

# **Perceptions of AS/A levels, GCSEs and Applied General qualifications in England – Wave 18**

An Ofqual commissioned report

July 2020

Ofqual/20/6628

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

## Contents

Executive summary .....	3
Section 1: Composite confidence measure .....	10
Section 2: Perceptions of GCSEs .....	13
Section 3: Perceptions of AS/A levels .....	21
Section 4: Perceptions of Applied General qualifications.....	29
Section 5: GCSE 9 to 1 grading scale .....	37
Section 6: The review of marking and moderation, and appeals against results for GCSEs and AS/A levels .....	39
Section 7: Special consideration and reasonable adjustments for GCSE and AS/A level qualifications .....	44
Section 8: Malpractice for GCSE and AS/A level qualifications.....	50
Section 9: Appeals against results for Applied General qualifications .....	54
Section 10: Malpractice for Applied General qualifications .....	56
Section 11: Innovations.....	58

## Executive summary

### Introduction

This report presents the findings of wave 18 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'<sup>1</sup>, 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 since wave 13 and was conducted using an online method. The fieldwork for this wave was conducted between 24 October and 5 December 2019. Please note that the responses presented in this report do not relate to the [exceptional arrangements](#) being put in place this year in response to coronavirus (COVID-19). They refer only to the normal arrangements in place in 2019.

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 who 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](#).

Throughout the report, all references to differences in findings between waves refer to statistically significant differences. At the 'all stakeholders' level, where an apparent shift in trends over time between the waves included in this report has not been addressed in the commentary, this is due to there not being a statistically significant difference. For the individual stakeholder groups, the commentary focuses on statistically significant differences in comparison with the previous wave.

### Findings

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

- There was an increase in overall composite confidence in GCSEs and Applied General qualifications between waves 17 and 18. Overall confidence in AS/A levels remained consistent.
- Overall composite confidence was highest for AS/A level qualifications, followed by GCSEs and Applied General qualifications, in that order.
- Among employers, there was an increase in confidence in both GCSEs and AS/A levels between waves 17 and 18. Meanwhile, for parents there was an increase in confidence in AS/A levels and Applied General qualifications.
- Among head teachers, composite confidence in AS/A levels decreased compared with wave 17.

---

<sup>1</sup> The head teachers sample referred to throughout this report consists of head teachers and deputy head teachers.

## Perceptions of GCSEs

- In comparison with wave 17, there was an increase in the overall level of agreement that GCSEs are well understood by people (from 59% to 62%). This is similar to the overall levels of agreement recorded in wave 16.
- The perception of GCSEs being trusted qualifications has increased, with approximately 74% agreeing with this statement in the current wave compared with 71% in wave 17. Teachers showed an increase in levels of agreement (74%) in comparison with wave 17 (69%).
- Consistent with the previous three waves, four in ten (41%) stakeholders agreed that GCSE standards are maintained year-on-year.
- Overall, the proportion of stakeholders who agreed that the marking of GCSEs is accurate was consistent with wave 17, with four in ten (39%) stakeholders in agreement in wave 18.
- There was an increase in the overall proportion of stakeholders who agreed that GCSEs are good preparation for further study in wave 18, rising to 72% from 69% in wave 17. This increase was also observed specifically among head teachers, with 78% agreeing in comparison with 71% in wave 17.
- Overall, three in ten (34%) stakeholders agreed that GCSEs are good preparation for work, consistent with the previous two waves.
- Overall, nearly six in ten (58%) stakeholders agreed that GCSEs develop a broad range of skills for students. This was consistent with waves 14 through to 17. Among employers, however, there was an increase in the proportion who agreed in wave 18, rising from 57% to 66%.
- Approximately half (52%) of stakeholders agreed that GCSEs offer “value for money” in wave 18, consistent with the previous wave (51%).

## Perceptions of AS/A levels

- Consistent with waves 15, 16 and 17, six in ten (59%) stakeholders agreed that AS/A levels are well understood by people. Among HEIs, there was a gradual decrease in agreement levels from 72% in wave 15 to 62% in wave 18. However, for employers there was an increase compared with wave 17 from 56% to 64%.
- The proportion agreeing that AS/A levels are trusted qualifications was 82%, which was consistent with the previous four waves. Head teachers’ levels of agreement have decreased from 89% in wave 17 to 82% in the current wave.
- Overall, approximately half (49%) of stakeholders agreed that AS/A level standards are maintained year-on-year, consistent with the previous four waves. Agreement levels among head teachers decreased compared with wave 17, from 69% to 60%.
- The proportion of stakeholders agreeing that the marking of AS/A levels is accurate (42%) was in line with waves 15, 16 and 17. There was a decrease in levels of agreement among head teachers, from 47% in wave 17 to 38% in the current wave. This is now consistent with levels in wave 16.

- Overall, nearly eight in ten (78%) stakeholders perceived AS/A levels to be good preparation for further study, which was consistent with the previous waves.
- In line with waves 16 and 17, approximately four in ten (37%) stakeholders agreed that AS/A levels are good preparation for work.
- Roughly half (49%) of all stakeholders agreed that AS/A levels develop a broad range of skills for students. This remained stable with levels reported from wave 16 onwards.
- There were 47% of stakeholders who agreed that AS/A levels offer value for money. This was consistent with wave 17 (45%).

