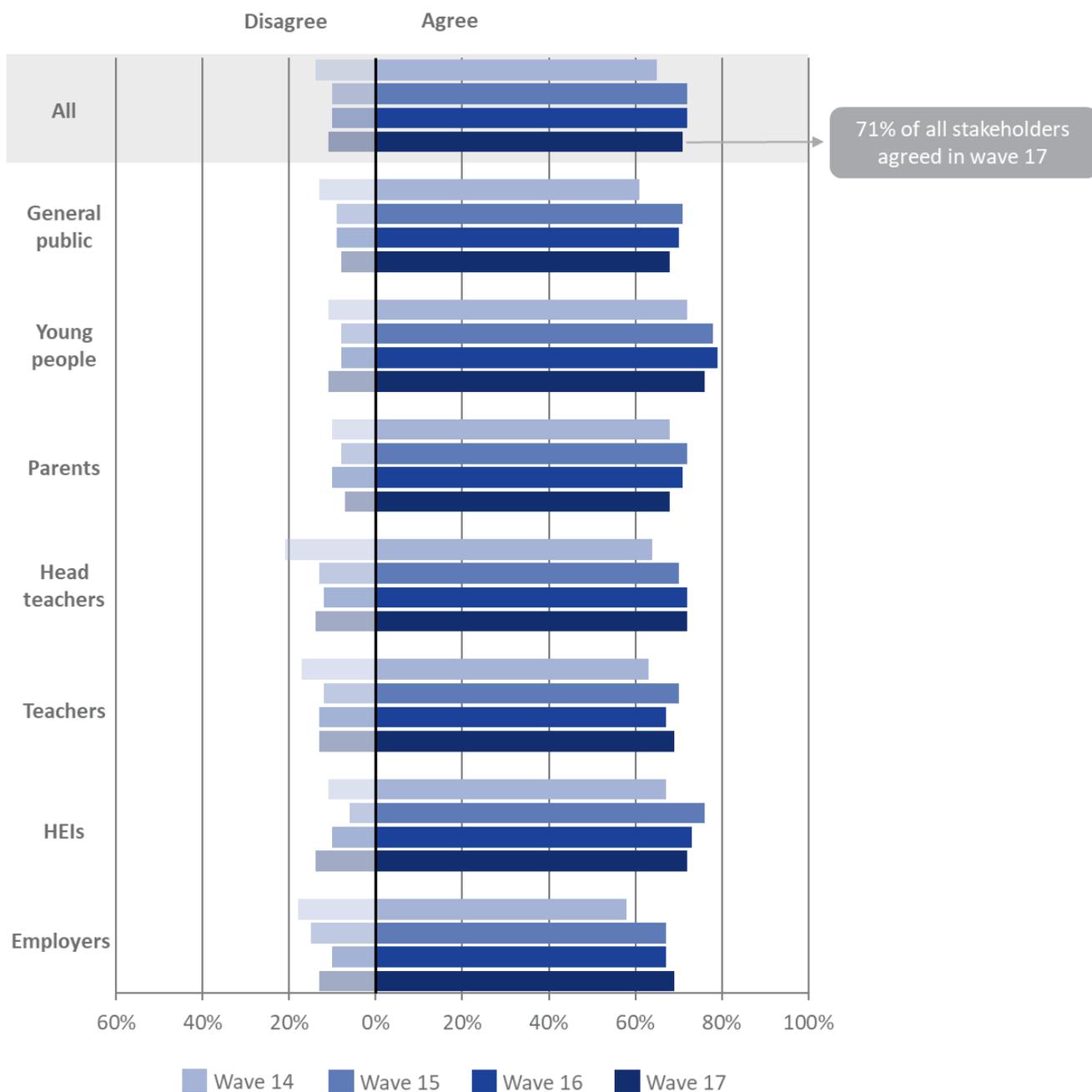
Figure 4. Results for “GCSEs are well understood by people.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Overall, approximately seven in ten stakeholders in wave 17 agreed that GCSEs are trusted qualifications. This is comparable with waves 16 and 15, and higher than the levels reported in wave 14.

Figure 5. Results for “GCSEs are trusted qualifications.”

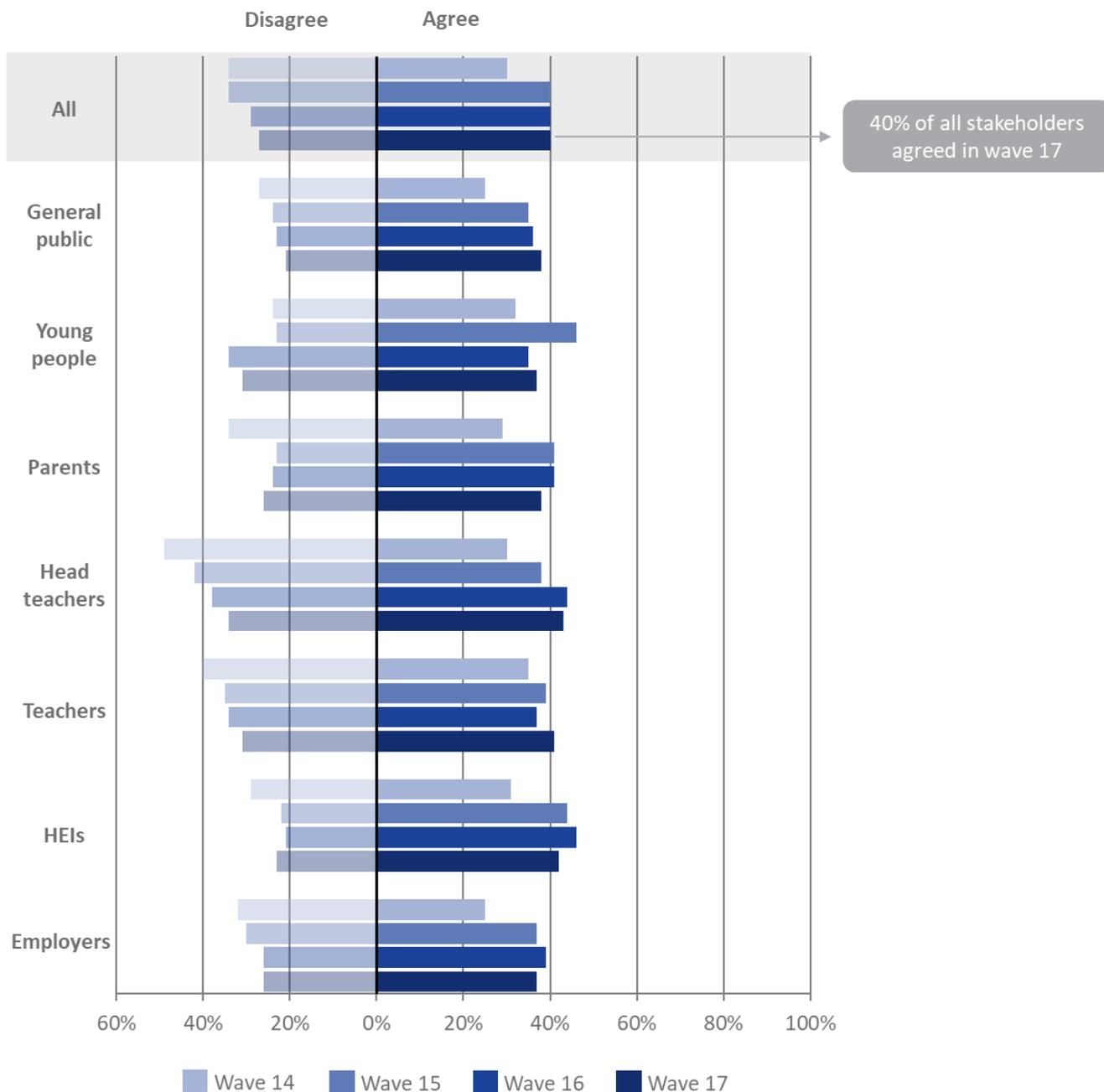


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Confidence in standards and marking

Four in ten stakeholders agreed that GCSE standards are maintained year-on-year, consistent with the two previous waves, and higher than wave 14.

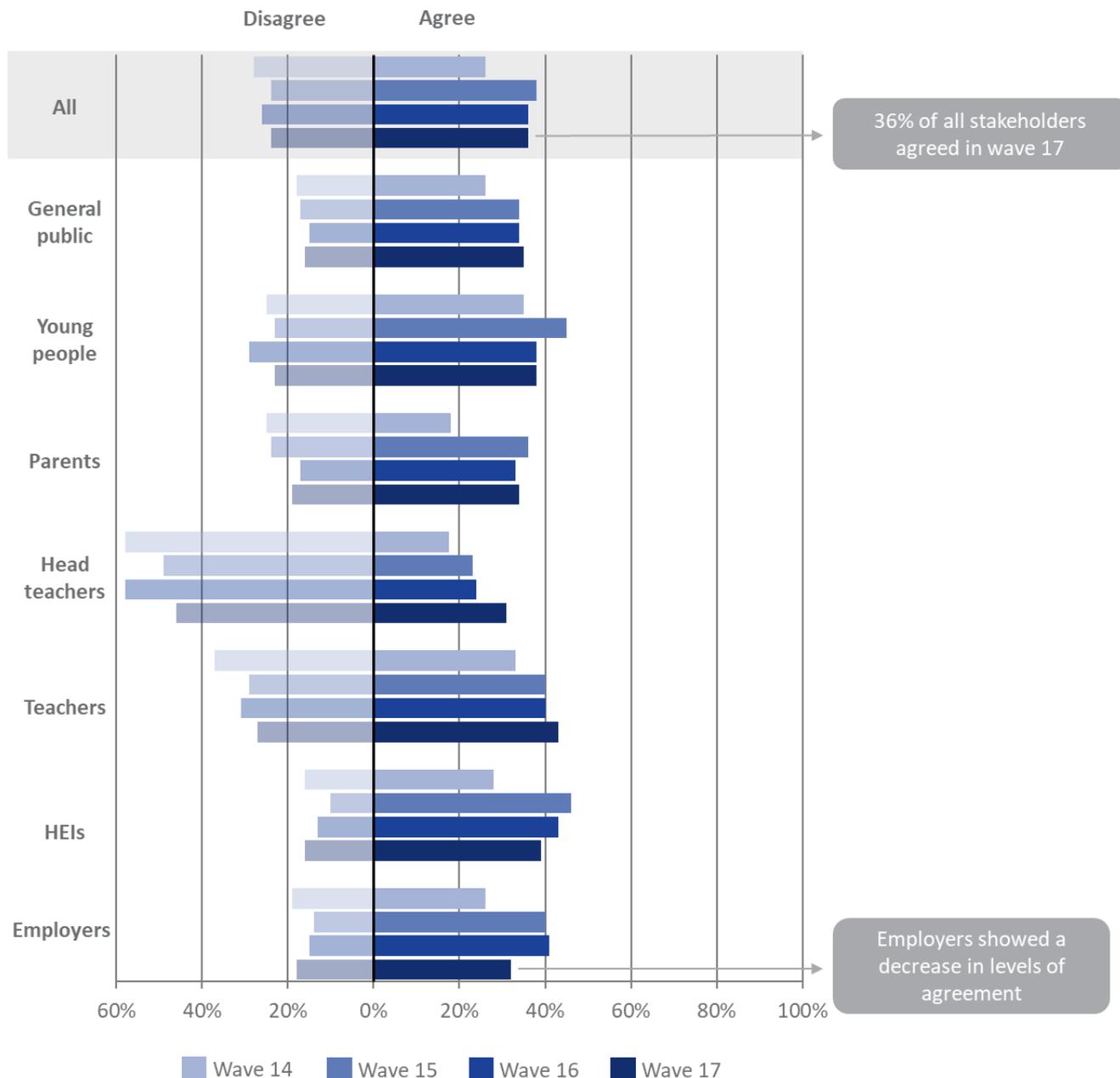
Figure 6. Results for “GCSE standards are maintained year on year.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Approximately four in ten stakeholders agreed that the marking of GCSEs is accurate. This is consistent with waves 16 and 15 and an increase in comparison to wave 14.

Figure 7. Results for “The marking of GCSEs is accurate.”

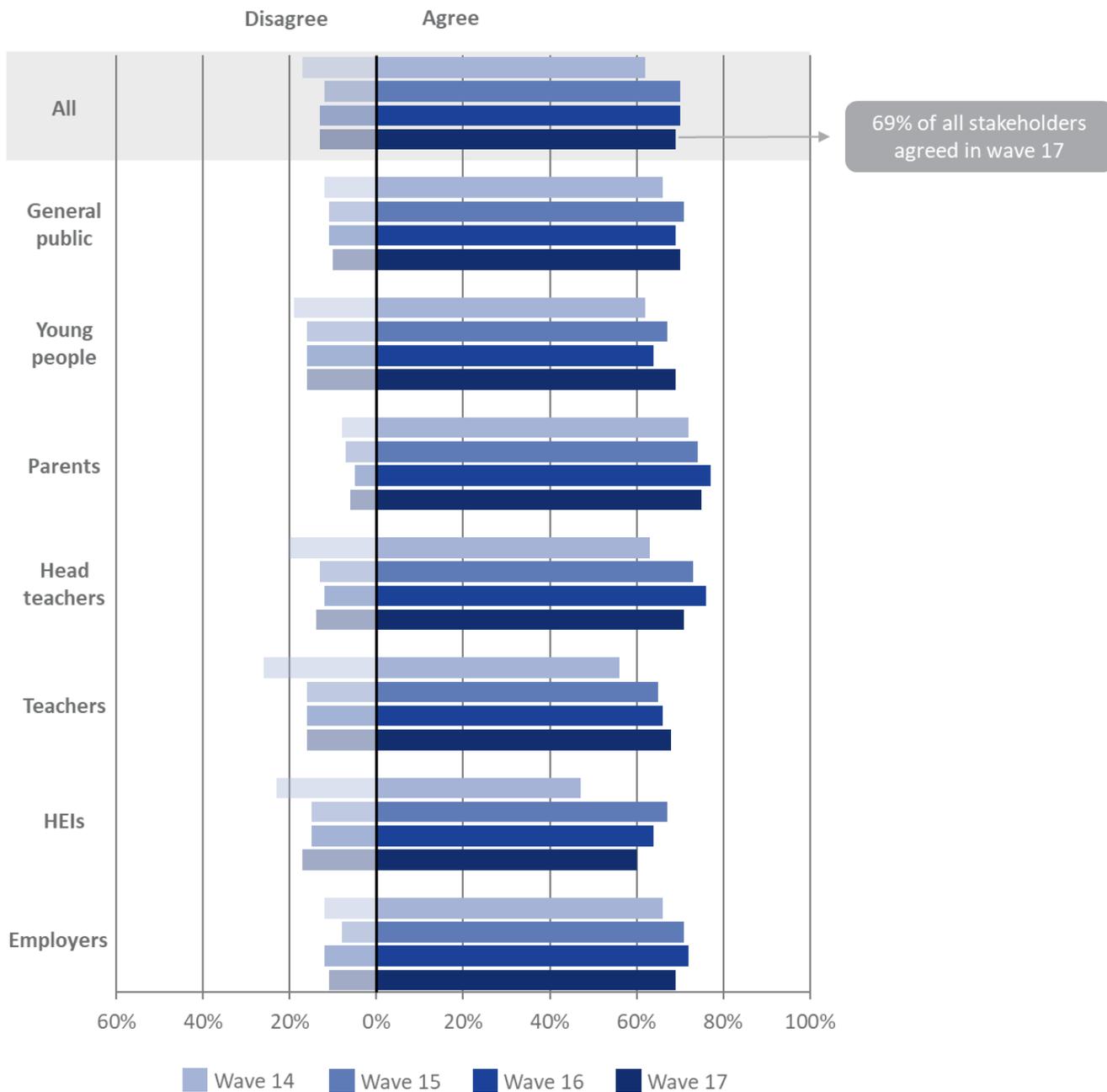


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Skills and preparation

Overall, seven in ten stakeholders agreed that GCSEs are good preparation for further study. This is comparable with the two previous waves and an increase since wave 14.

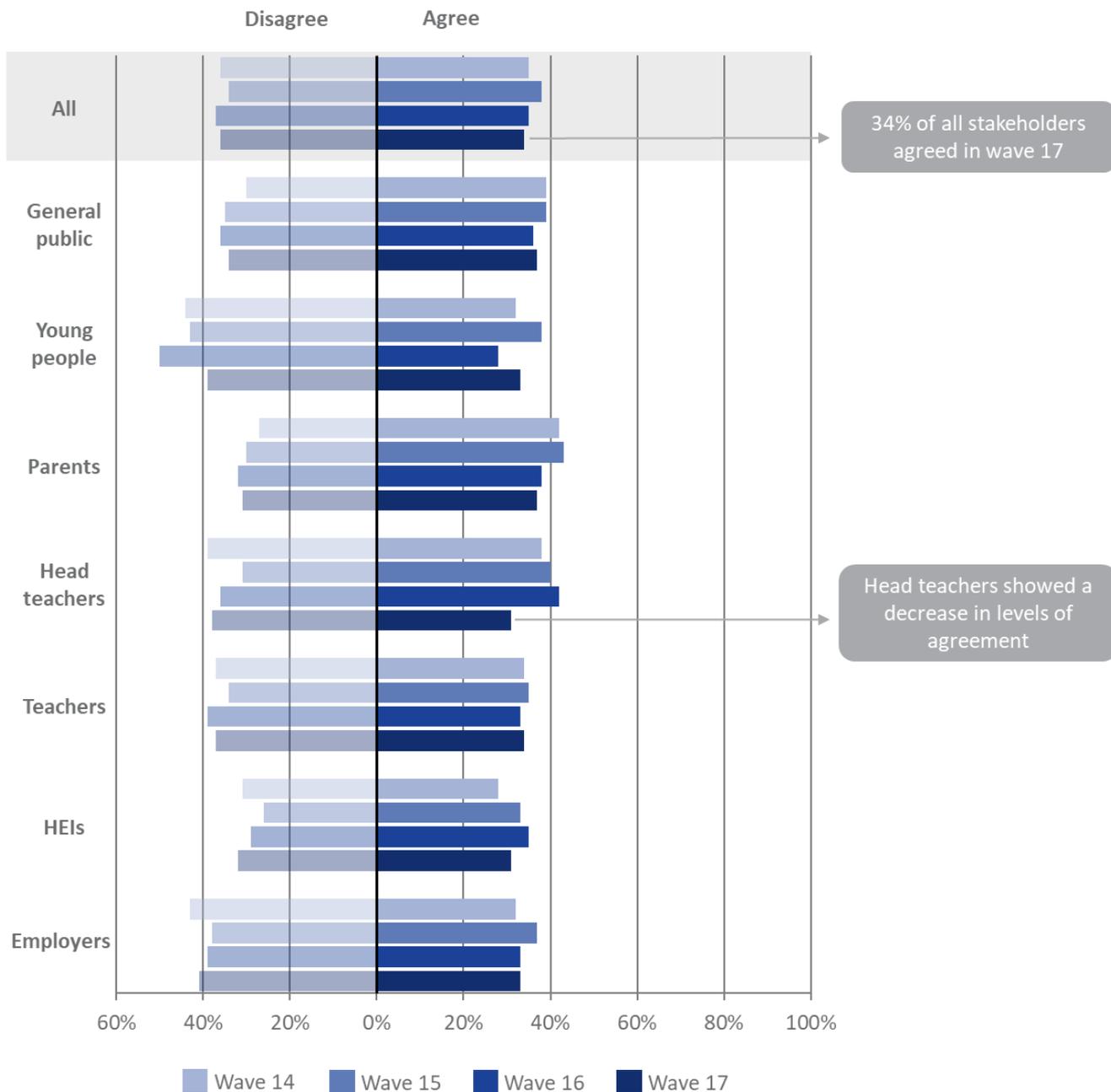
Figure 8. Results for “GCSEs are good preparation for further study.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Overall, a similar proportion agreed that GCSEs are good preparation for work in wave 17 compared with waves 16 and 14. This is a decrease since wave 15.