### **Perceptions of Applied General qualifications**

- One in ten (12%) stakeholders agreed that Applied General qualifications are well understood by people, consistent with waves 16 and 17.
- In line with wave 17, a quarter (26%) agreed that Applied General qualifications are trusted qualifications.
- Approximately a quarter (24%) of stakeholders agreed that standards in Applied General qualifications are maintained year-on-year, higher than in waves 16 (21%) and 17 (20%). Levels of agreement among parents on this statement increased from 17% to 28% in this wave.
- A similar proportion (22%) of all stakeholders agreed that the marking of Applied General qualifications is accurate. This was consistent with waves 16 and 17.
- Overall, approximately three in ten (33%) agreed that Applied General qualifications are good preparation for further study. This is consistent with the previous wave and an increase compared with wave 16.
- In line with wave 17, four in ten (41%) stakeholders agreed that Applied General qualifications are good preparation for work. This was an increase compared with wave 16 (38%). For wave 18, there was an increase in agreement among teachers, from 36% in wave 17 to 41%.
- Four in ten (41%) stakeholders believed that Applied General qualifications develop a broad range of skills for students. This was an increase compared with wave 16 (38%).
- A quarter (25%) of stakeholders agreed that Applied General qualifications offer “value for money”, an increase compared with the previous wave (22%). There was an increase in levels of agreement among parents and teachers compared with wave 17.

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

- Consistent with the previous waves, GCSEs and A levels were comparably well understood by stakeholders, whilst Applied General qualifications were perceived as being less well understood.
- Comparable to previous years, stakeholders expressed the highest levels of trust in AS/A levels, followed by GCSEs and then Applied General qualifications.

- Stakeholders indicated higher levels of agreement that standards are maintained year-on-year for AS/A levels, followed by GCSEs. Agreement levels for both of these were much higher than for Applied General qualifications.
- In line with these findings, 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 the highest levels of agreement that the qualification is good preparation for further study for AS/A levels and GCSEs, whilst agreement levels were much lower for Applied General qualifications.
- A similar proportion of stakeholders agreed in this wave that each of AS/A levels, GCSEs and Applied General qualifications are good preparation for work. This was consistent with previous findings.
- As with wave 17, 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 for which levels of agreement were similar.
- Overall, levels of agreement that GCSEs and AS/A levels offer value for money were similar and higher than for Applied General qualifications.

### **GCSE 9 to 1 grading scale**

- In total, 85% of stakeholders were aware of the 9 to 1 grading scale, consistent with waves 16 and 17.
- There has been a sustained increase, compared with wave 14, in knowledge of the 9 to 1 grading scale, with nine in ten (89%) stakeholders in wave 18 correctly identifying that 9 is the highest grade that students can get, compared to 77% in wave 14.

### **Reviews of marking and moderation, and appeals against results for GCSE and AS/A level results**

- Seven in ten (69%) 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 more than in all previous waves<sup>2</sup>.
- Consistent with the previous wave, of those aware of the ROMMA services, a similar proportion of stakeholders agreed that the review of marking and moderation, and appeals system is fair for GCSEs (45%) and AS/A levels (43%). There was an increase in Head teachers' levels of agreement in wave 18 (44%), compared to wave 17 (35%).
- Close to half (48%) of stakeholders agreed that they have adequate information about the changes to the ROMMA services for GCSEs and AS/A levels. This was an increase compared with the previous wave when 43% agreed. There was an increase in agreement levels in comparison to wave 17 among young people (40% to 52%) and teachers (53% to 63%).

---

<sup>2</sup> An option for 'Don't know' was not included in waves 17 and 18, but it did feature in previous waves. This change could be a factor in the increase observed.

- Of those aware of the ROMMA services, 46% were aware that in 2019 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. This was in line with the previous wave (45%).

### **Special consideration and reasonable adjustments for GCSE and AS/A level qualifications**

- Overall, eight in ten (80%) 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. This was in line with the previous wave, and an increase in levels of agreement from waves 15 and 16.
- Six in ten (62%) teachers and head teachers agreed that special consideration makes the qualification system fairer for all GCSE and AS/A level students, remaining consistent with the previous waves.
- Close to six in ten (58%) 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. This was in line with the previous waves (56%).
- Seven in ten (71%) teachers and head teachers agreed that they have adequate information about the adjustments available for a disabled<sup>3</sup> GCSE or AS/A level student who is eligible for reasonable adjustments, consistent with wave 17. There was an increase in levels of agreement among teachers, from 58% in wave 17 to 65% in the current wave.
- In total, 55% of teachers and head teachers agreed that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students. This is similar to previous waves.
- Comparable with waves 16 and 17, 66% of head teachers and teachers agreed that reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students. Levels of agreement among teachers increased from 58% in wave 17 to 64% in the current wave.

### **Malpractice for GCSE and AS/A level qualifications**

- Consistent with waves 15, 16 and 17, 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 (89%) agreed that they know to whom they should report an incident of malpractice in GCSEs and AS/A levels, consistent with the previous waves.
- Overall, approximately seven in ten (73%) teachers and head teachers were confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels, remaining consistent with the previous waves.

---

<sup>3</sup> 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.

- A slightly lower proportion (64%) of teachers and head teachers agreed that they are confident malpractice is properly reported when it happens in GCSEs and AS/A levels. This is higher than in wave 16.

### **Appeals against results for Applied General qualifications**

- In total, 85% of teachers and head teachers agreed that they have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.
- Seven in ten (71%) teachers and head teachers agreed that they are confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.

### **Malpractice for Applied General qualifications**

- Eight in ten (81%) teachers and head teachers agreed that they have adequate information about what constitutes malpractice for Applied General qualifications. This was consistent with wave 17.
- In total, 87% of teachers and head teachers agreed that they know to whom to report an incident of malpractice for Applied General qualifications.
- Approximately eight in ten (78%) teachers and head teachers agreed that they are confident that incidents of malpractice for Applied General qualifications are fairly investigated. This was an increase in levels of agreement compared with wave 17.
- Seven in ten (71%) teachers and head teachers agreed that they were confident malpractice is properly reported when it happens in Applied General qualifications.

### **Innovations**

- Three in ten (31%) stakeholders agreed that onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be fairer for students than existing pen and paper examinations, similar to the proportion who disagreed. This was higher among young people (48%) than any of the other stakeholder groups. Head teachers were least likely to agree (23%).
- Four in ten (39%) stakeholders agreed that onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be more manageable for schools and colleges than existing pen and paper examinations, slightly higher than the proportion who disagreed (33%). Agreement levels were highest among young people (51%) and lowest among head teachers (16%). Head teachers (65%) and teachers (56%) were more likely than other stakeholder groups to disagree.
- Four in ten (42%) stakeholders agreed that they would be happy for Artificial Intelligence to be used to check the accuracy of marking in GCSE and AS/A level examinations. This is slightly higher than the proportion who disagreed (34%). This sentiment was felt most strongly by young people (53%), whilst HEIs were the stakeholder group most likely to disagree (44%).
- Approximately a quarter (26%) of stakeholders agreed that they would be happy for Artificial Intelligence to be used to mark GCSE and AS/A level examinations, lower than the proportion

who disagreed (51%). It remains that young people were most likely to agree (36%). HEIs (61%), teachers (60%) and head teachers (58%) were more likely to disagree.

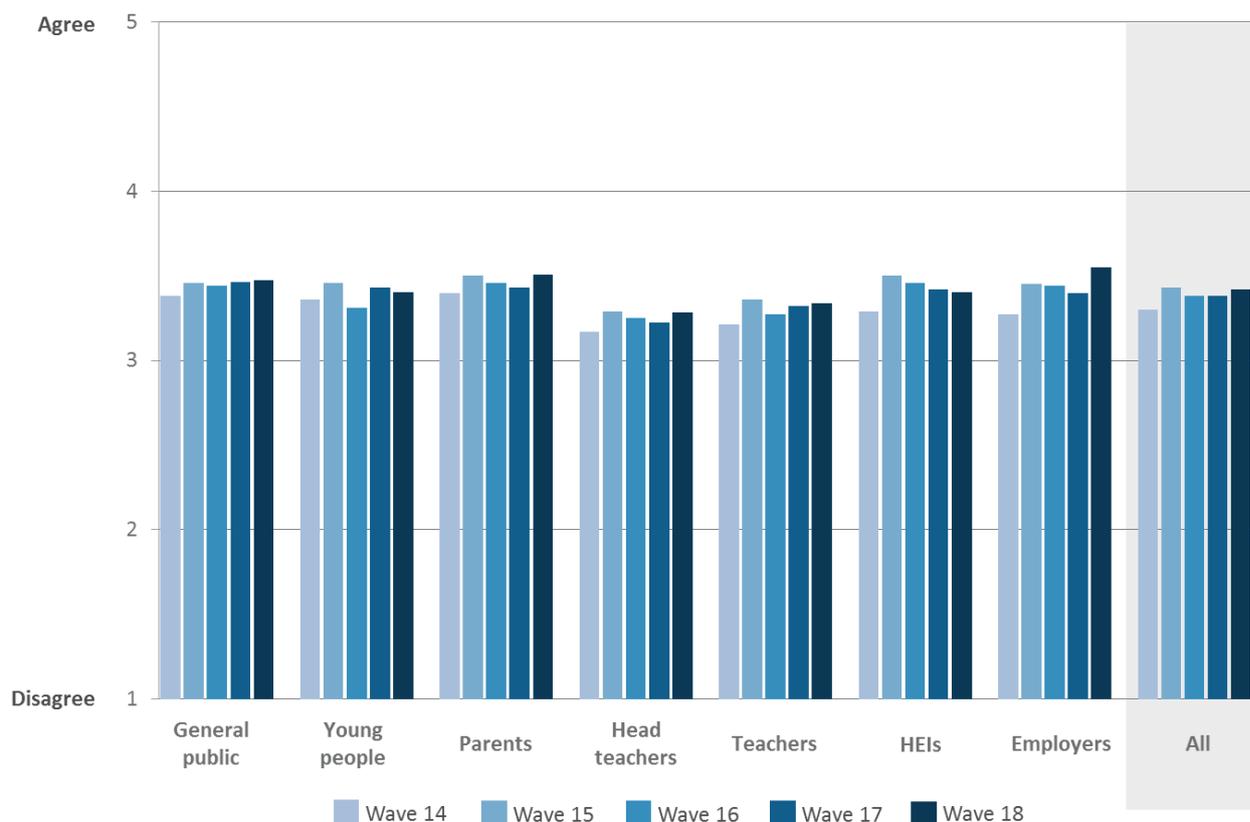
## Section 1: Composite confidence measure