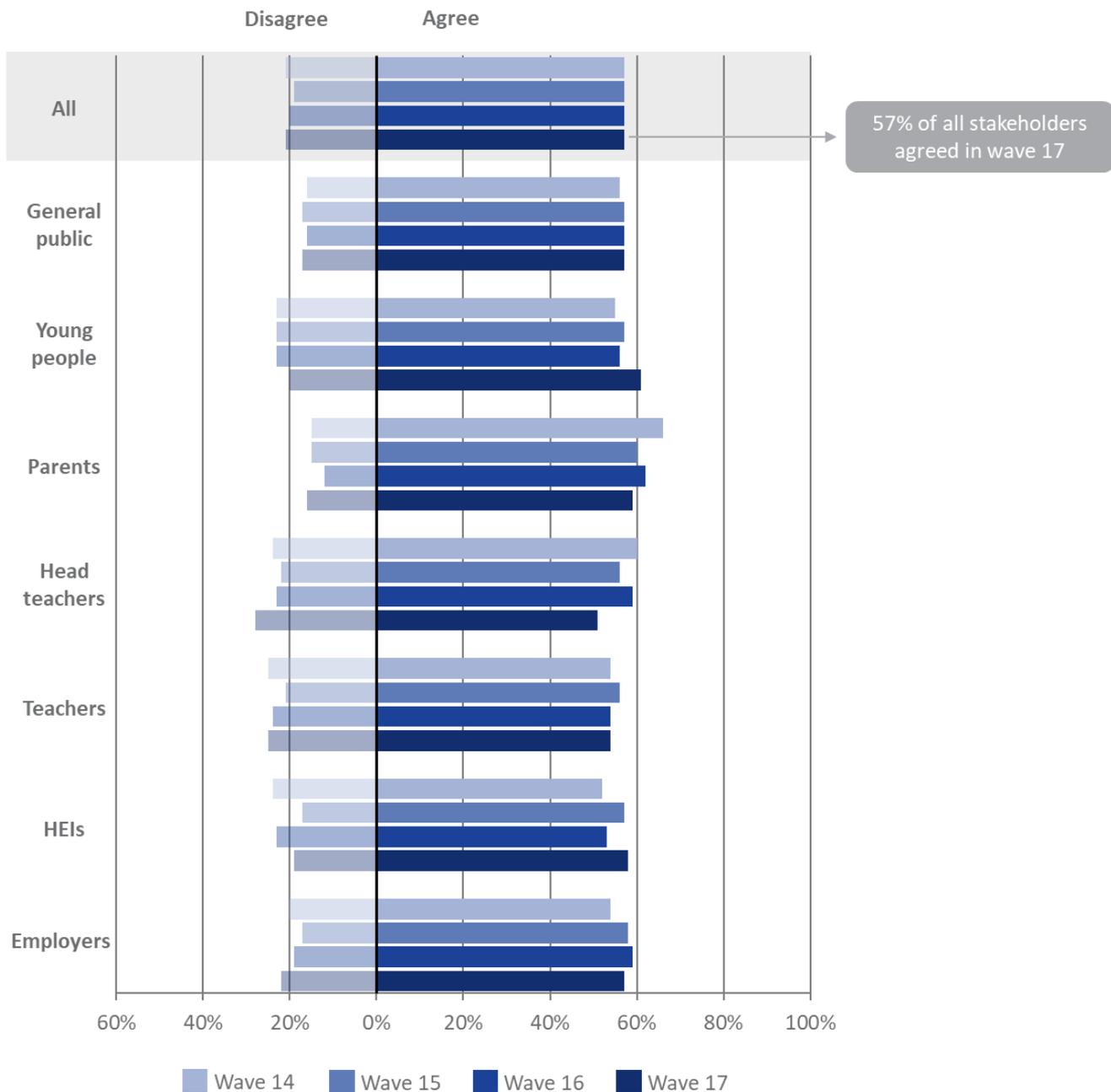
Figure 9. Results for “GCSEs are good preparation for work.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Overall, perceptions that GCSEs develop a broad range of skills for students in wave 17 were consistent with previous waves.

Figure 10. Results for “GCSEs develop a broad range of skills for students.”

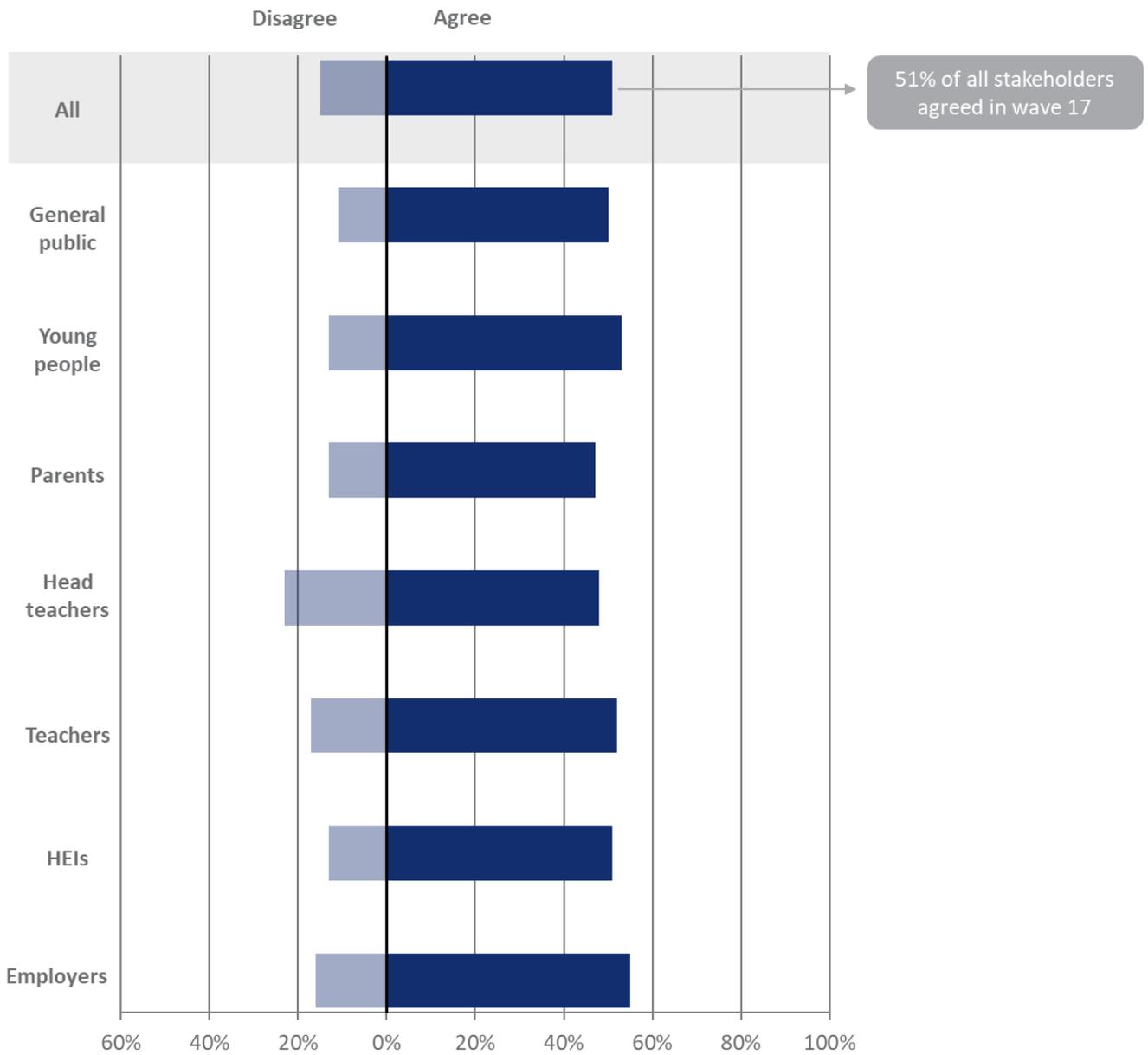


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Value for money

Overall, approximately five in ten stakeholders agreed that GCSEs offer value for money.

Figure 11. Results for “GCSEs offer ‘value for money’.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Note: This survey item was included for the first time in wave 17.

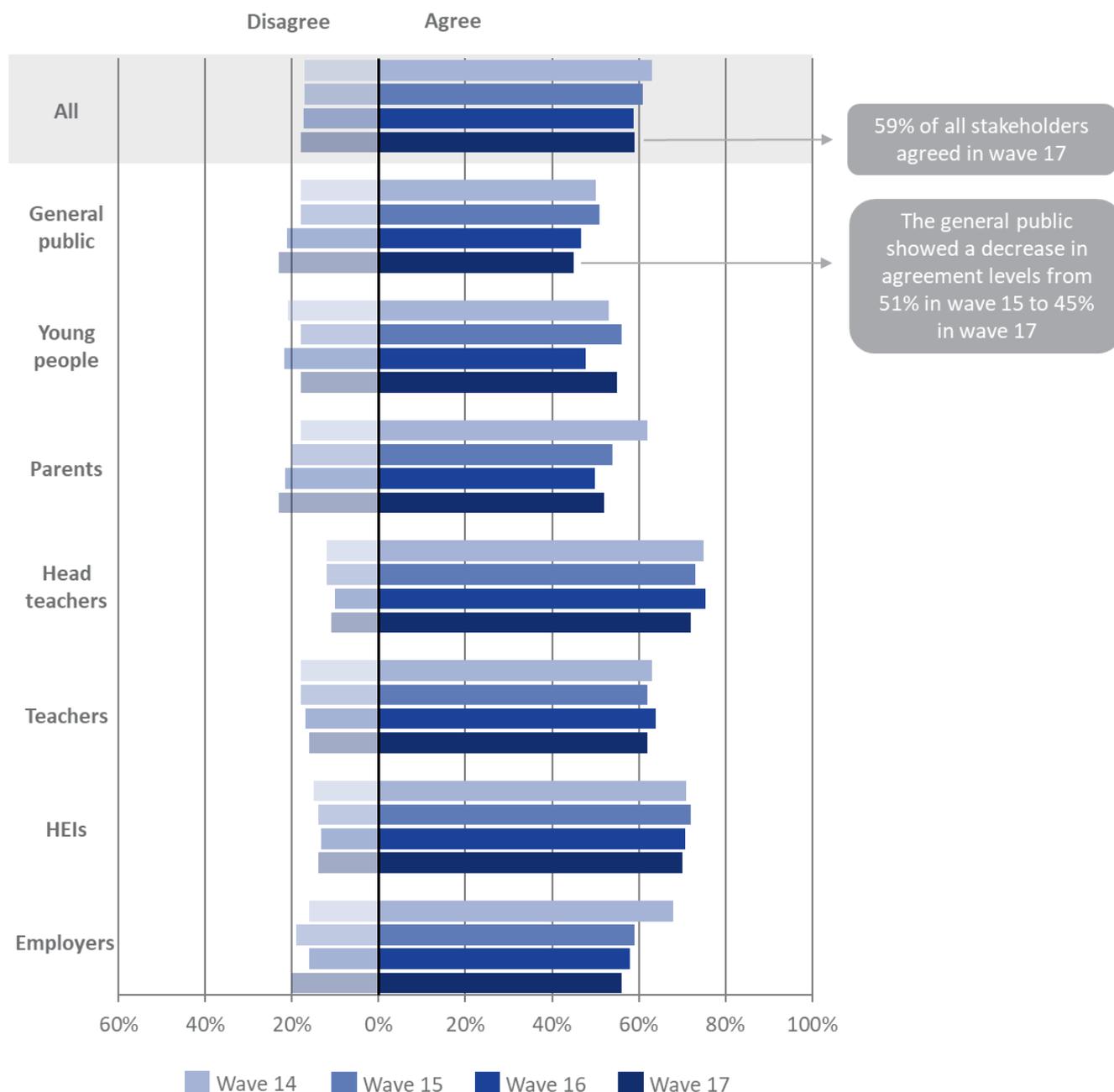
Section 3: Perceptions of AS/A levels

Overall perceptions

For the following 7 survey items the wave 17 effective base is: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248.

Consistent with wave 16, approximately six in ten stakeholders agreed in wave 17 that AS/A levels are well understood by people. This is a decrease in comparison with wave 14.

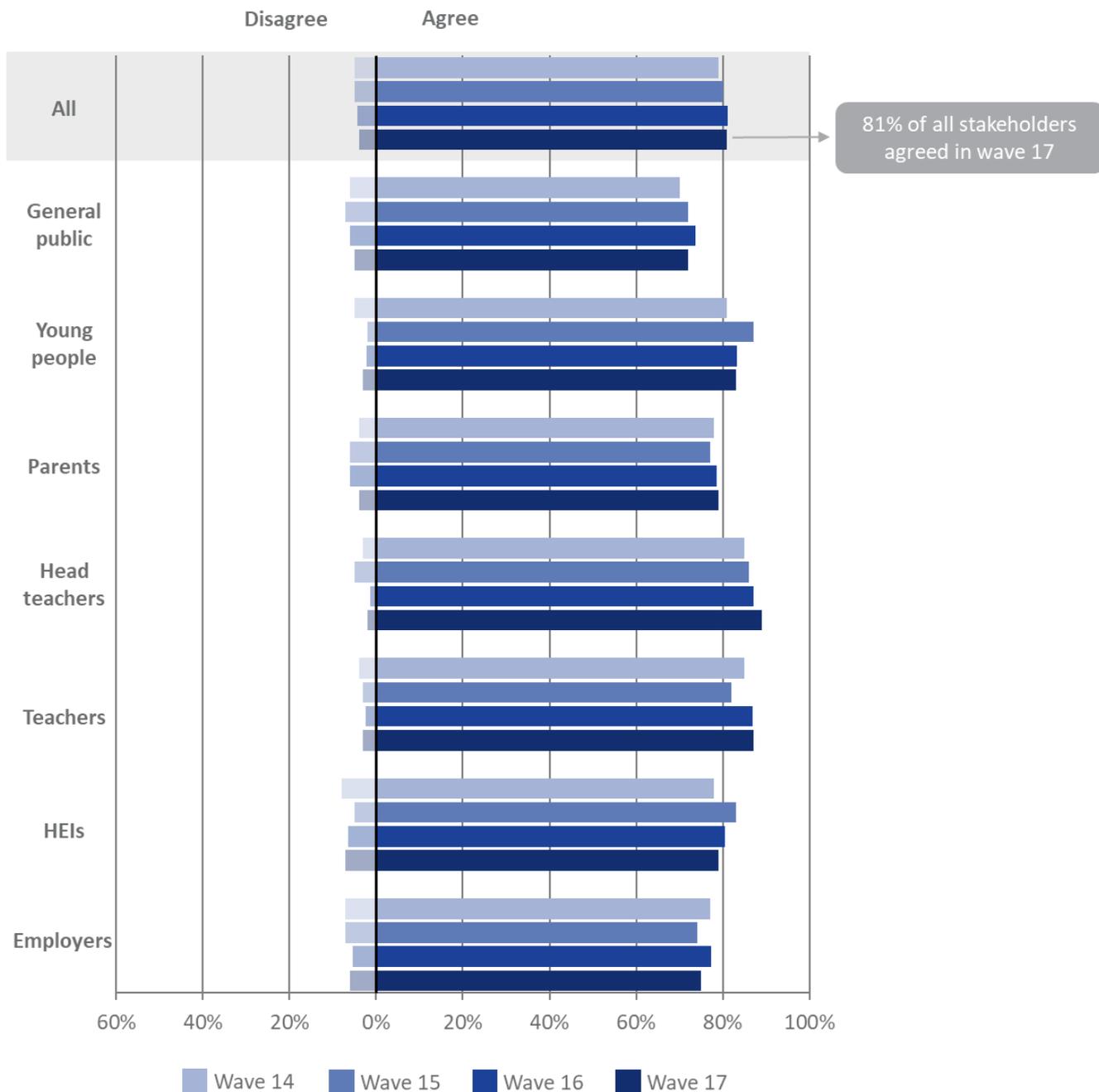
Figure 12. Results for “AS/A levels are well understood by people.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Approximately eight in ten stakeholders believed AS/A levels were a trusted qualification in wave 17, consistent with previous waves.

Figure 13. Results for “AS/A levels are a trusted qualification.”

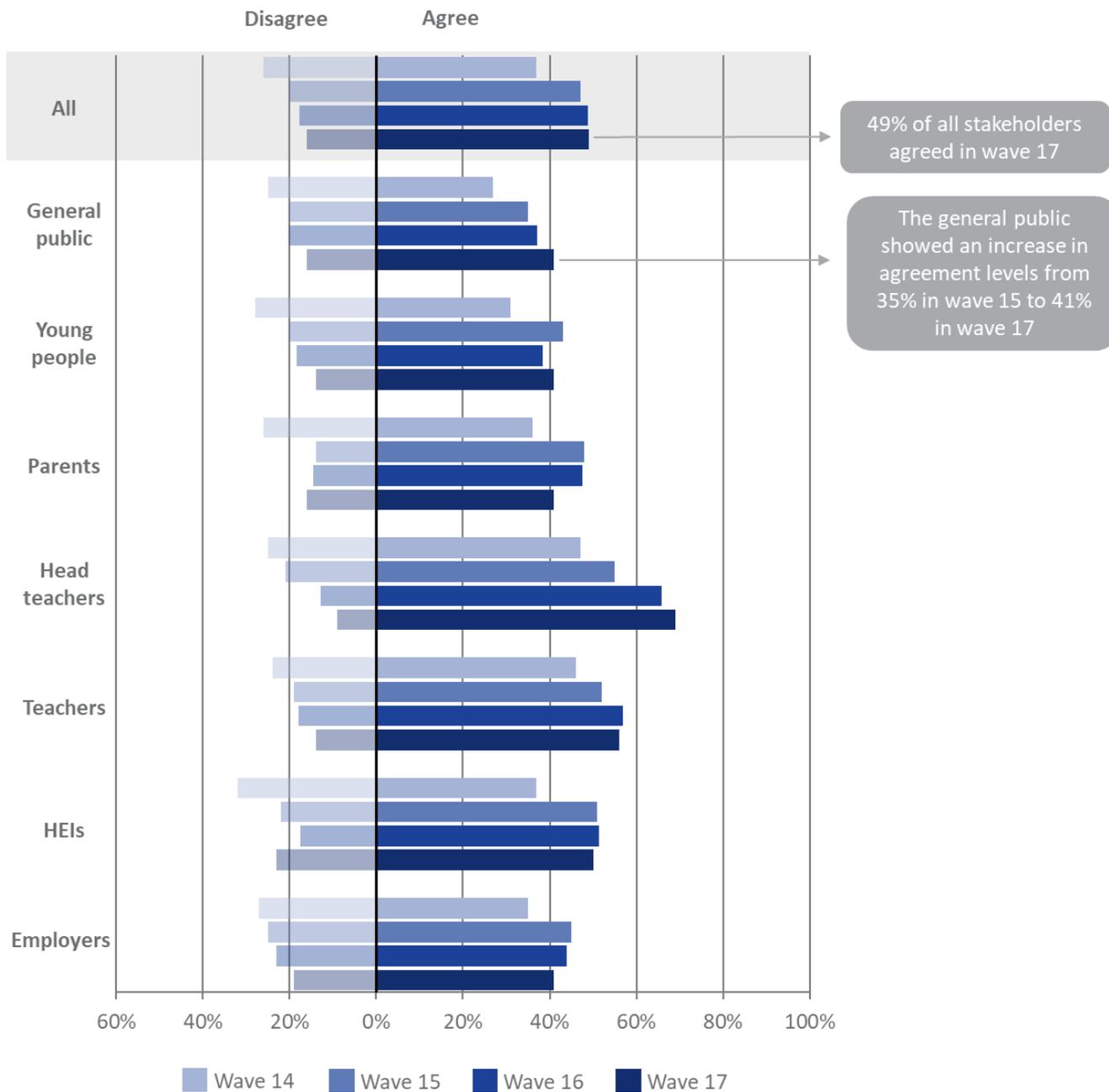


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Confidence in standards and marking

Approximately five in ten stakeholders in wave 17 agreed that AS/A level standards are maintained year-on-year, consistent with waves 15 and 16, and an increase since wave 14.

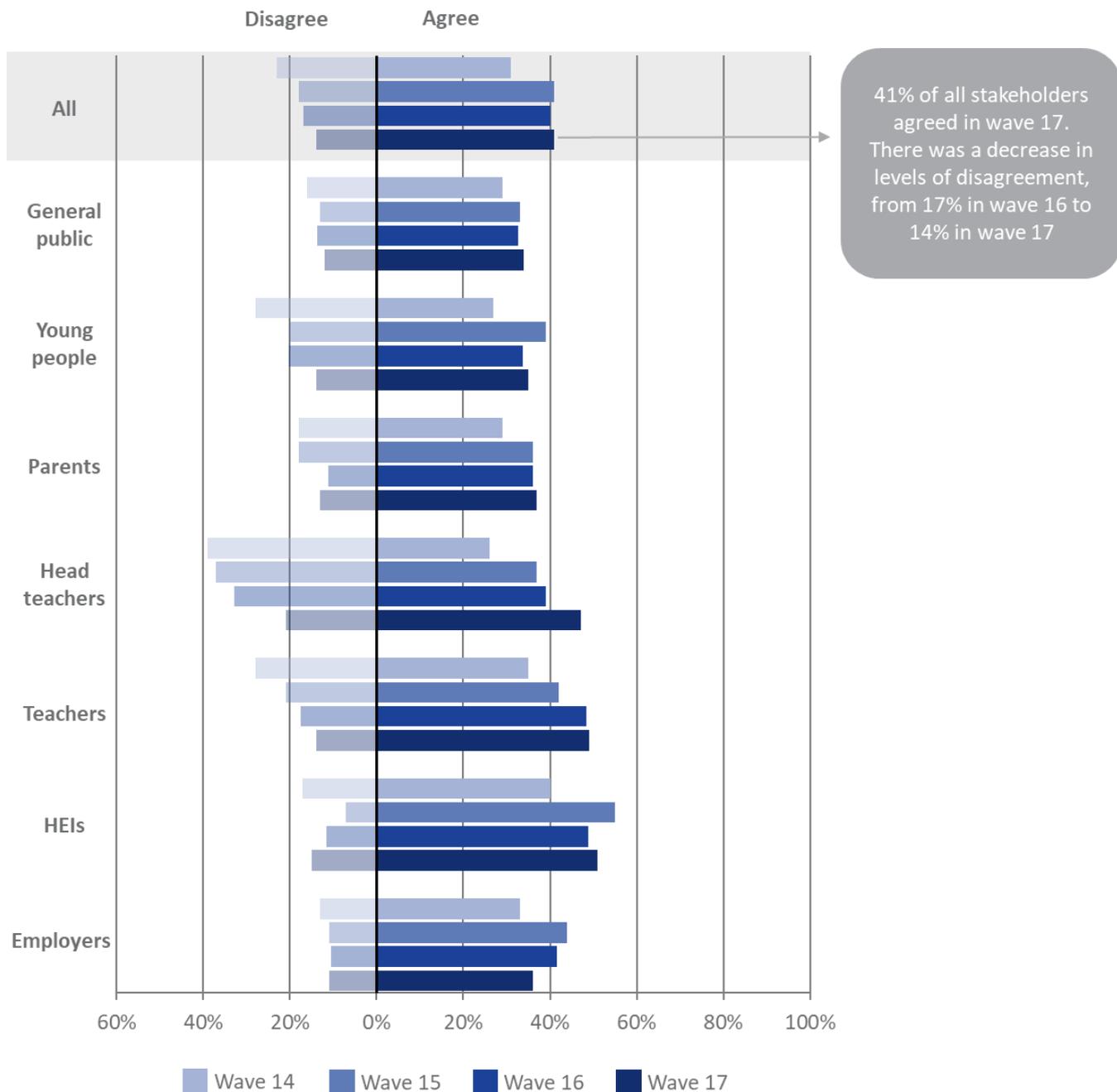
Figure 14. Results for “AS/A level standards are maintained year-on-year.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

In wave 17, around four in ten stakeholders believed the marking of AS/A levels is accurate. This is consistent with waves 15 and 16, and higher than in wave 14.

Figure 15. Results for “The marking of AS/A levels is accurate.”

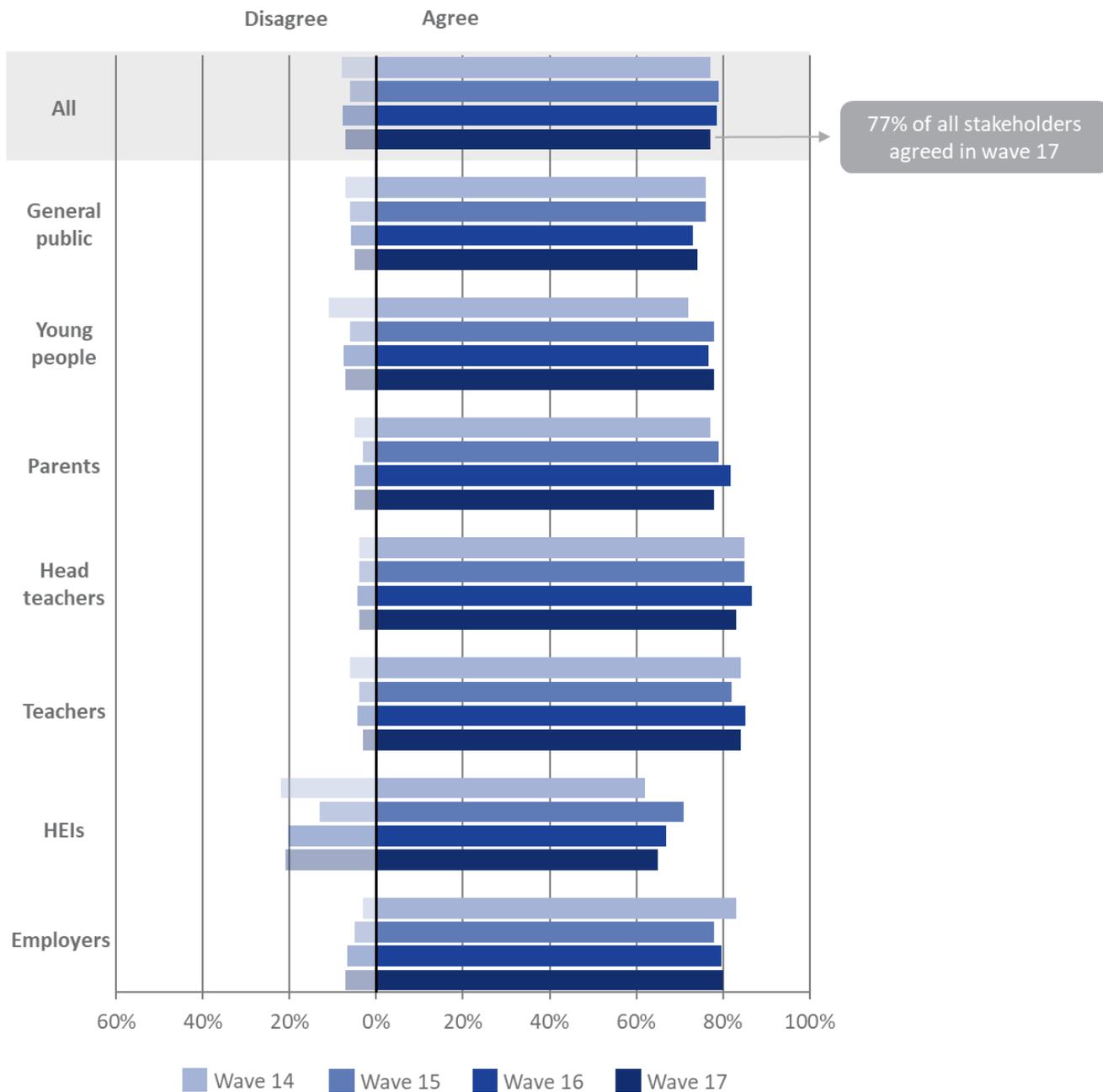


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Skills and preparation

Overall, levels of agreement that AS/A levels are good preparation for further study are consistent with previous waves.

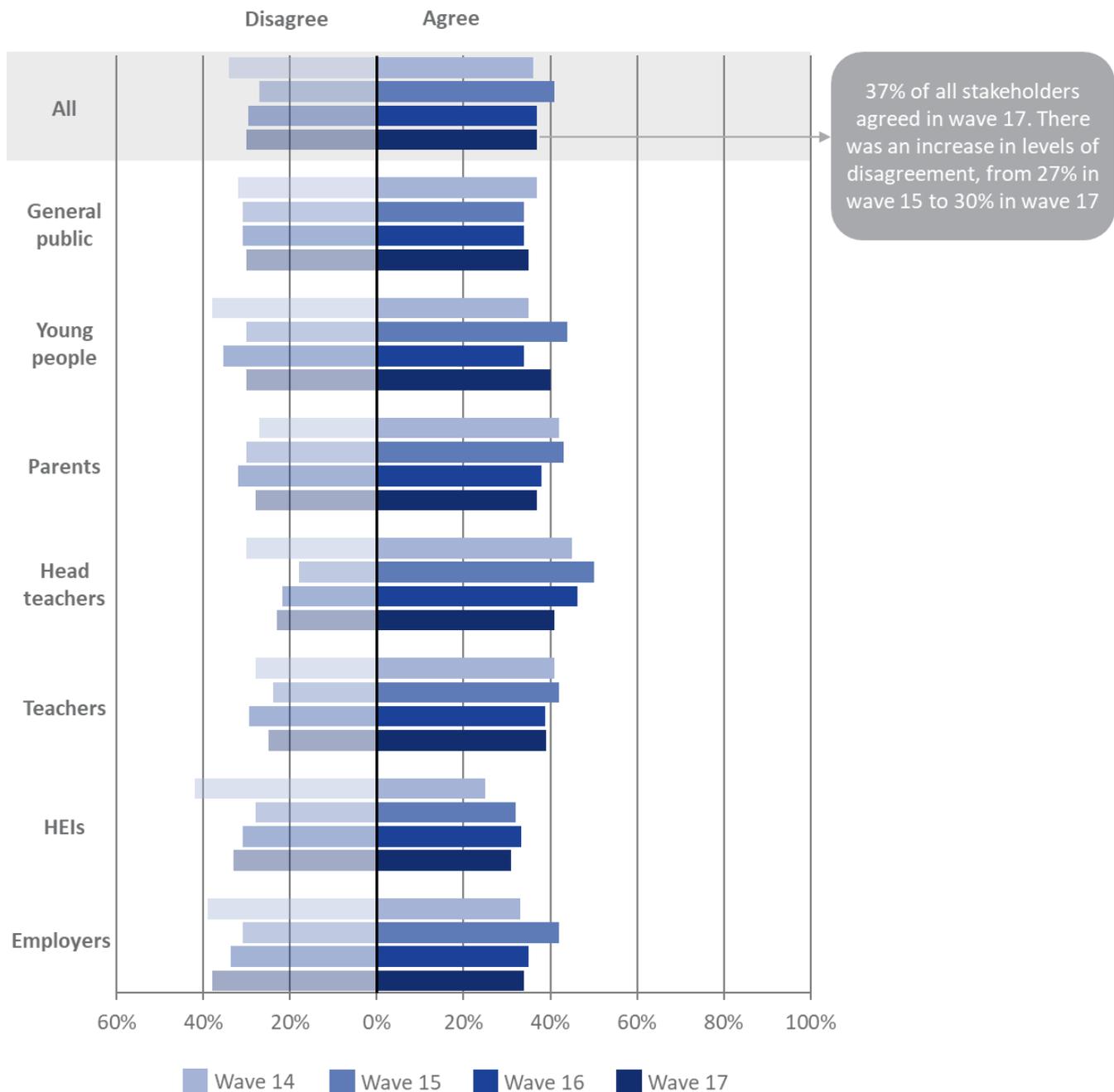
Figure 16. Results for “AS/A levels are good preparation for further study.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Following a decline from wave 15 to wave 16, in wave 17 the perception that AS/A levels are good preparation for work remained consistent.

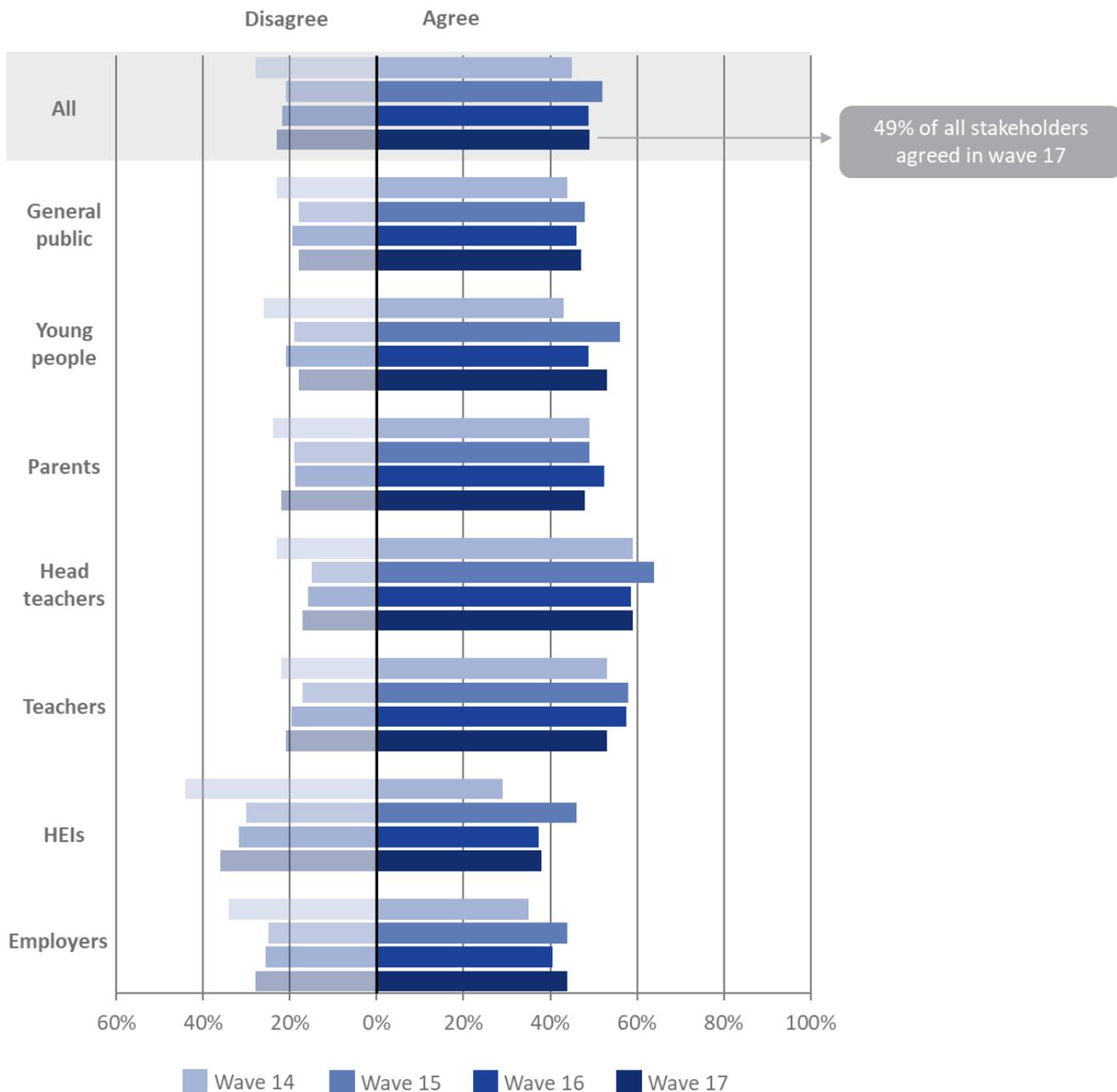
Figure 17. Results for “AS/A levels are good preparation for work.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Following a decline from wave 15 to wave 16, in wave 17 the proportion of stakeholders agreeing that AS/A levels develop a broad range of skills for students remained stable.

Figure 18. Results for “AS/A levels develop a broad range of skills for students.”

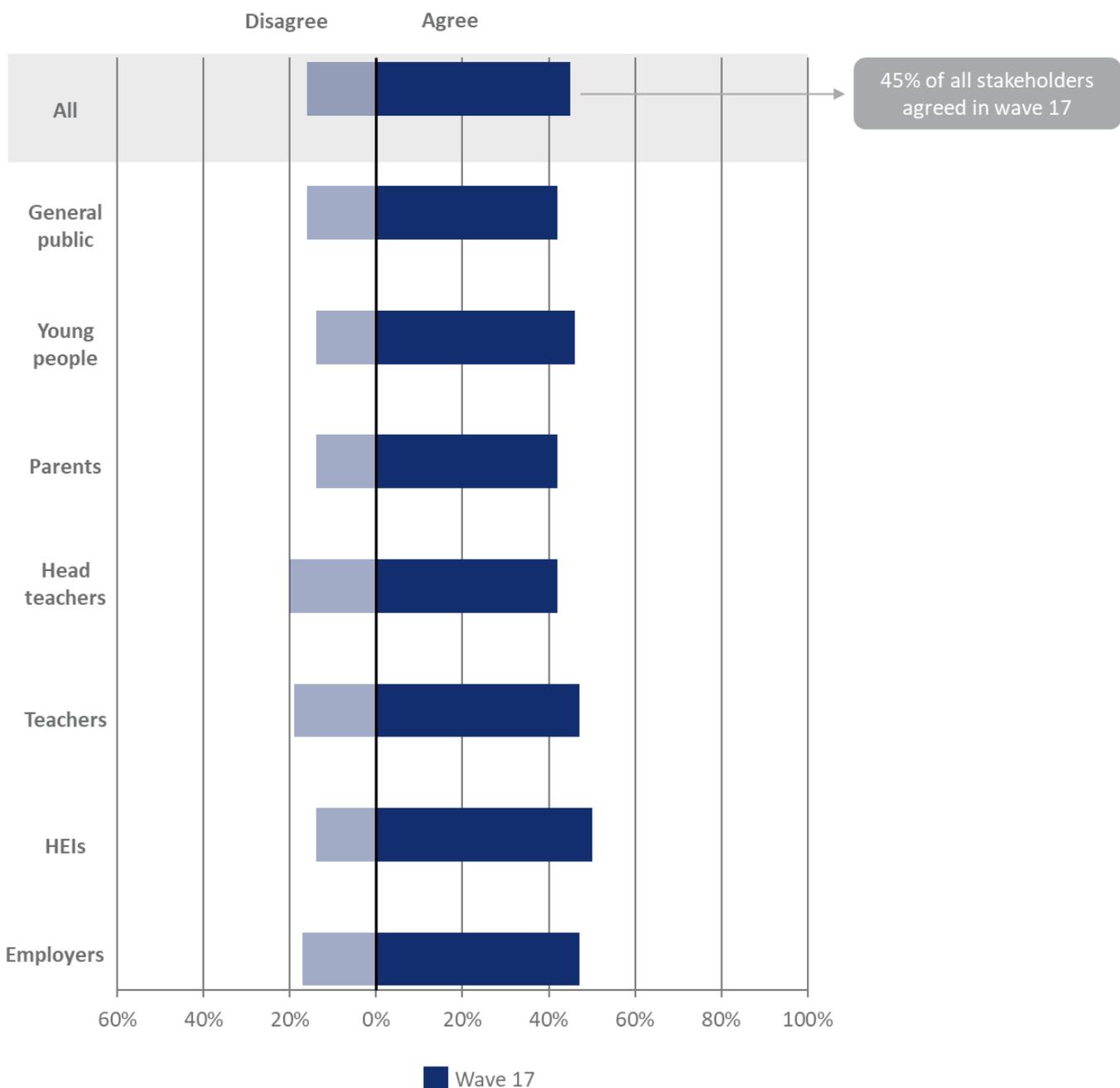


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Value for money

Overall, approximately five in ten stakeholders agreed that results for AS/A levels offer value for money.

Figure 19. Results for “AS/A levels offer ‘value for money’.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Note: This survey item was included for the first time in wave 17.