### Composite confidence in GCSEs

For the following figure the wave 18 base is: All responses 3,118; General public 978; Parents 257; Young people 262; Teachers 807; Head teachers 292; HEIs 266; Employers 256.

There was an increase in overall confidence in GCSE qualifications compared with wave 17. This increase was particularly observed among employers. For HEIs, a gradual decrease in confidence was observed in comparison with wave 15.

**Figure 1. Composite confidence in GCSEs**



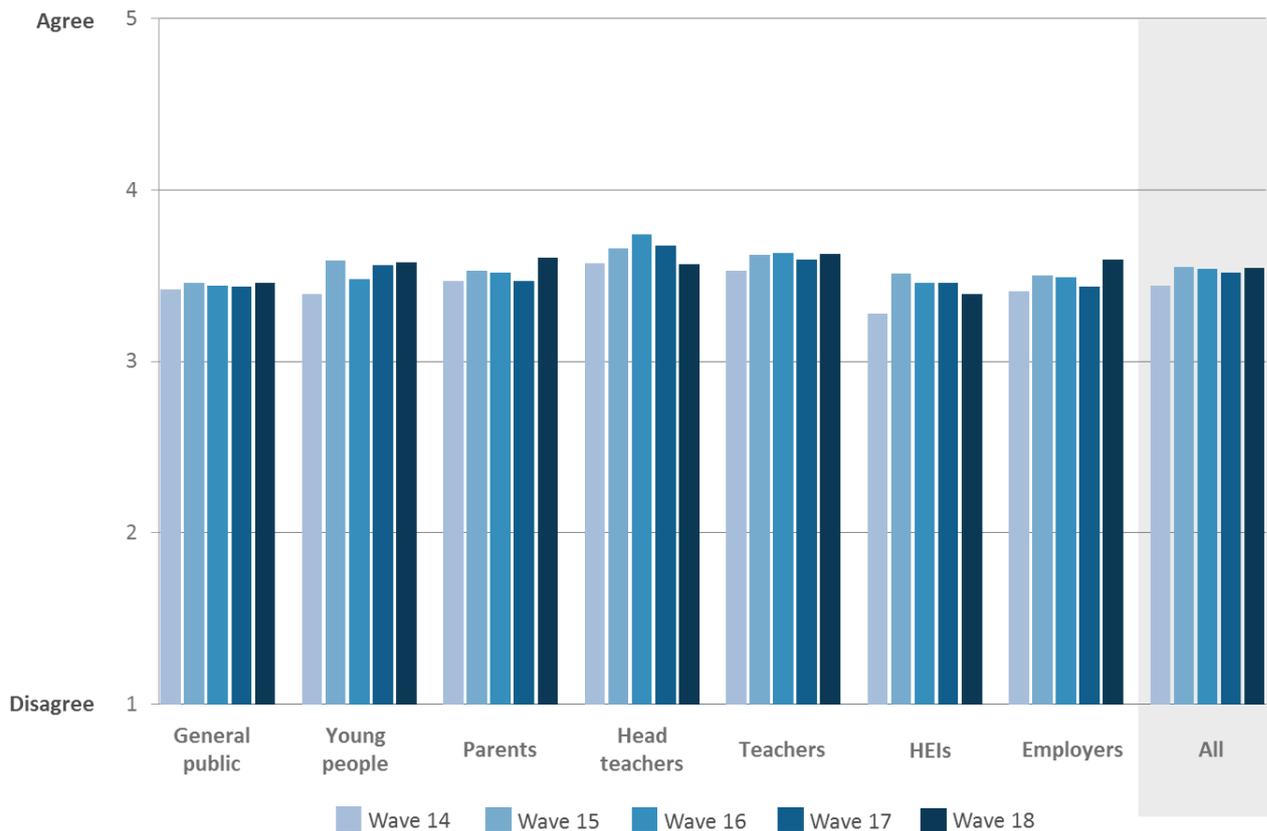
Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. ‘Don’t know’ responses have been excluded.

### Composite confidence in AS/A levels

For the following figure the wave 18 base is: All responses 3,076; General public 969; Parents 255; Young people 259; Teachers 798; Head teachers 274; HEIs 269; Employers 252.

Overall confidence in AS/A levels in wave 18 remained consistent with wave 17. However, confidence increased particularly among employers and parents, and decreased among head teachers.