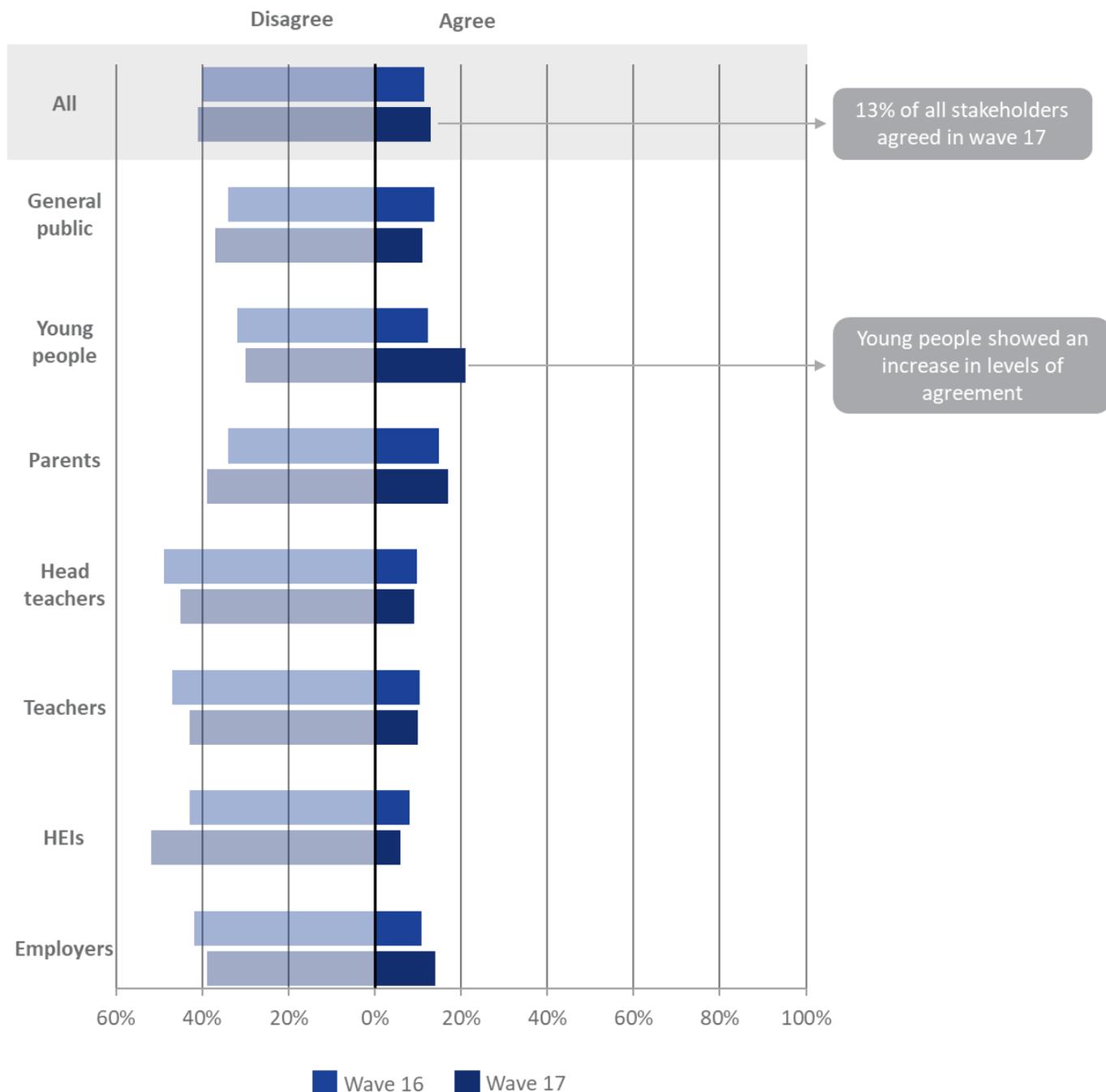
Section 4: Perceptions of Applied General qualifications

Overall perceptions

For the following 8 survey items the wave 17 effective base is: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248.

Overall, over one in ten stakeholders in wave 17 agreed that Applied General qualifications are well understood by people, consistent with wave 16.

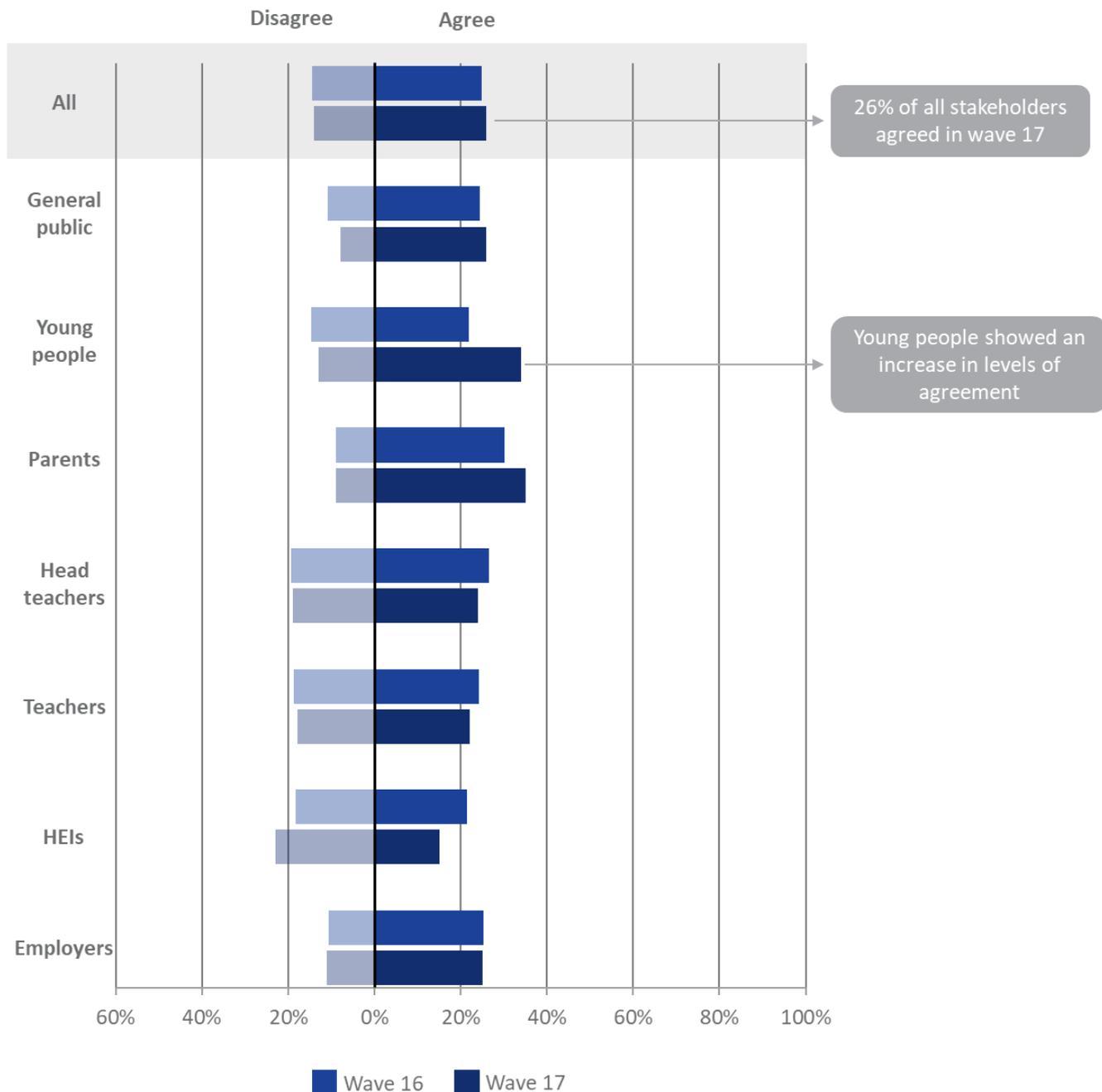
Figure 20. Results for “Applied General qualifications are well understood by people.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Consistent with wave 16, around a quarter of stakeholders in wave 17 agreed that Applied General qualifications are trusted.

Figure 21. Results for “Applied General qualifications are trusted qualifications.”

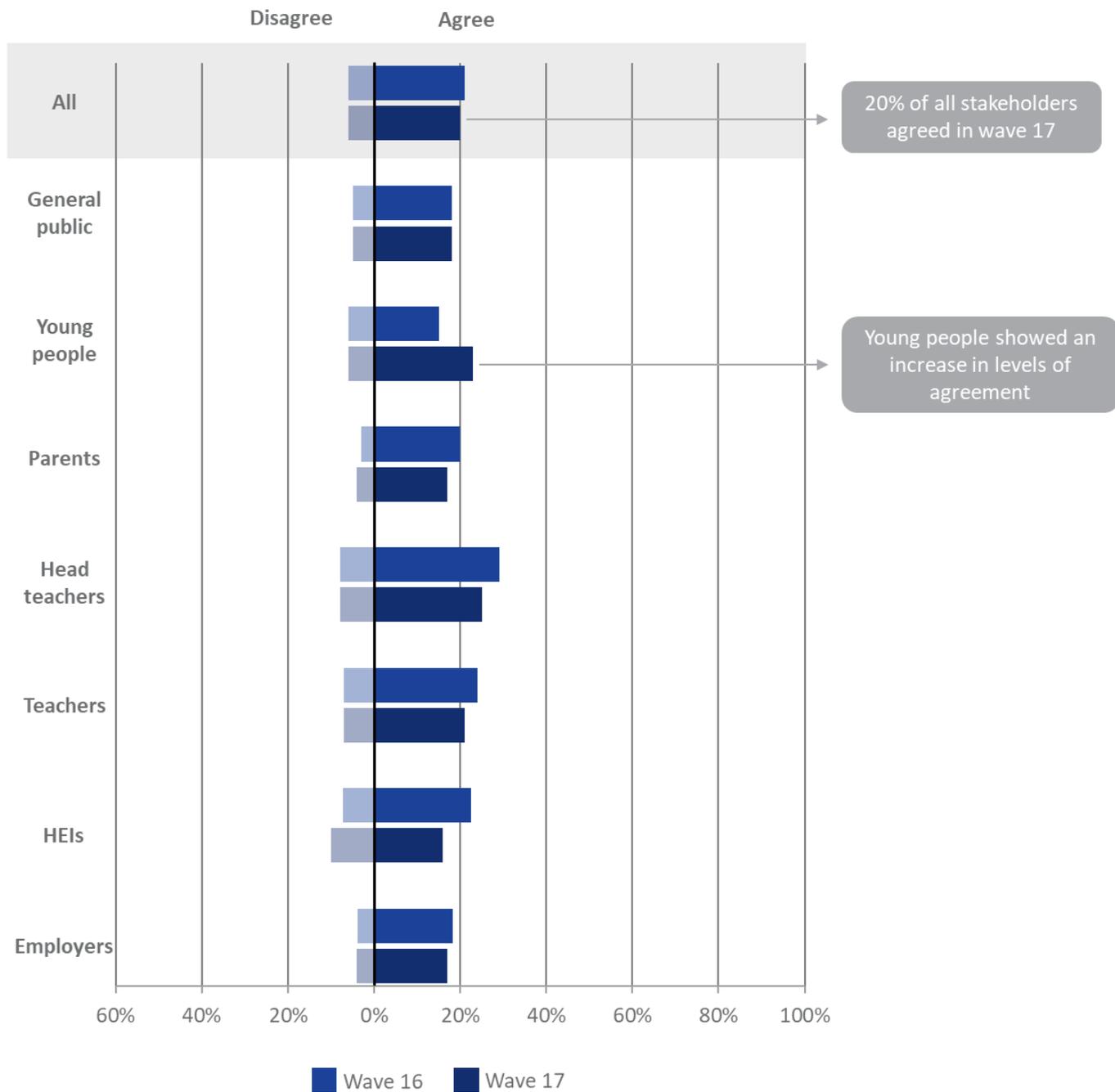


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Confidence in standards and marking

Overall, two in ten stakeholders agreed that Applied General qualifications standards are maintained year-on-year, consistent with wave 16.

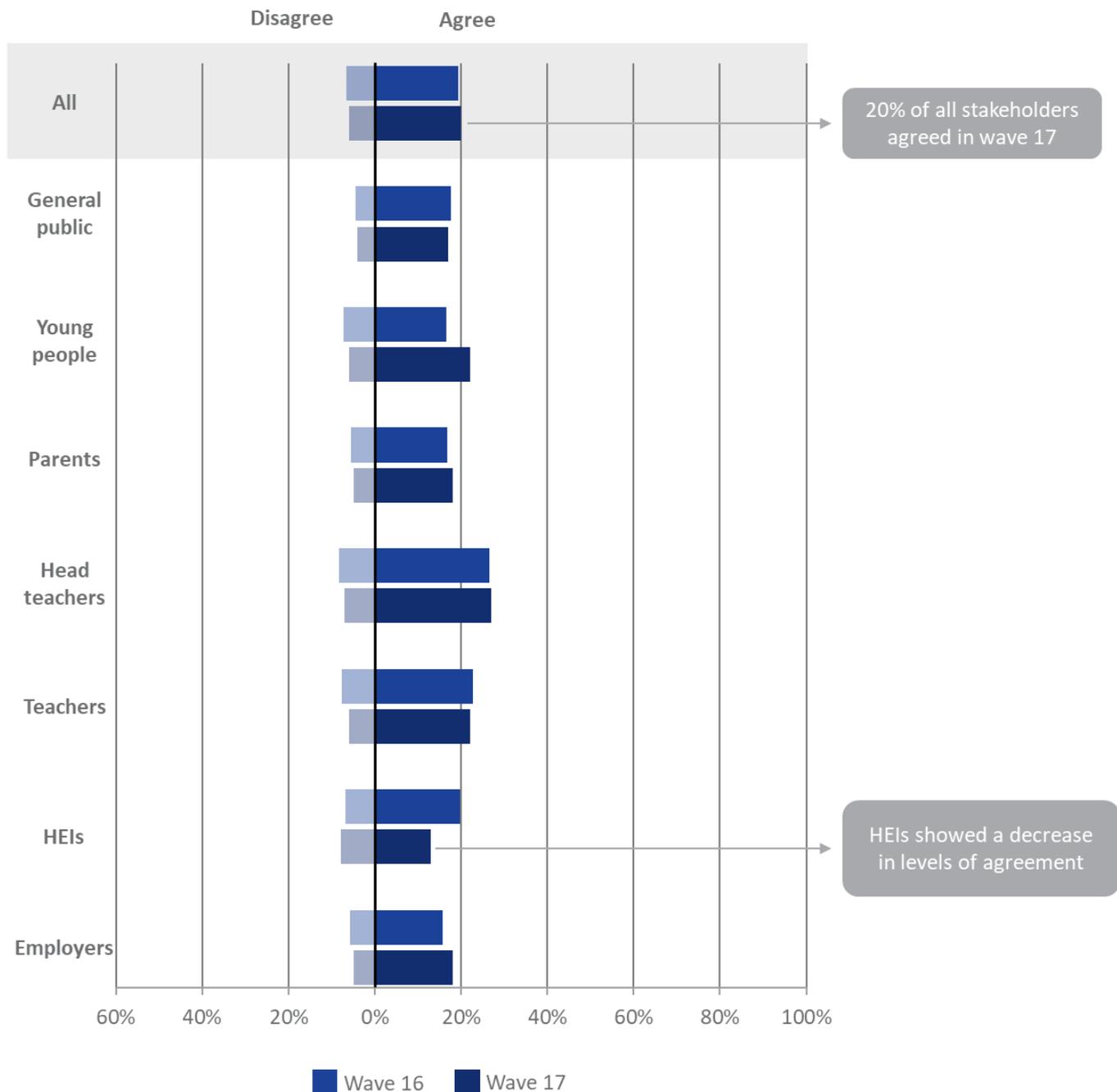
Figure 22. Results for “Applied General qualifications standards are maintained year-on-year.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Consistent with the previous wave, two in ten stakeholders in wave 17 agreed that the marking of Applied General qualifications is accurate.

Figure 23. Results for “The marking of Applied General qualifications is accurate.”

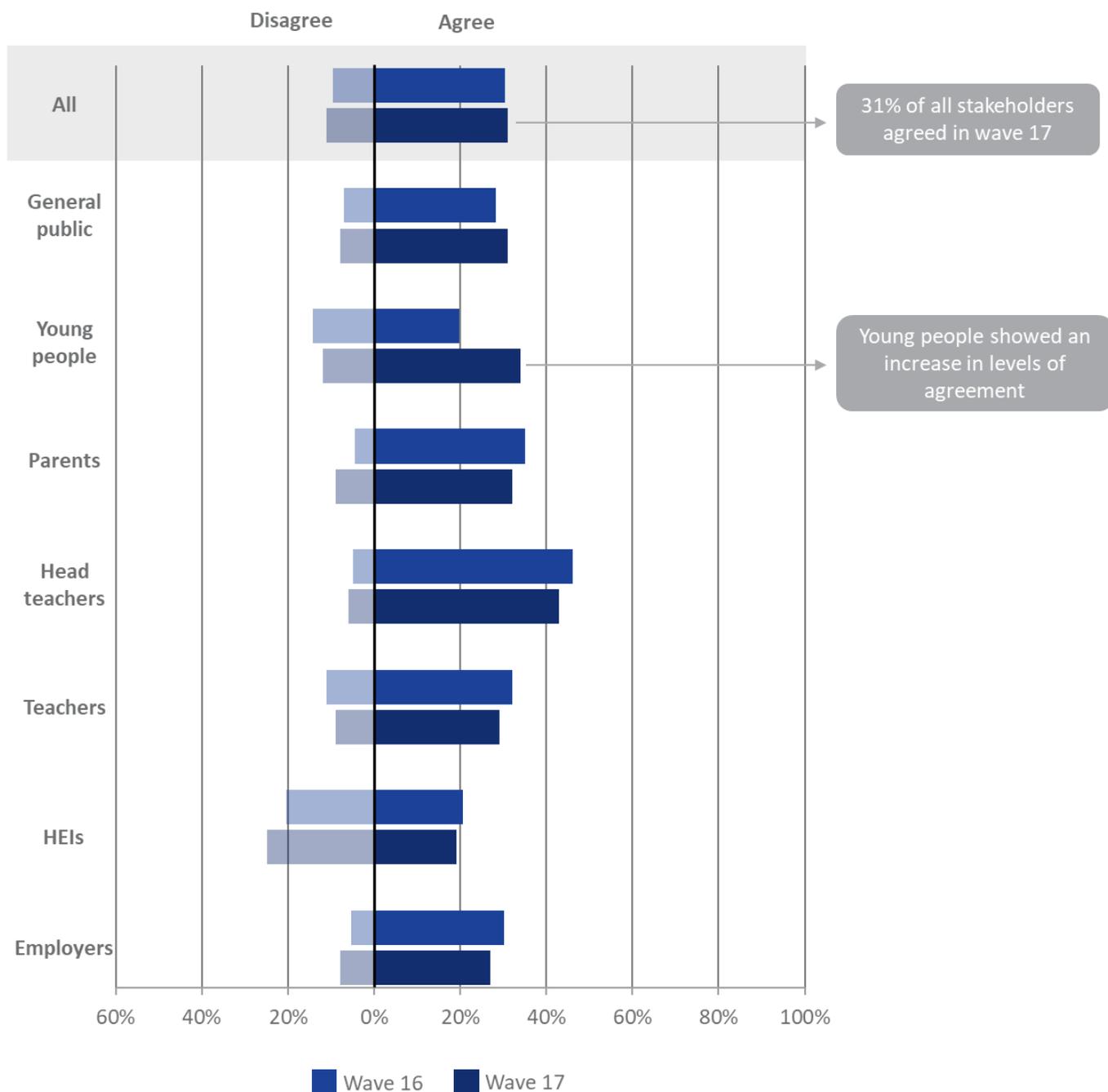


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Skills and preparation

Overall, approximately three in ten agreed that Applied General qualifications are good preparation for further study, consistent with wave 16.

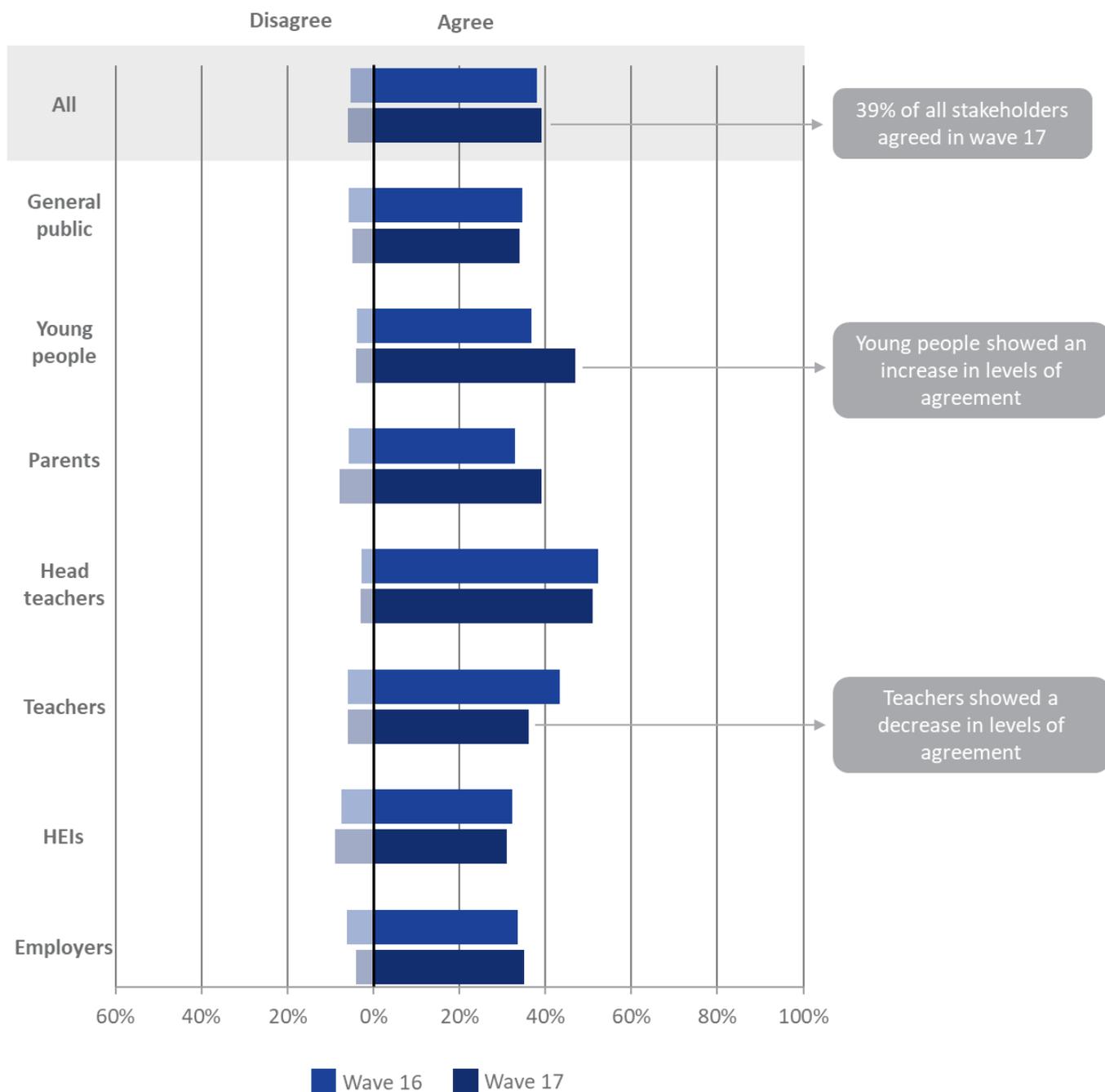
Figure 24. Results for “Applied General qualifications are good preparation for further study.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Consistent with the previous wave, around four in ten stakeholders agreed that Applied General qualifications are good preparation for work. This is more than those who agreed that they are good preparation for further study.

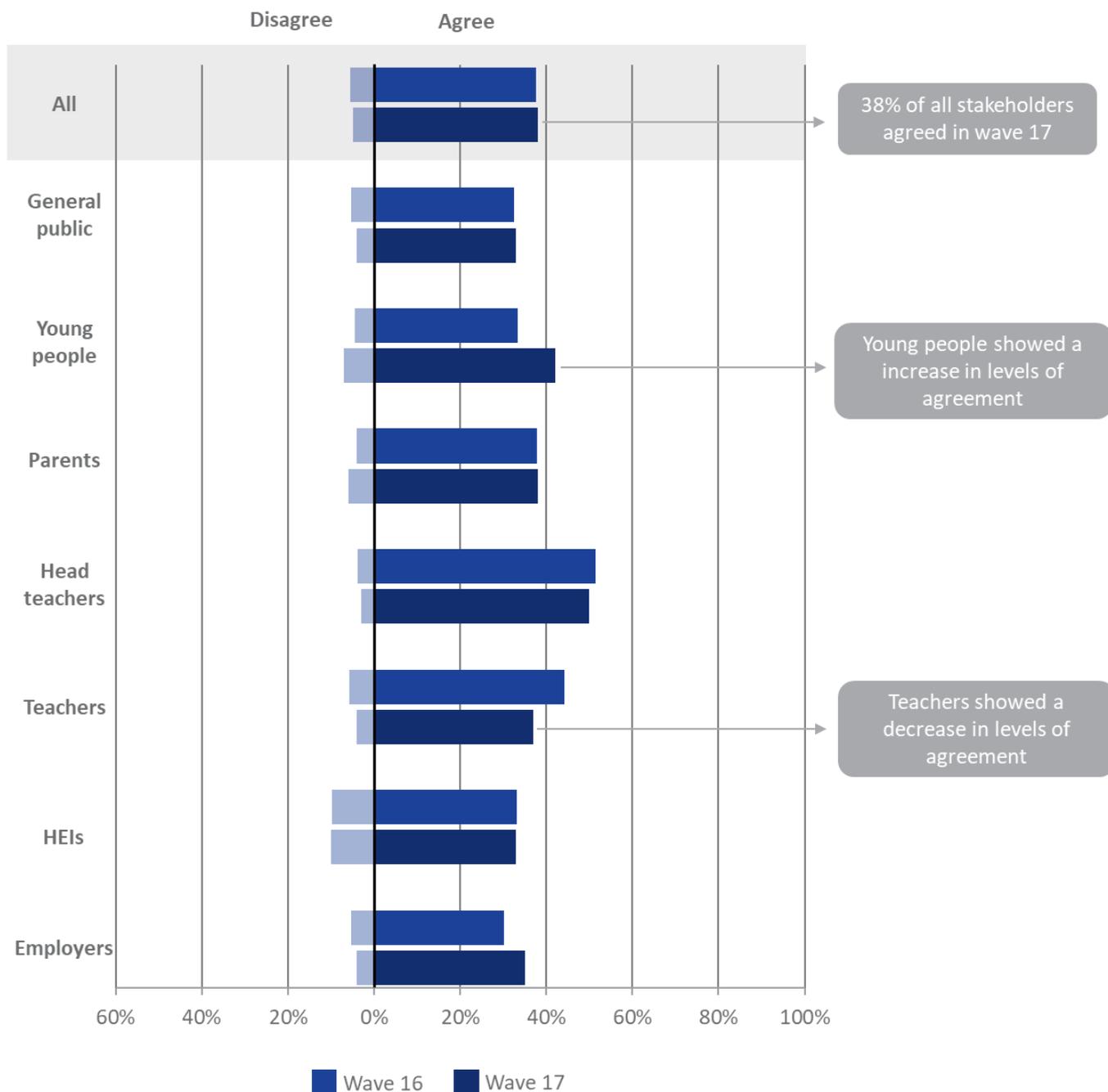
Figure 25. Results for “Applied General qualifications are good preparation for work.”



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Approximately four in ten stakeholders agreed that Applied General qualifications develop a broad range of skills for students. This is consistent with wave 16.

Figure 26. Results for “Applied General qualifications develop a broad range of skills for students.”

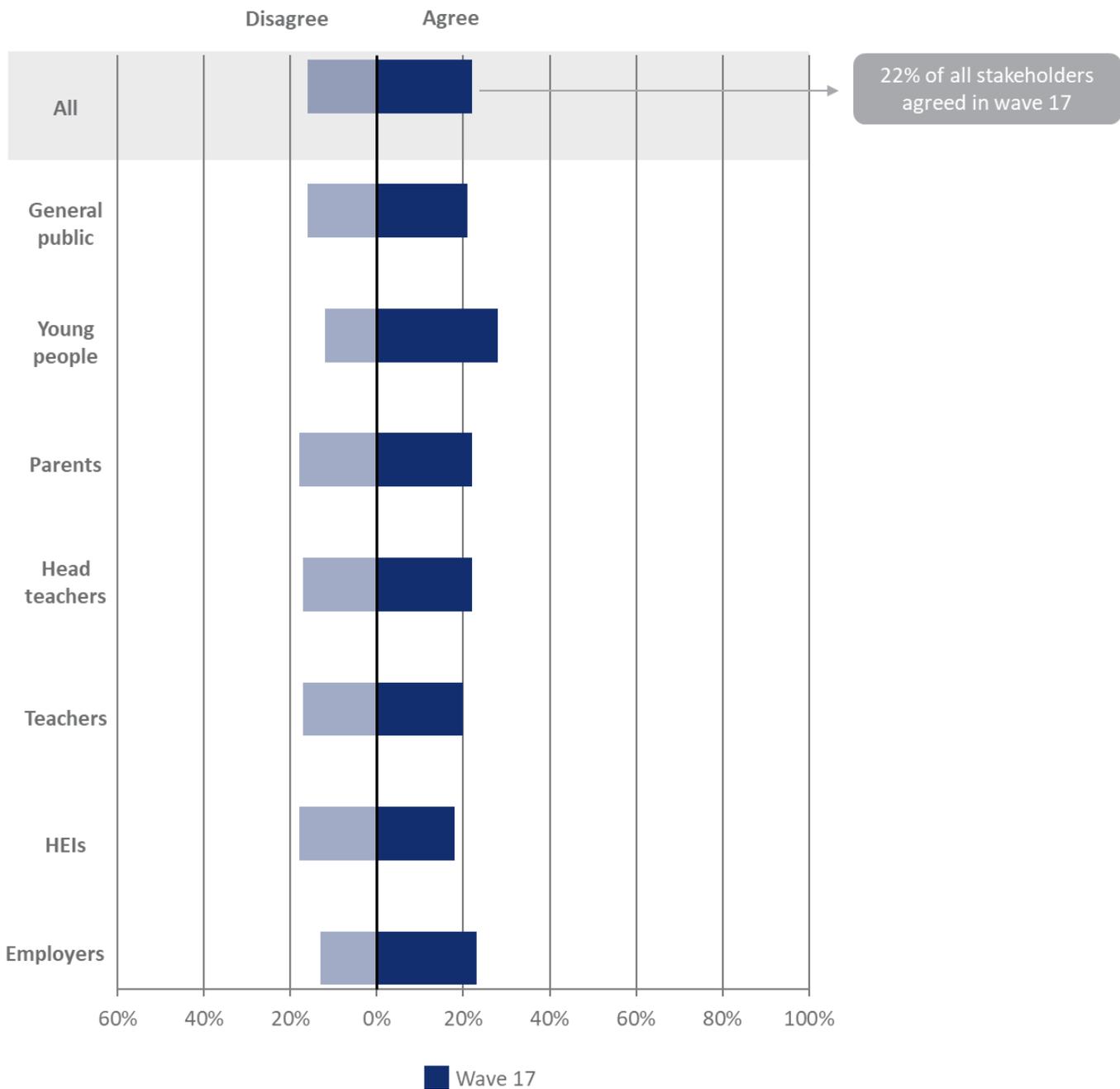


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Value for money

Overall, approximately two in ten stakeholders agreed that Applied General qualifications offer value for money.

Figure 27. Results for “Applied General qualifications offer “value for money””



Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

Note: This survey item was included for the first time in wave 17.

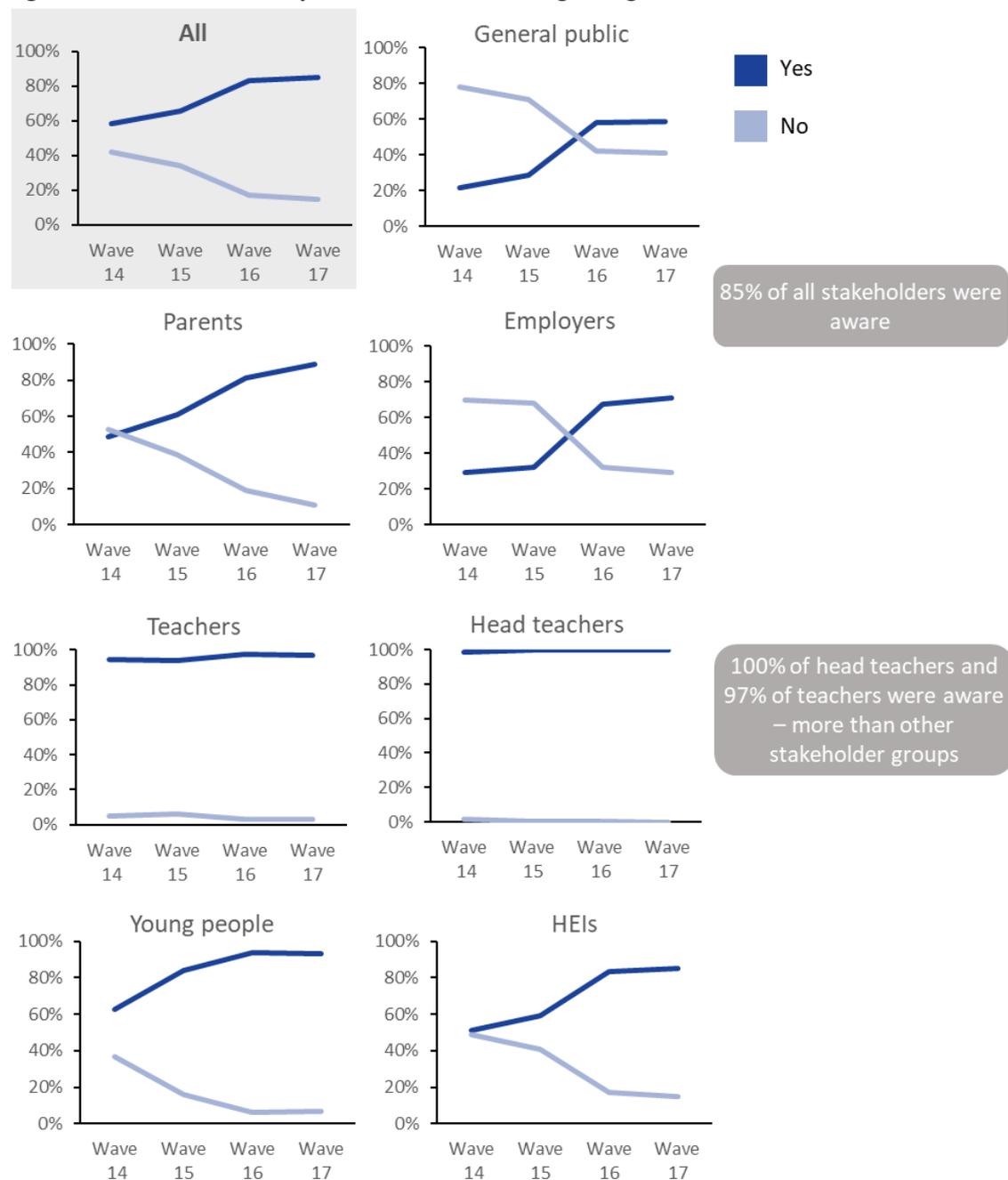
Section 5: GCSE 9 to 1 grading scale

Awareness

For the following question the wave 17 effective base was: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248.

Eight in ten stakeholders were aware of the 9 to 1 grading scale used in new GCSEs. The level of awareness was consistent with wave 16, but has increased overall since wave 14.

Figure 28. Results for “Are you aware of the 9 to 1 grading scale used in new GCSEs?”



Note: An option for ‘Don’t know’ was not included in wave 17, but it did feature in previous waves. To allow for comparison, responses for ‘No’ and ‘Don’t know’ have been combined in this figure for waves 14, 15 and 16. In wave 17, the word ‘new’ was removed from the text for this question, previously: “Are you aware of the new 9 to 1 grading scale used in new GCSEs?”

For the following 2 questions the wave 17 effective base was: All responses 1,964; General public 589; Parents 230; Young people 235; Teachers 668; Head teachers 337; HEIs 240; Employers 176.

There has been an increase year-on-year since wave 14 in the proportion of stakeholders overall who correctly identified that 9 is the best grade students can get.

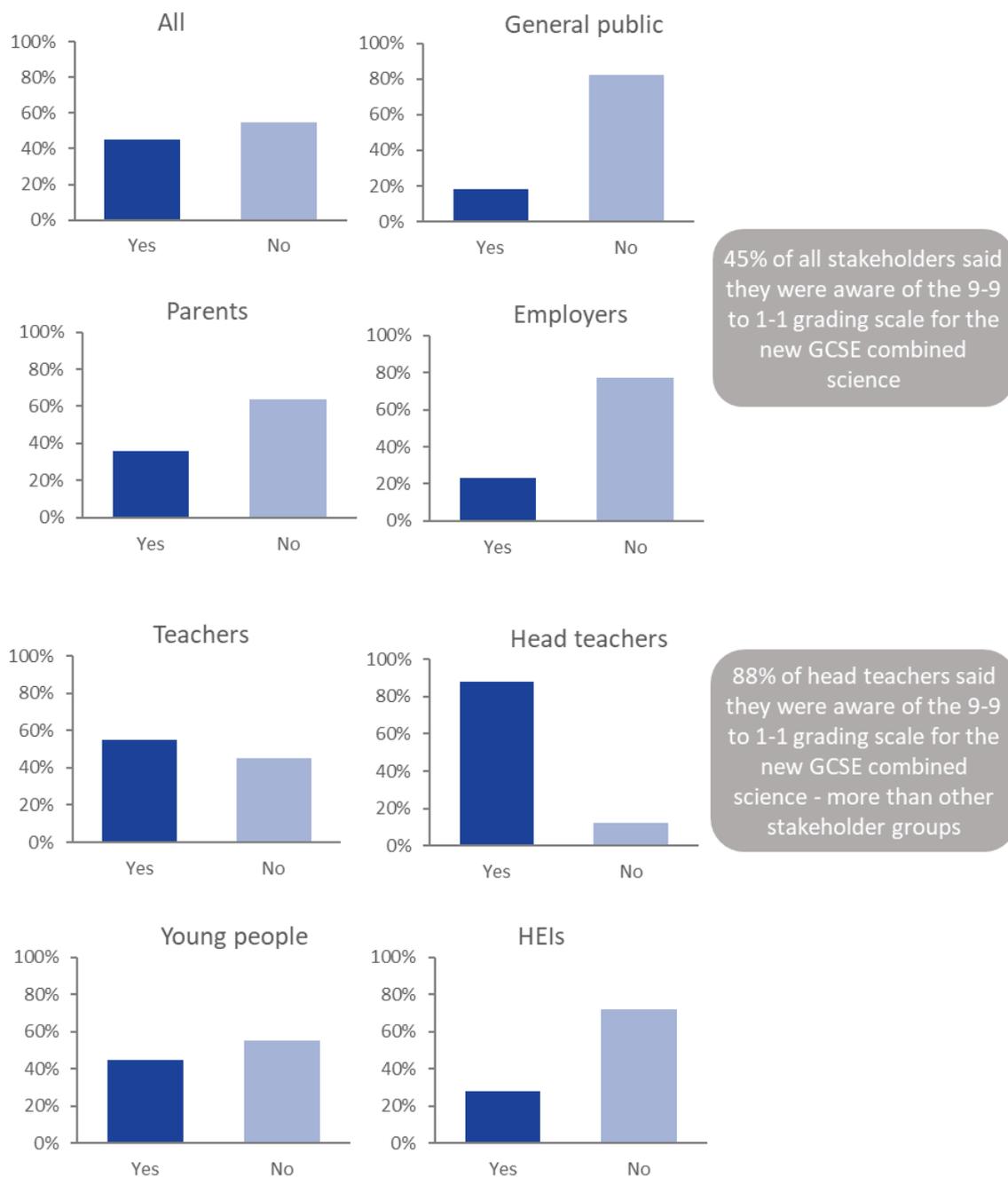
Figure 29. Results for “Based on your understanding of the 9 to 1 grading scale, what is the best grade that students can get?”



Note: This survey item was available only to those who were aware of the 9 to 1 grading scale used in new GCSEs.

When asked for the first time in wave 17, almost half of respondents aware of the new 9 to 1 grading scale stated that they were aware of the 9-9 to 1-1 grading scale for the new GCSE combined science, which is worth two GCSEs.

Figure 30. Results for “Are you aware of the 9-9 to 1-1 grading scale for the new GCSE combined science (which is worth two GCSEs)?”