**Figure 2. Composite confidence in AS/A levels**



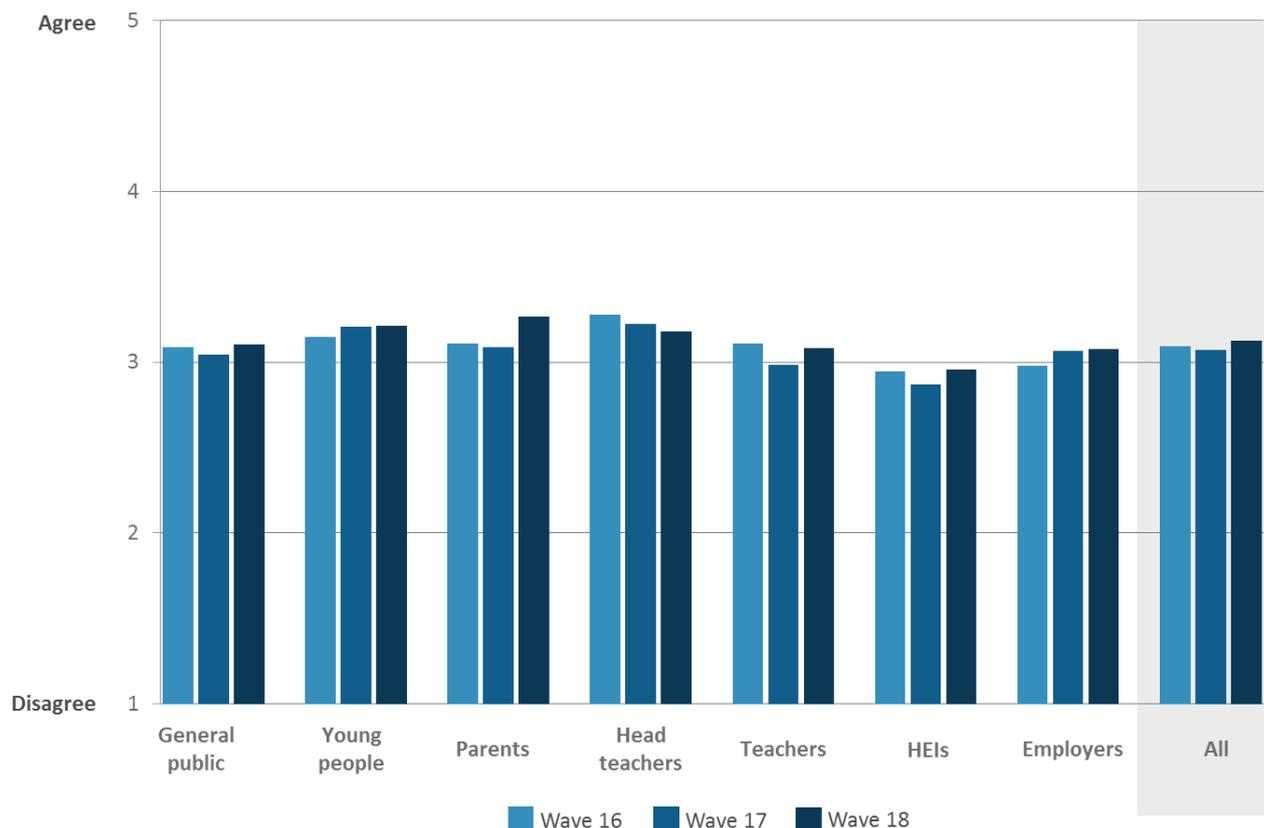
Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. 'Don't know' responses have been excluded.

### Composite confidence in Applied General qualifications

For the following figure the wave 18 base is: All responses 2,456; General public 756; Parents 215; Young people 213; Teachers 638; Head teachers 234; HEIs 205; Employers 195.

Confidence in Applied General qualifications in wave 18 increased in comparison with wave 17. The largest rise in confidence was for parents.

**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: The survey items used to calculate the composite confidence measure for Applied General qualifications were included for the first time in wave 16.*