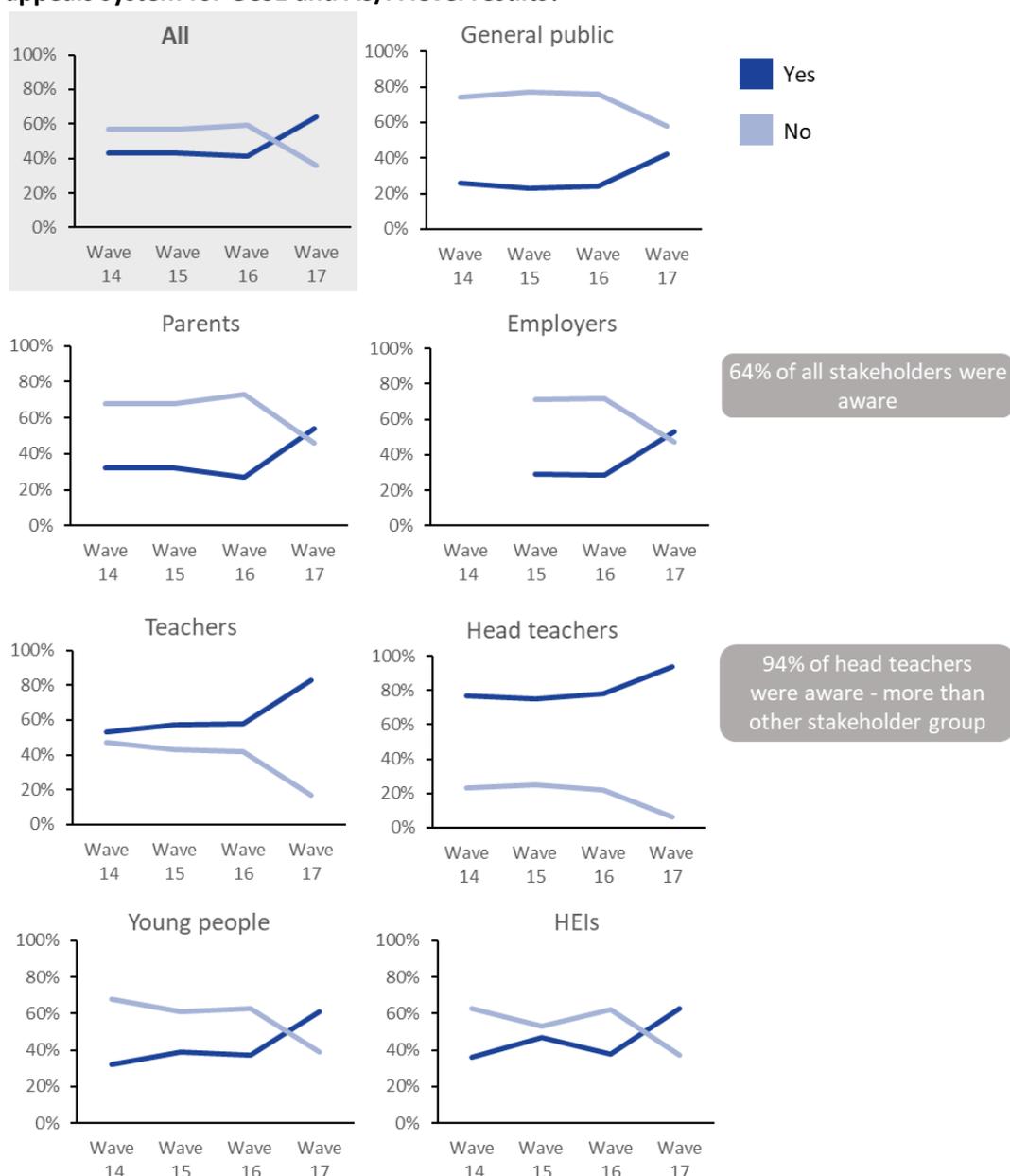
Note: This survey item was available only to those who were aware of the 9 to 1 grading scale used in new GCSEs and was included for the first time in wave 17.

Section 6: The review of marking and moderation, and appeals against results for GCSEs and AS/A levels

Awareness and perceptions

For the following survey item the wave 17 effective base was: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248. Around six in ten stakeholders were aware that there is a review of marking and moderation, and appeals system for GCSE and AS/A level results, an increase in awareness compared with waves 14, 15 and 16.

Figure 31. Results for “Are you aware that there is a reviews of marking and moderation, and appeals system for GCSE and AS/A level results?”

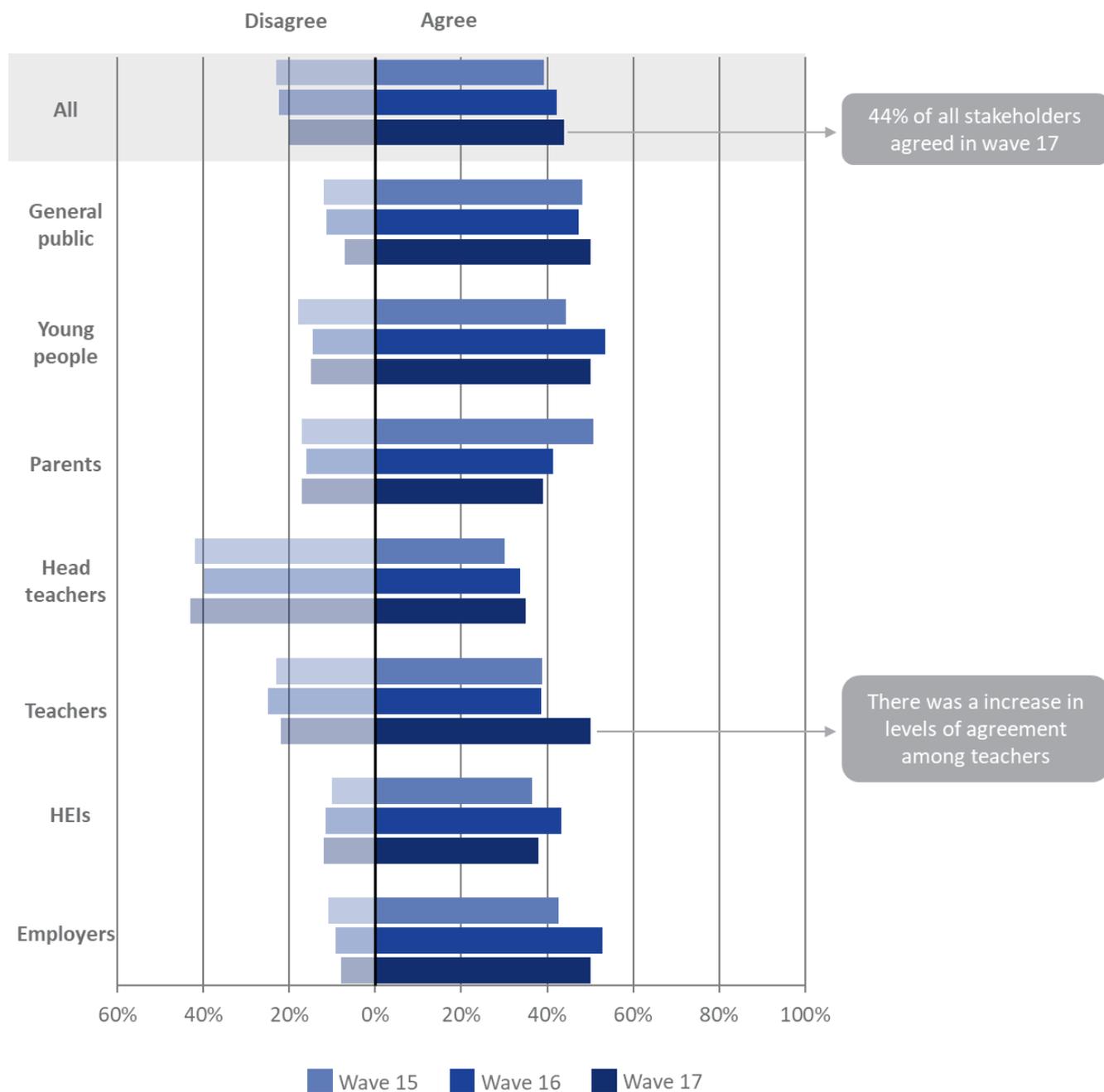


Note: An option for ‘Don’t know’ was not included in wave 17, but it did feature in previous waves. To allow for comparison, responses for ‘No’ and ‘Don’t know’ have been combined in this figure for waves 14, 15 and 16. Before wave 17, this question was asked as: “Are you aware that there is a review of marking and moderation, and appeals system (formerly known as Enquiries about Results and Appeals) for GCSE and AS/A level results?” Employers were not included in the sample for this question in wave 14.

For the following 4 survey items the wave 17 effective base was: All responses 1,523; General public 424; Parents 140; Young people 154; Teachers 578; Head teachers 316; HEIs 176; Employers 131.

Over four in ten stakeholders agreed that the reviews of marking and moderation, and appeals system for GCSEs is fair. This is higher than in wave 15.

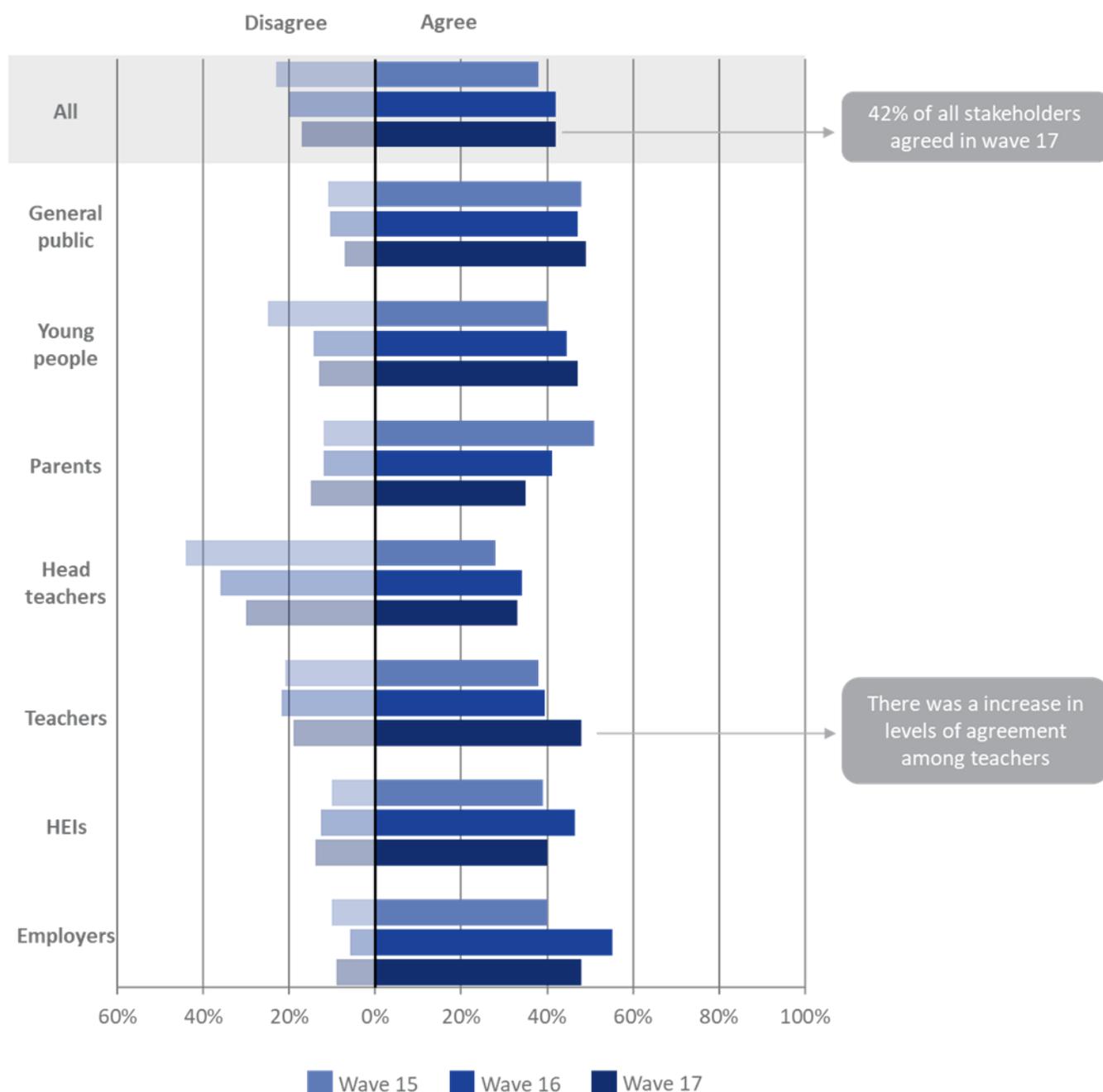
Figure 32. Results for “The reviews of marking and moderation, and appeals system for GCSEs is fair.”



Note: This survey item was available only to those who were aware that there is a review of marking and moderation, and appeals system for GCSE and AS/A level results. This survey item was included for the first time in wave 15. Before wave 17, this question included a reference to the system being “formerly known as Enquiries about Results and Appeals”.

Approximately four in ten agreed that the reviews of marking and moderation, and appeals system for AS/A levels is fair. This is consistent with wave 16, and an increase on wave 15.

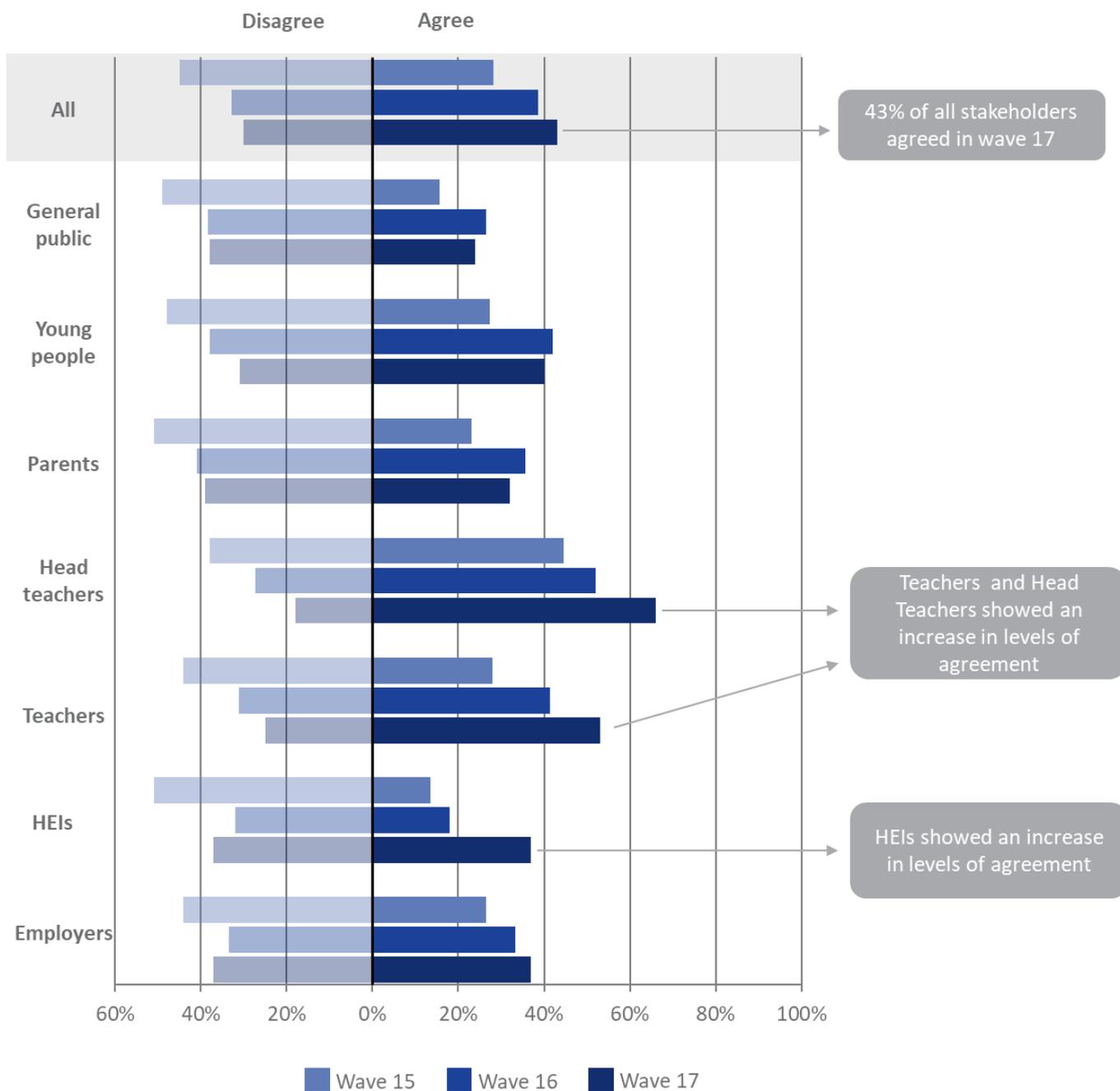
Figure 33. Results for “The reviews of marking and moderation, and appeals system for AS/A levels is fair.”



Note: This survey item was available only to those who were aware that there is a review of marking and moderation and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 15. Before wave 17, this question included a reference to the system being “formerly known as Enquiries about Results and Appeals”.

Approximately four in ten agreed that they have adequate information about the reviews of marking and moderation, and appeals system for GCSEs and AS/A levels. This is consistent with wave 16, but higher than in wave 15.

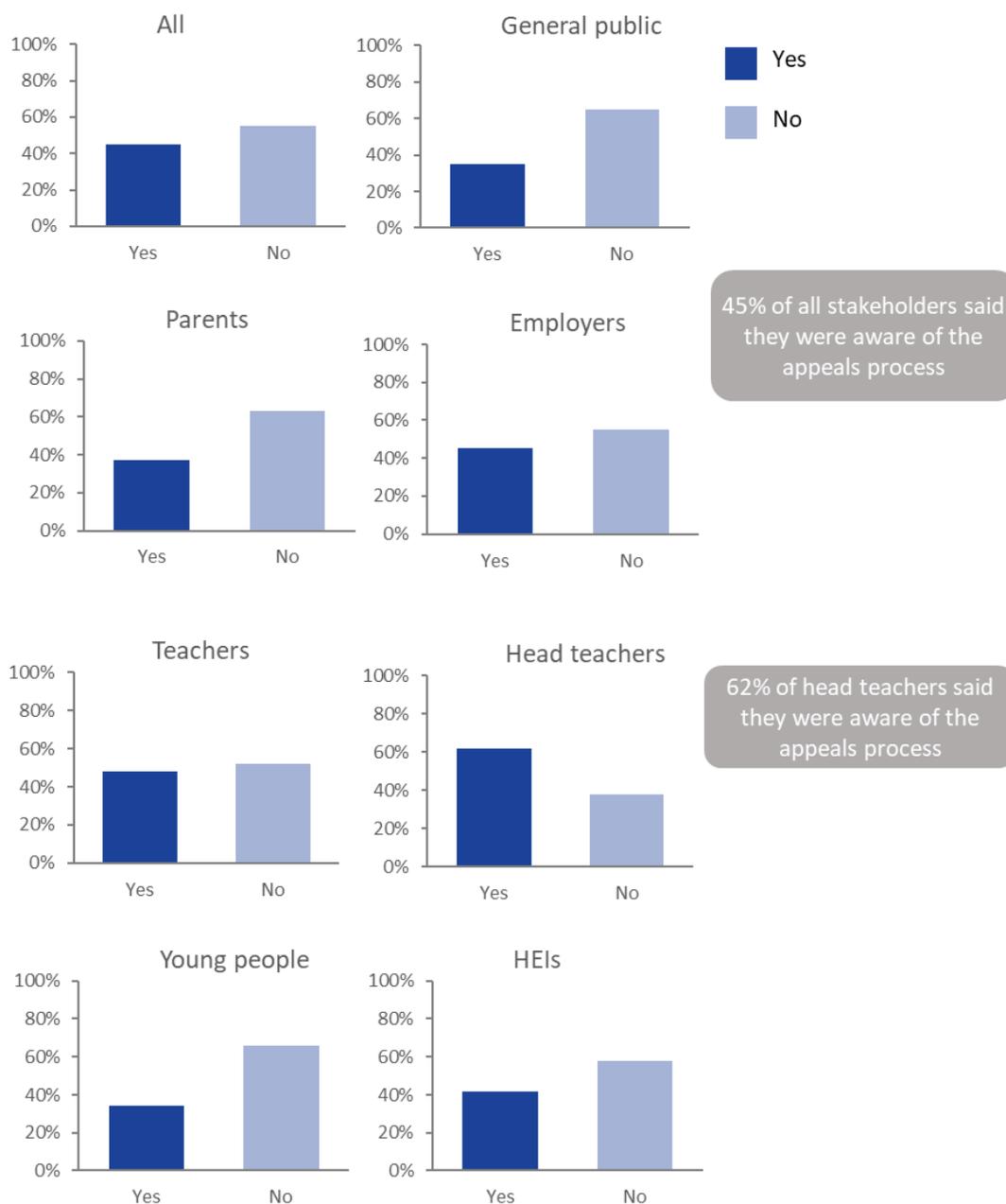
Figure 34. Results for “I have adequate information about the reviews of marking and moderation, and appeals system for GCSEs and AS/A levels.”



Note: This survey item was available only to those who were aware that there is a review of marking and moderation, and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 15. Before wave 17, this question included a reference to the system being “formerly known as Enquiries about Results and Appeals”.