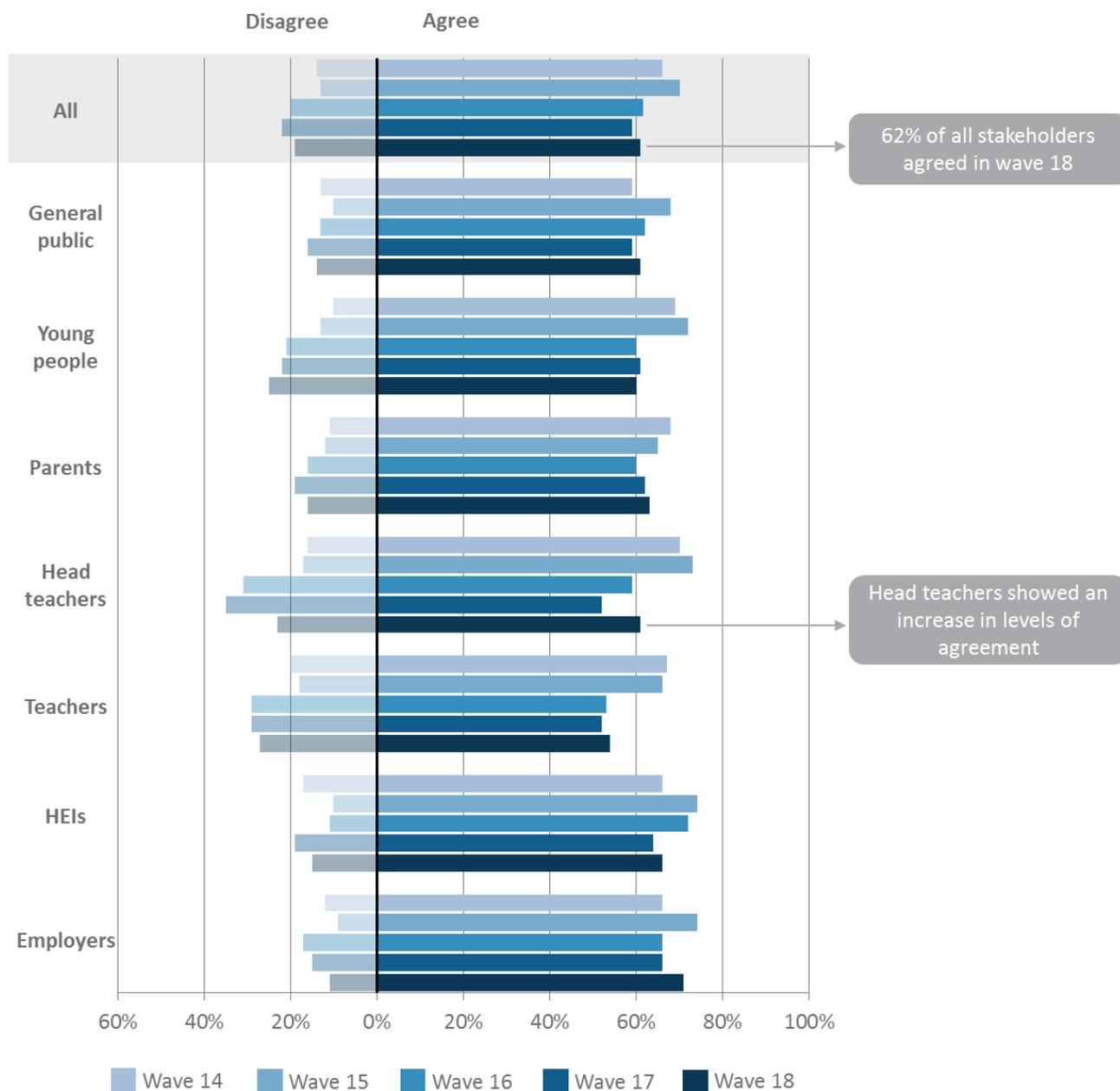
## Section 2: Perceptions of GCSEs

### Overall perceptions

For the following 7 survey items the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248.

Approximately six in ten stakeholders agreed in wave 18 that GCSEs are well understood by people. This represents an increase in comparison with wave 17, and a return to the overall levels of agreement recorded in wave 16.

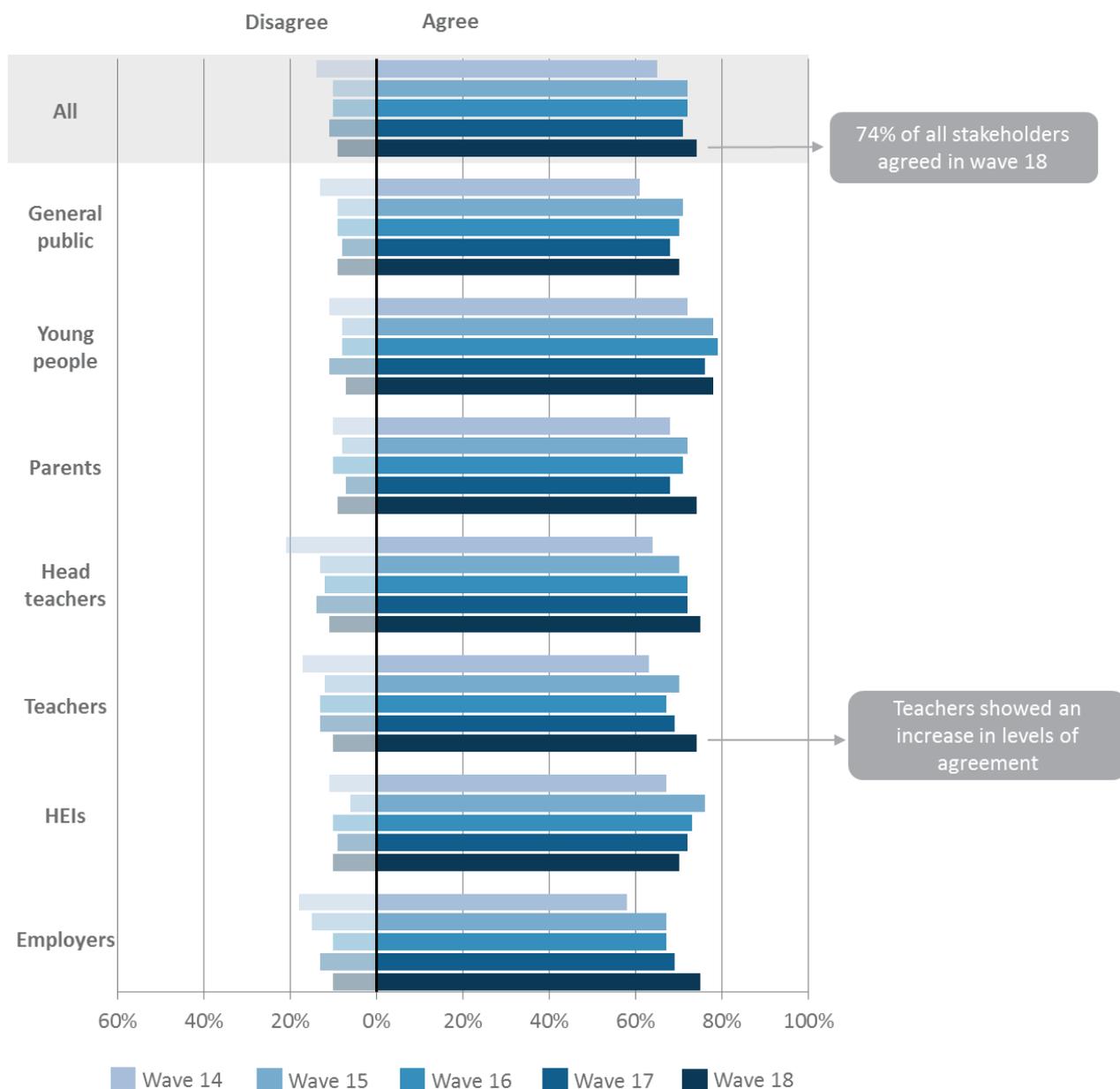
**Figure 4. Results for “GCSEs are well understood by people.”**