Over four in ten stakeholders were aware that a school or college with unaddressed concerns about marking could appeal to the exam board on the grounds of a marking error as well as on the grounds of a procedural failing by the exam board.

Figure 35. Results for “Are you aware that for any AS or A level subject, or in GCSE English language, English literature and maths, in 2018 a school or college whose concerns about marking that were not addressed during a review of marking could appeal to the exam board on the ground of a marking error as well as on the ground of a procedural failing by the exam board?”



Note: This survey item was available only to those who were aware that there is a review of marking and moderation, and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 17.

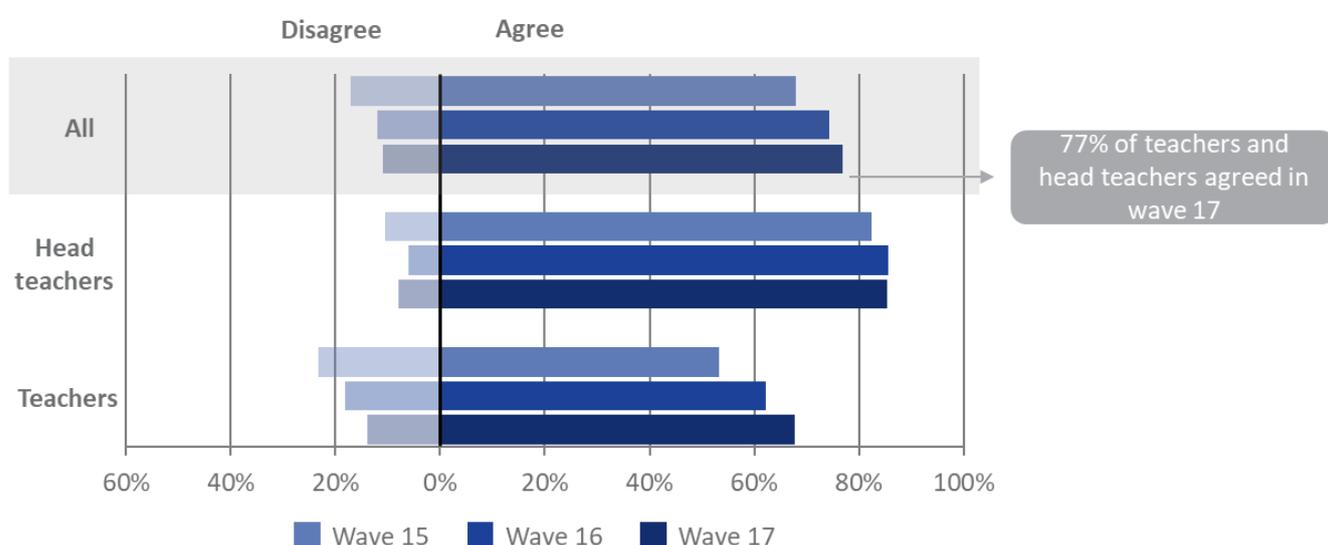
Section 7: Special consideration, reasonable adjustments and malpractice for GCSE and AS/A level qualifications

Special consideration

For the following 10 survey items the wave 17 effective base was: All responses 776; Teachers 564; Head teachers 306. These survey items were available only to teachers and head teachers, therefore 'All' in the following items represent only head teachers and teachers.

Overall, levels of agreement remained consistent with wave 16 among head teachers and teachers when considering whether they have adequate information about the arrangements available for a GCSE or AS/A level student who is eligible for special consideration.

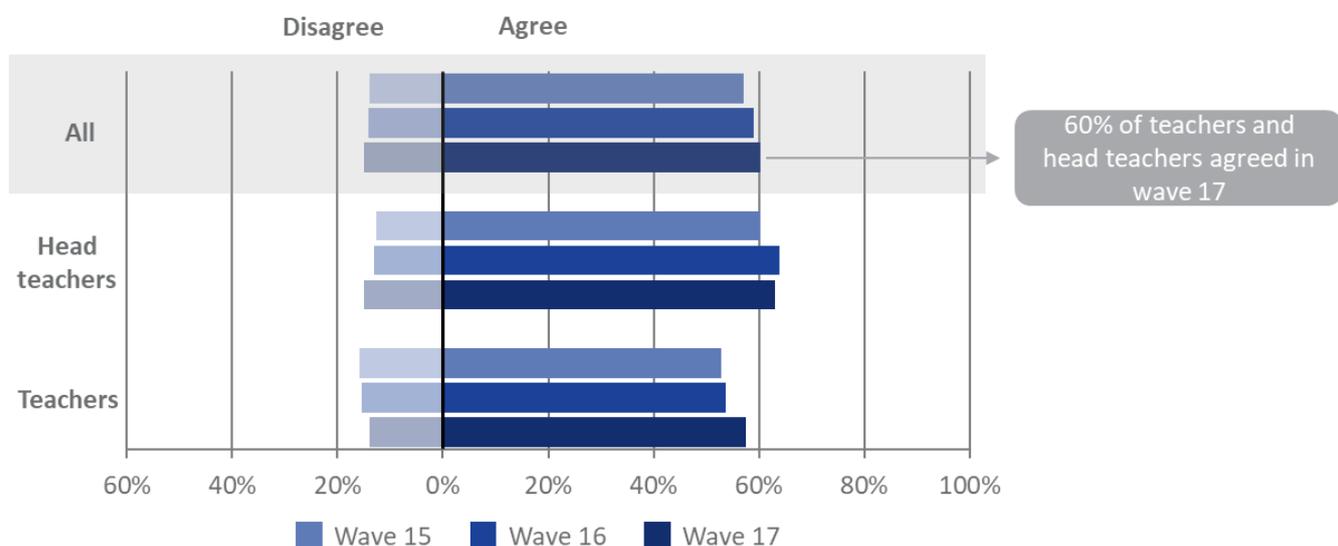
Figure 36. Results for “I have adequate information about the arrangements that are available for a GCSE or AS/A level student who is eligible for special consideration.”



Note: This survey item was included for the first time in wave 15.

Six in ten head teachers and teachers agreed that special consideration makes the qualification system fairer for all GCSE and AS/A level students. This is consistent with wave 15 and wave 16.

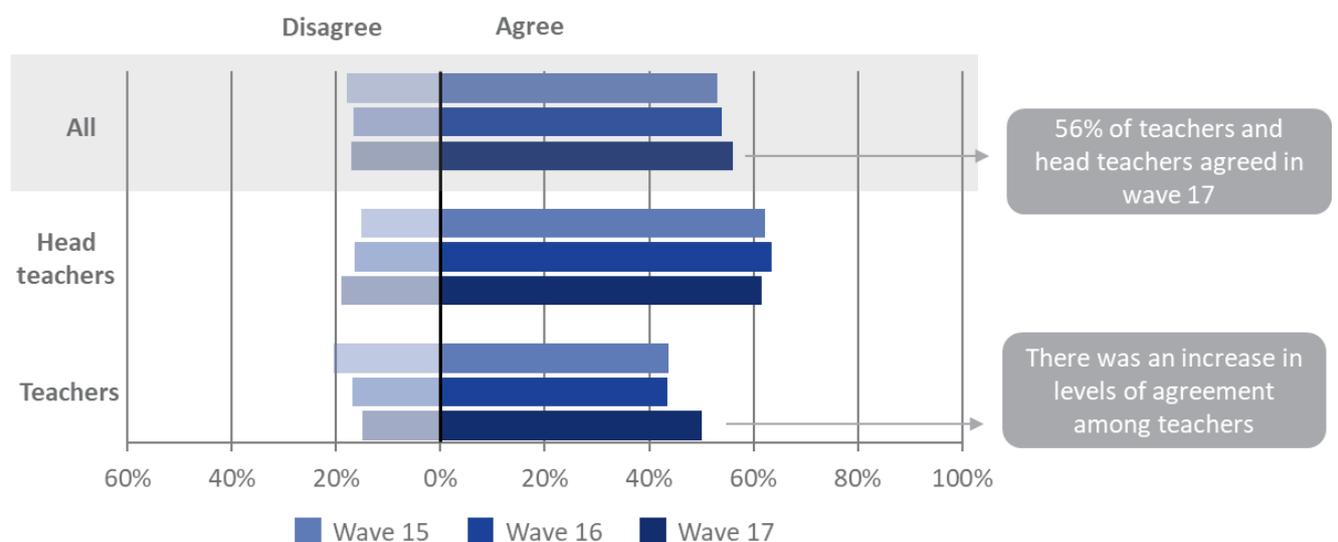
Figure 37. Results for “Special consideration makes the qualification system fairer for all GCSE and AS/A level students.”



Note: This survey item was included for the first time in wave 15.

Levels of agreement that the right arrangements are made for the right GCSE and AS/A level students in the current special consideration system remained consistent with wave 16 for head teachers. However, among teachers there was an increase in levels of agreement compared with wave 16.

Figure 38. Results for “In the current special consideration system, the right arrangements are made for the right GCSE and AS/A level students.”

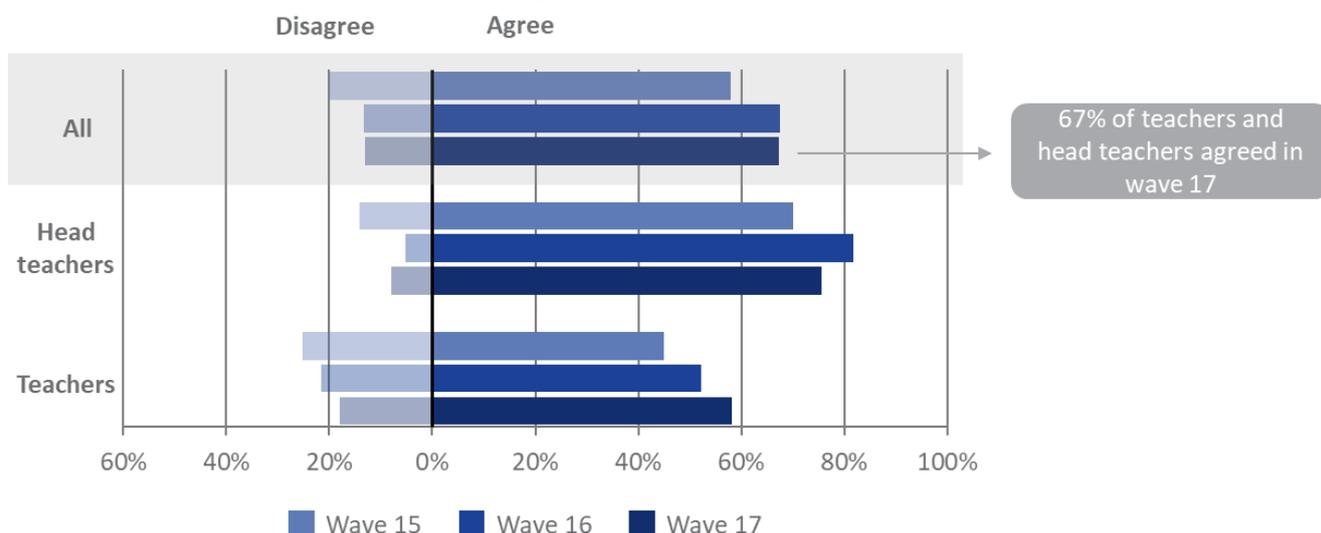


Note: This survey item was included for the first time in wave 15.

Reasonable adjustments

Close to seven in ten (67%) head teachers and teachers agreed that they have adequate information about the adjustments available for a GCSE or AS/A level disabled⁶ student who is eligible for reasonable adjustments, consistent with wave 16.

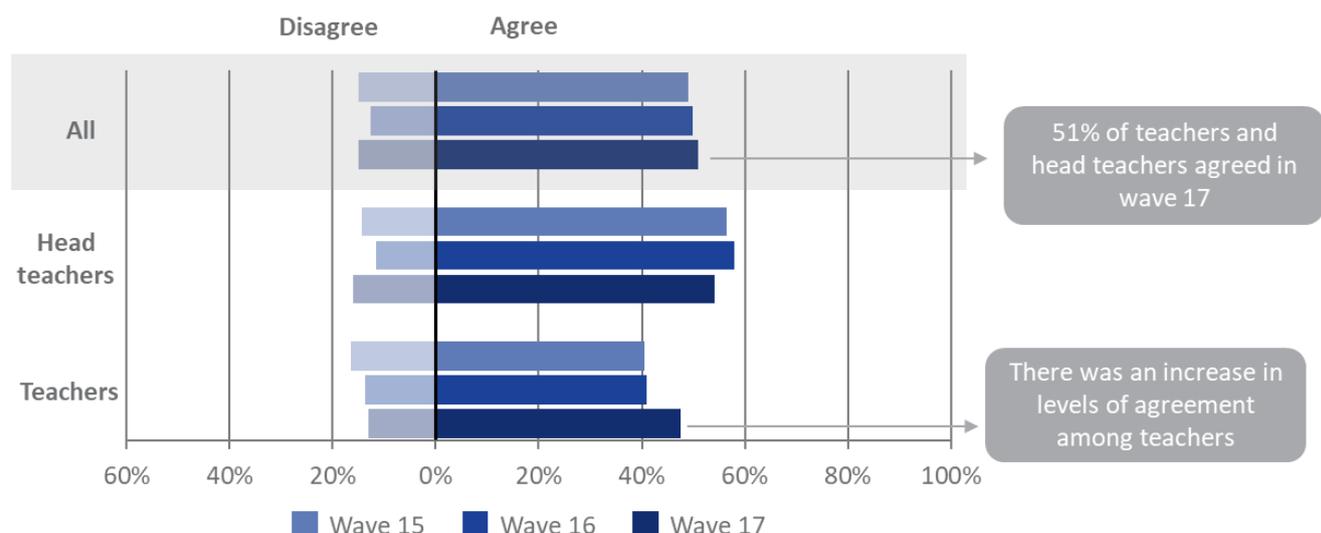
Figure 39. Results for “I have adequate information about the adjustments that are available for a GCSE or AS/A level disabled student who is eligible for reasonable adjustments.”



Note: This survey item was included for the first time in wave 15.

Half of head teachers and teachers overall agreed that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students. This is consistent with waves 16 and 15.

Figure 40. Results for “Currently, the right reasonable adjustments are made for the right GCSE and AS/A level disabled students.”

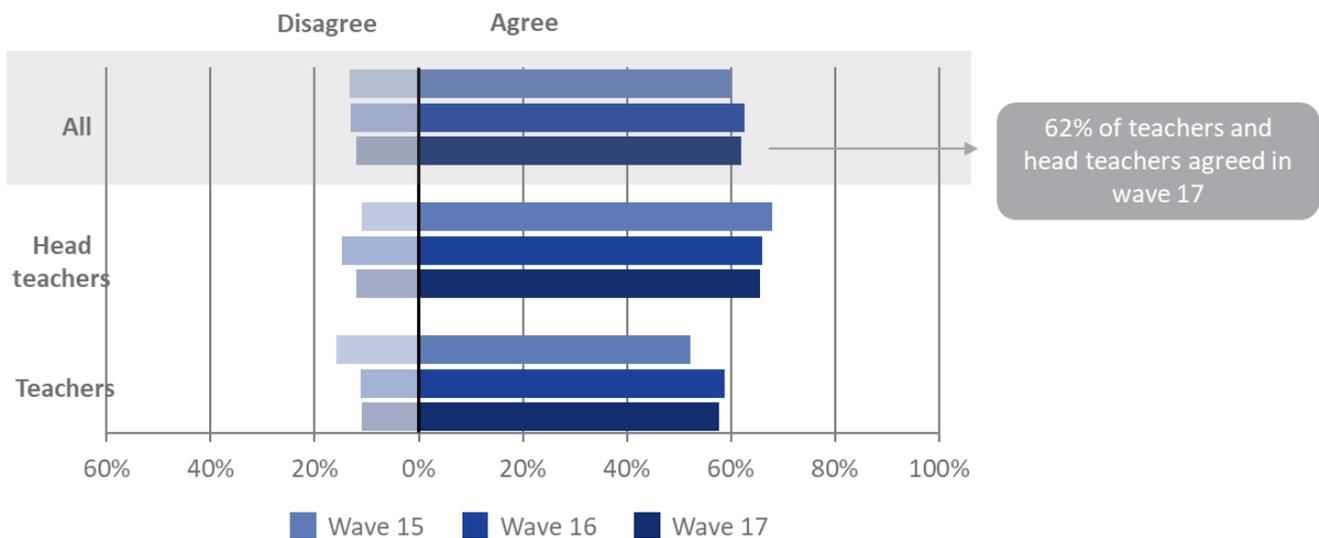


Note: This survey item was included for the first time in wave 15.

⁶ Being disabled under the Equality Act 2010 is defined as having a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on the ability to do normal daily activities.

Six in ten head teachers and teachers agreed that reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students. This is consistent with waves 16 and wave 15.

Figure 41. Results for “Reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students.”

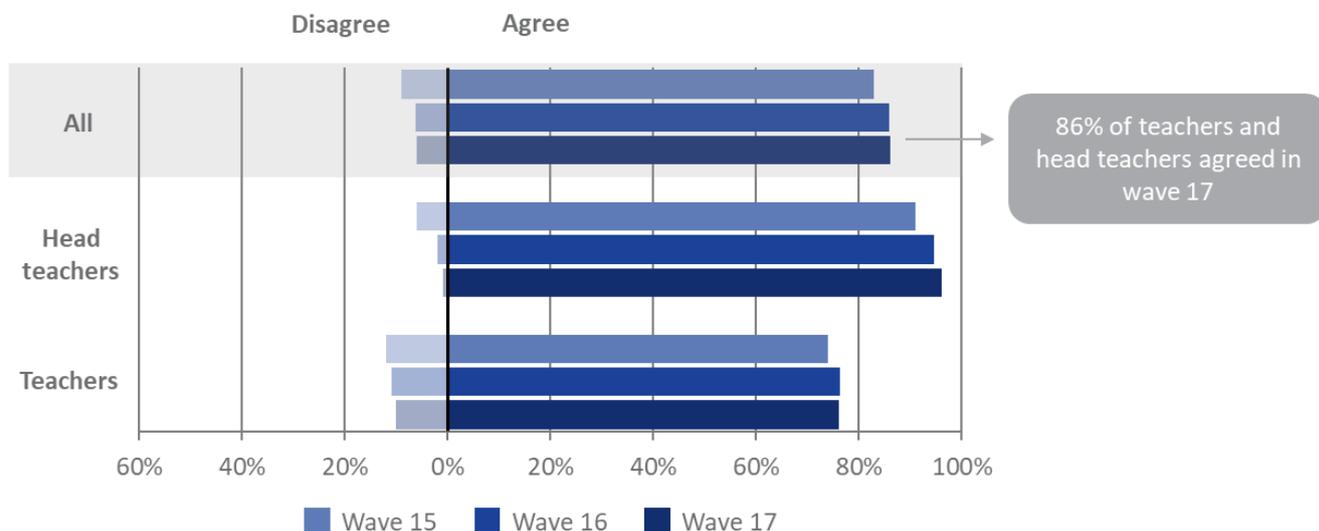


Note: this survey item was included for the first time in wave 15.

Malpractice

Among head teachers and teachers, levels of agreement that they have adequate information about what constitutes malpractice for GCSEs and AS/A levels were consistent with wave 16 and 15.

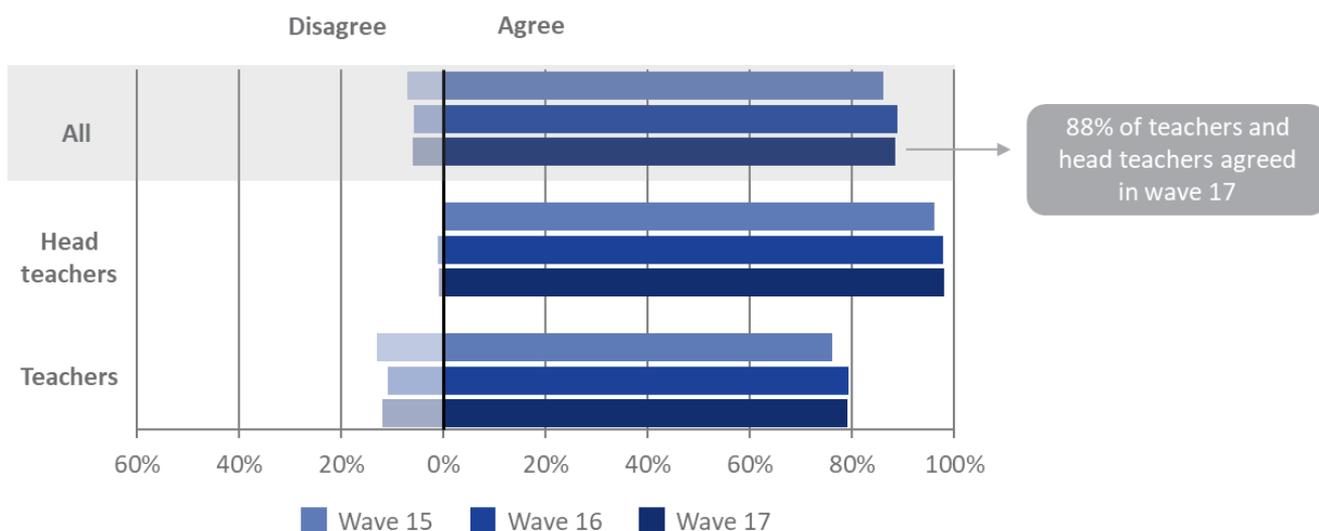
Figure 42. Results for “I have adequate information about what constitutes malpractice for GCSEs and AS/A levels.”