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 three quarters of stakeholders in wave 18 agreed that GCSEs are trusted qualifications. This is higher than in wave 17, and comparable with waves 16 and 15.

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

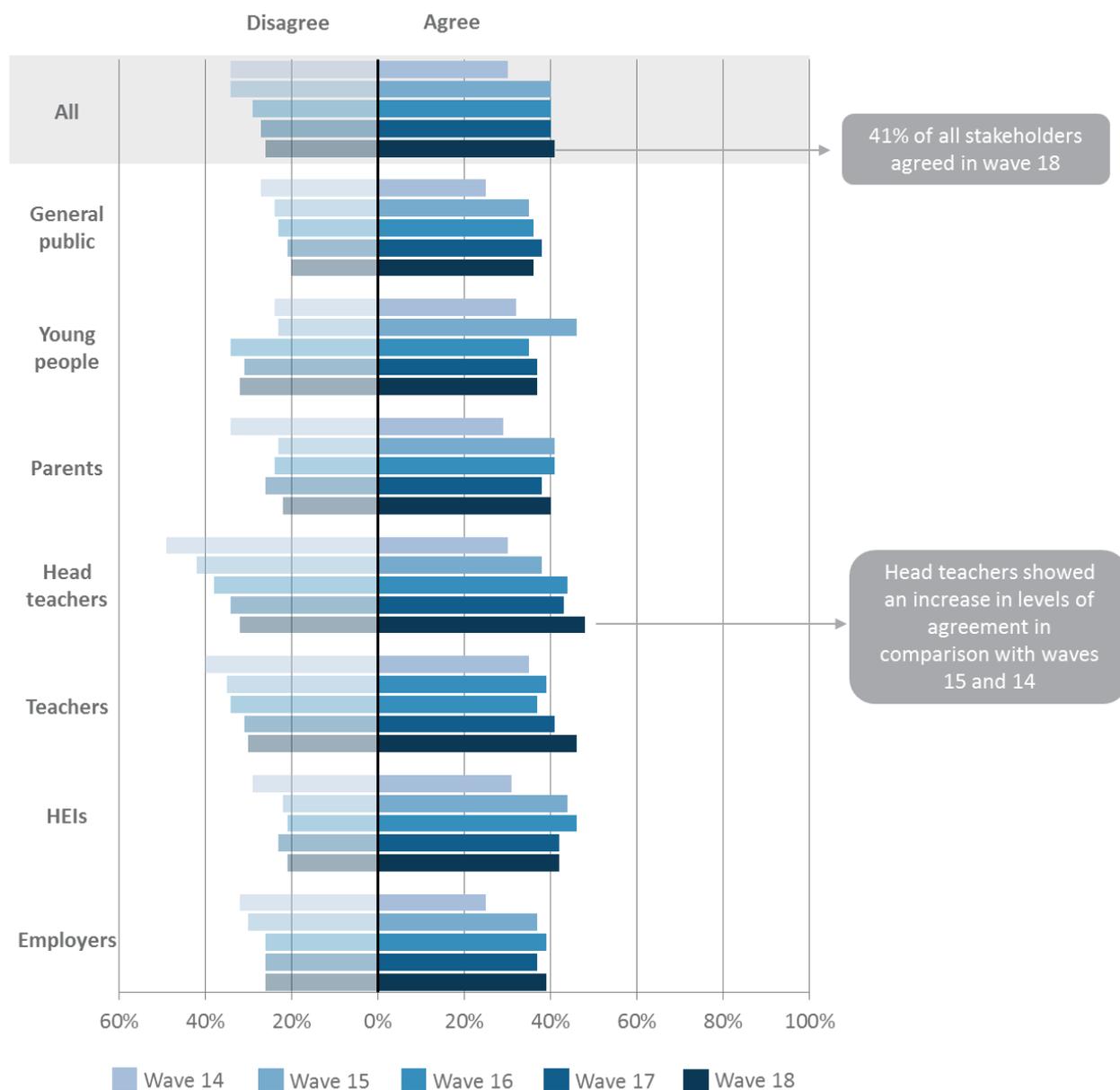


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Confidence in standards and marking