Note: this survey item was included for the first time in wave 15.

Approximately nine in ten head teachers and teachers agreed that they know to whom they should report an incident of malpractice in GCSEs and AS/A levels. This is consistent with wave 16 and 15.

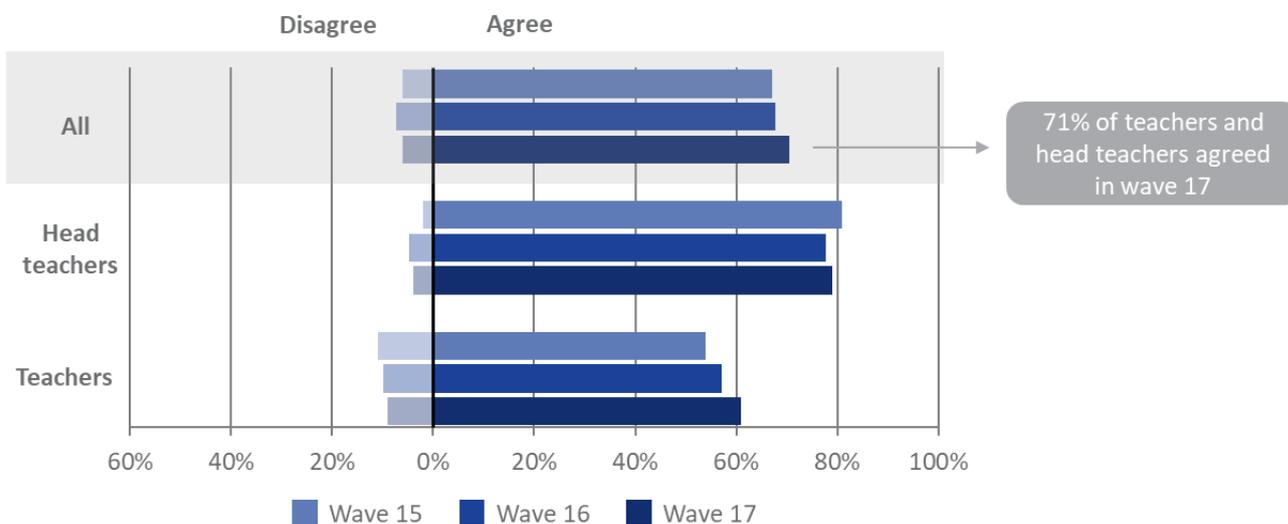
Figure 43. Results for “I know to whom I should report an incident of malpractice for GCSEs and AS/A levels.”



Note: this survey item was included for the first time in wave 15.

Seven in ten head teachers and teachers agreed that they are confident that incidents of malpractice are fairly investigated in GCSEs and AS/A levels. This is consistent with waves 16 and 15.

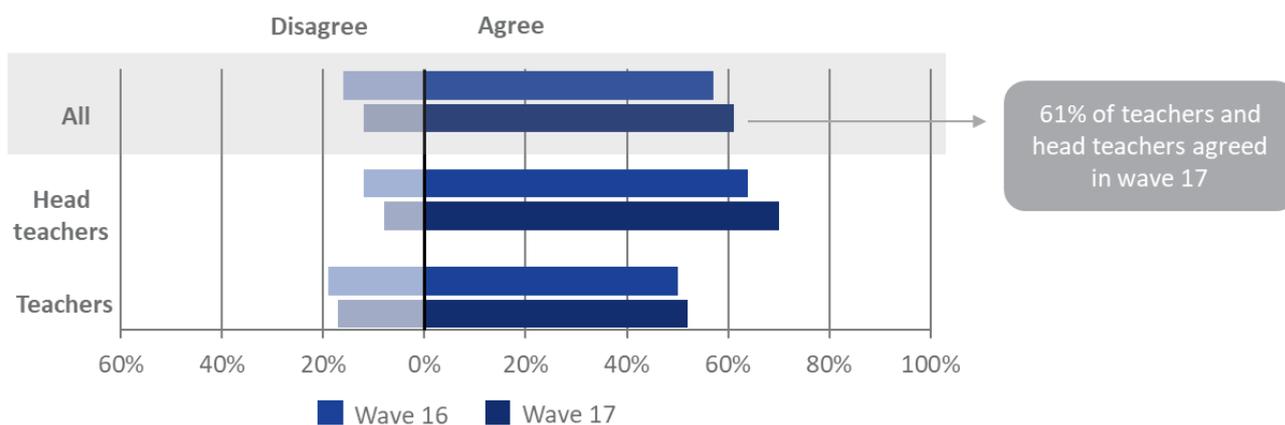
Figure 44. Results for “I am confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels.”



Note: this survey item was included for the first time in wave 15.

Six in ten head teachers and teachers agreed that they are confident malpractice is properly reported when it happens in GCSEs and AS/A levels, consistent with wave 16.

Figure 45. Results for “I am confident malpractice is properly reported when it happens in GCSEs and AS/A levels.”



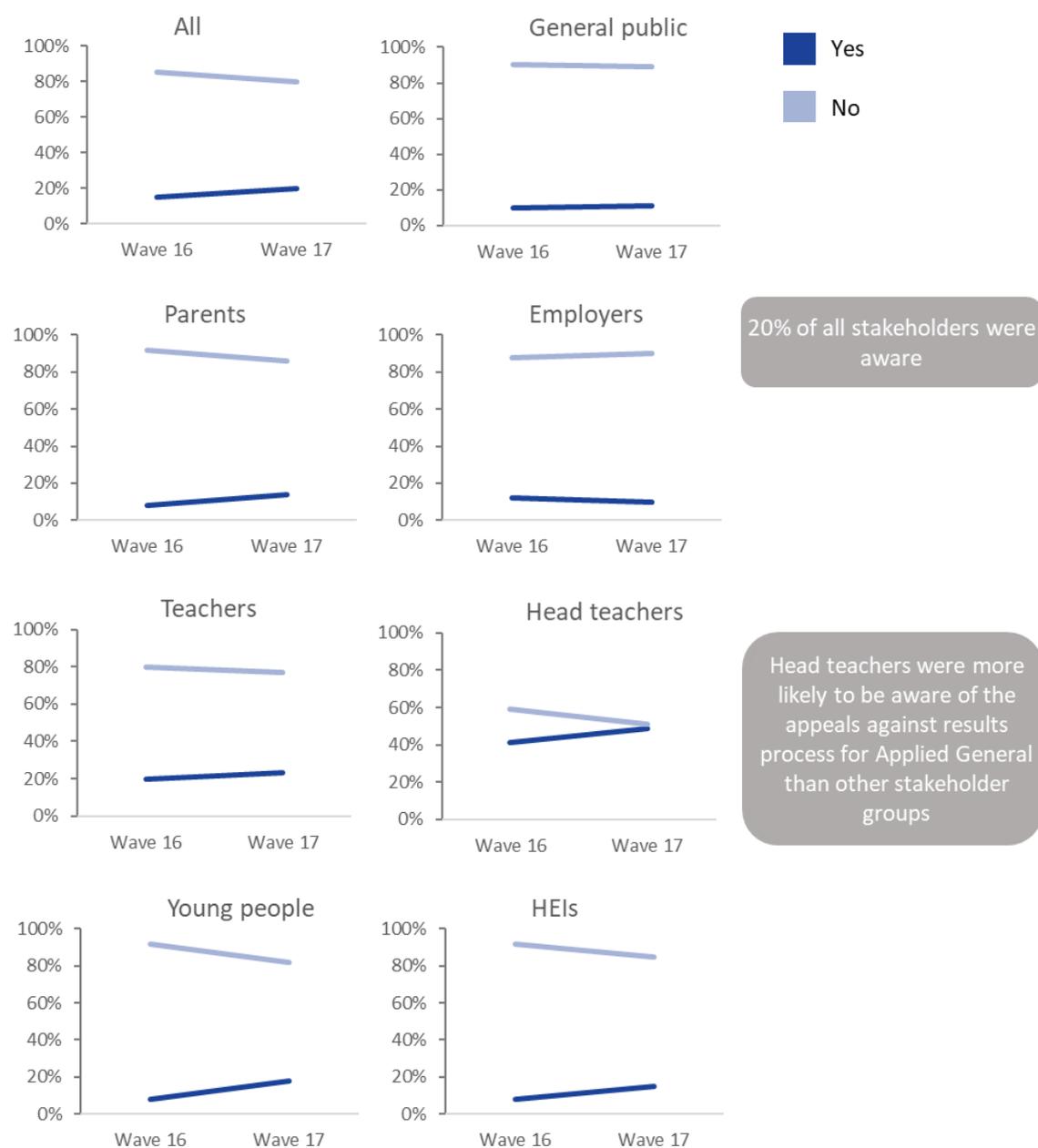
Note: This survey item was included for the first time in wave 16.

Section 8: Appeals against results for Applied General qualifications

Awareness and perceptions

For the following survey item the wave 17 effective base was: All responses 2,356; General public 1,004; Parents 259; Young people 252; Teachers 690; Head teachers 338; HEIs 283; Employers 248. Eight in ten stakeholders were not aware of the appeals against results process for Applied General qualifications in schools and colleges.

Figure 46. Results for “Are you aware of the appeals against results process for Applied General qualifications in schools and colleges?”

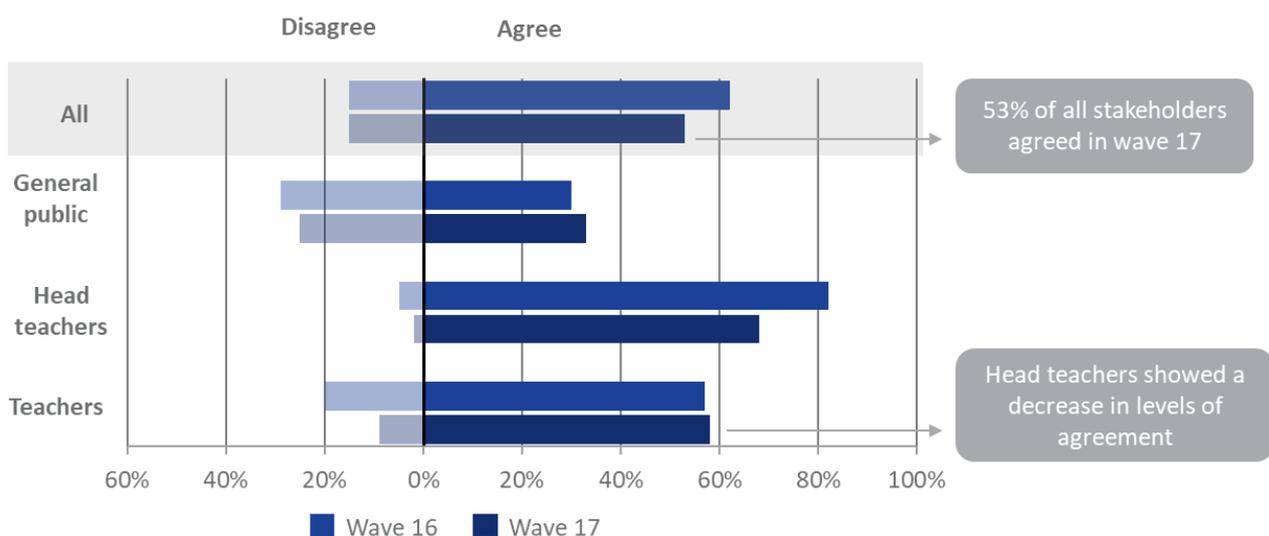


Note: This survey item was included for the first time in wave 16. An option for ‘Don’t know’ was not included in wave 17, but it did feature in wave 16. To allow for comparison, responses for ‘No’ and ‘Don’t know’ have been combined in this figure for wave 16.

For the following 2 survey items the wave 17 effective base was: All responses 490; General public 111; Teachers 165; Head teachers 171.

Five in ten stakeholders agreed that they have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges, a decrease in comparison with wave 16.

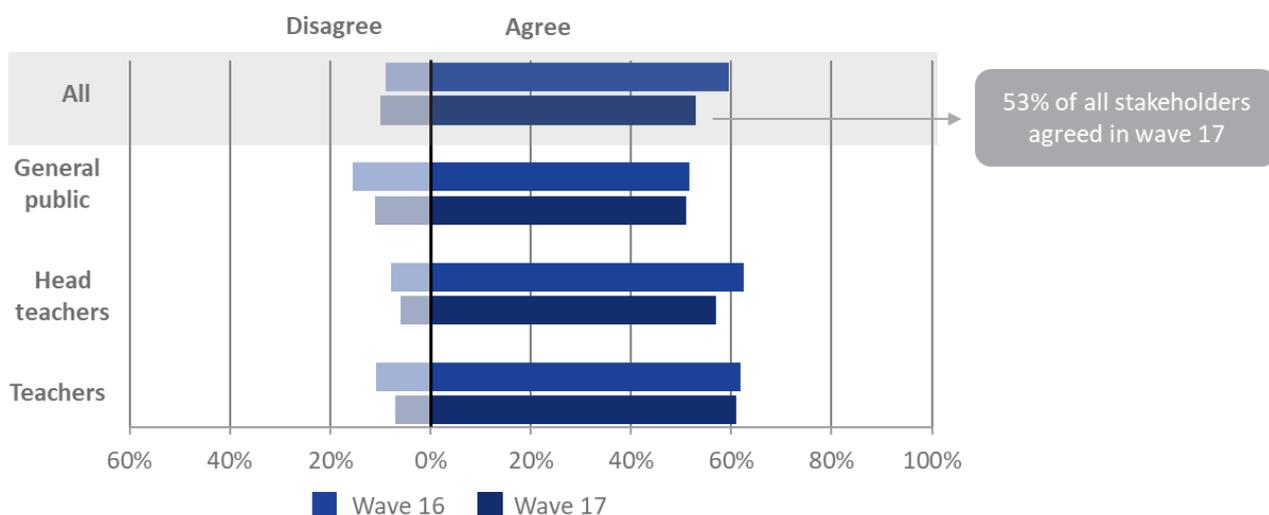
Figure 47. Results for “I have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.”



Note: Results for young people, parents, HEIs and employers are not shown due to low base sizes. This survey item was available only to those who were aware of the appeals against results process for Applied General qualifications. This survey item was included for the first time in wave 16.

Consistent with wave 16, just over half of stakeholders agreed that they are confident appeals are dealt with fairly for Applied General qualifications in schools and colleges.

Figure 48. Results for “I am confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.”



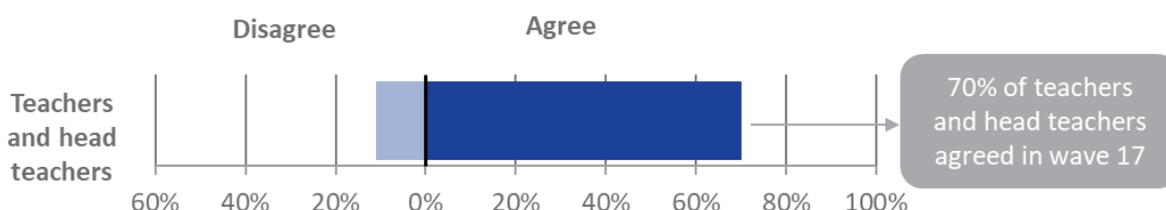
Note: Results for young people, parents, HEIs and employers are not shown due to low base sizes. This survey item was available only to those who were aware of the appeals against results process for Applied General qualifications. This survey item was included for the first time in wave 16.

Section 9: Malpractice for Applied General qualifications

These survey items were available only to teachers and head teachers who teach Applied General qualifications. For the following 4 survey items the wave 17 effective base was: All responses 122; Head teachers 79, teachers 43. Due to sample sizes, head teachers and teachers are being reported as one group.

In wave 17, seven in ten stakeholders agreed that they have adequate information about what constitutes malpractice for Applied General qualifications, much higher than the proportion who disagreed.

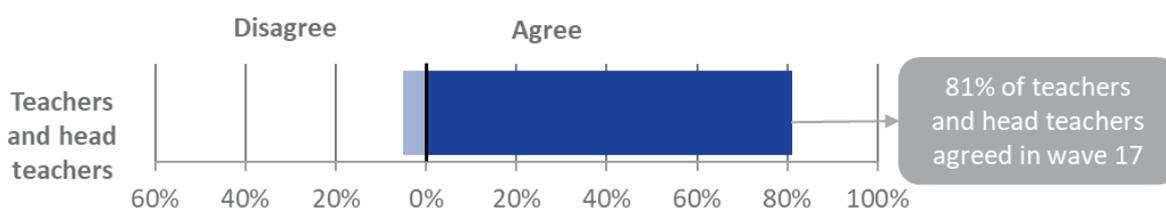
Figure 49. Results for “I have adequate information about what constitutes malpractice for Applied General qualifications taught in schools and colleges.”



Note: This survey item was reported for the first time in wave 17.

Overall, eight in ten stakeholders agreed that they know to whom to report an incident of malpractice for Applied General qualifications, higher than the proportion who disagreed.

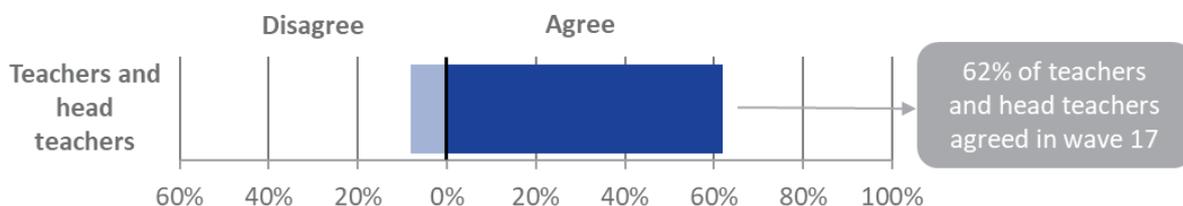
Figure 50. Results for “I know to whom I should report an incident of malpractice for Applied General qualifications taught in schools and colleges.”



Note: This survey item was reported for the first time in wave 17.

Approximately six in ten stakeholders agreed that they are confident that incidents of malpractice for Applied General qualifications are fairly investigated, higher than the proportion who disagreed.

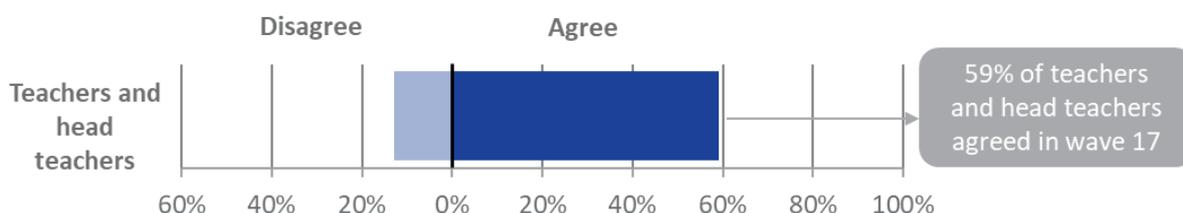
Figure 51. Results for “I am confident that incidents of malpractice for Applied General qualifications taught in schools and colleges are fairly investigated.”



Note: This survey item was reported for the first time in wave 17.

In wave 17, six in ten stakeholders agreed that they were confident malpractice is properly reported when it happens in Applied General qualifications, higher than the proportion who disagreed.

Figure 52. Results for “I am confident malpractice is properly reported when it happens in Applied General qualifications taught in schools and colleges.”



Note: This survey item was reported for the first time in wave 17.