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

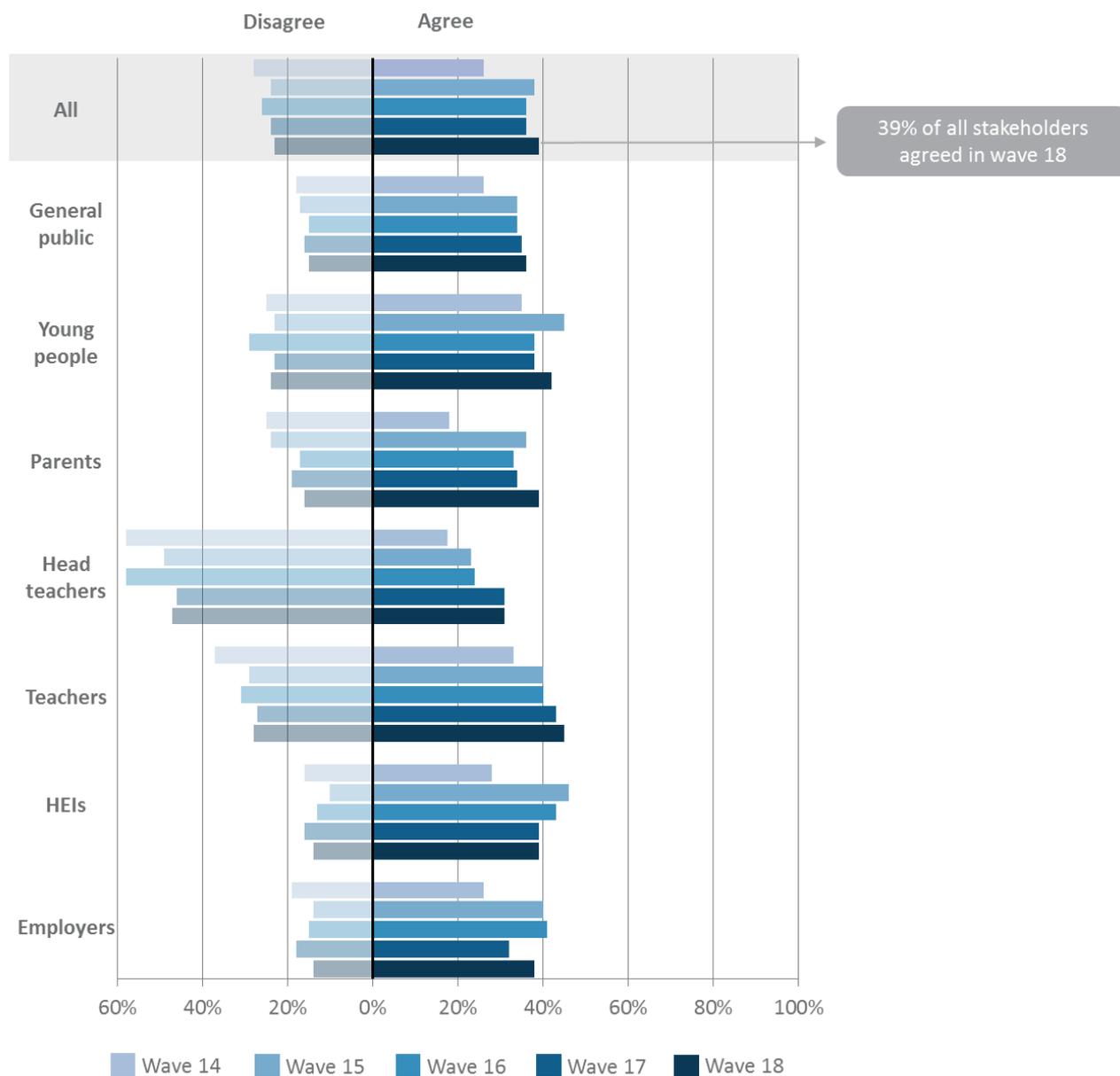
**Figure 6. Results for “GCSE standards are maintained year on year.”**



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.

Four in ten stakeholders agreed that the marking of GCSEs is accurate. This is consistent with waves 17, 16 and 15 and an increase in comparison to wave 14.

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

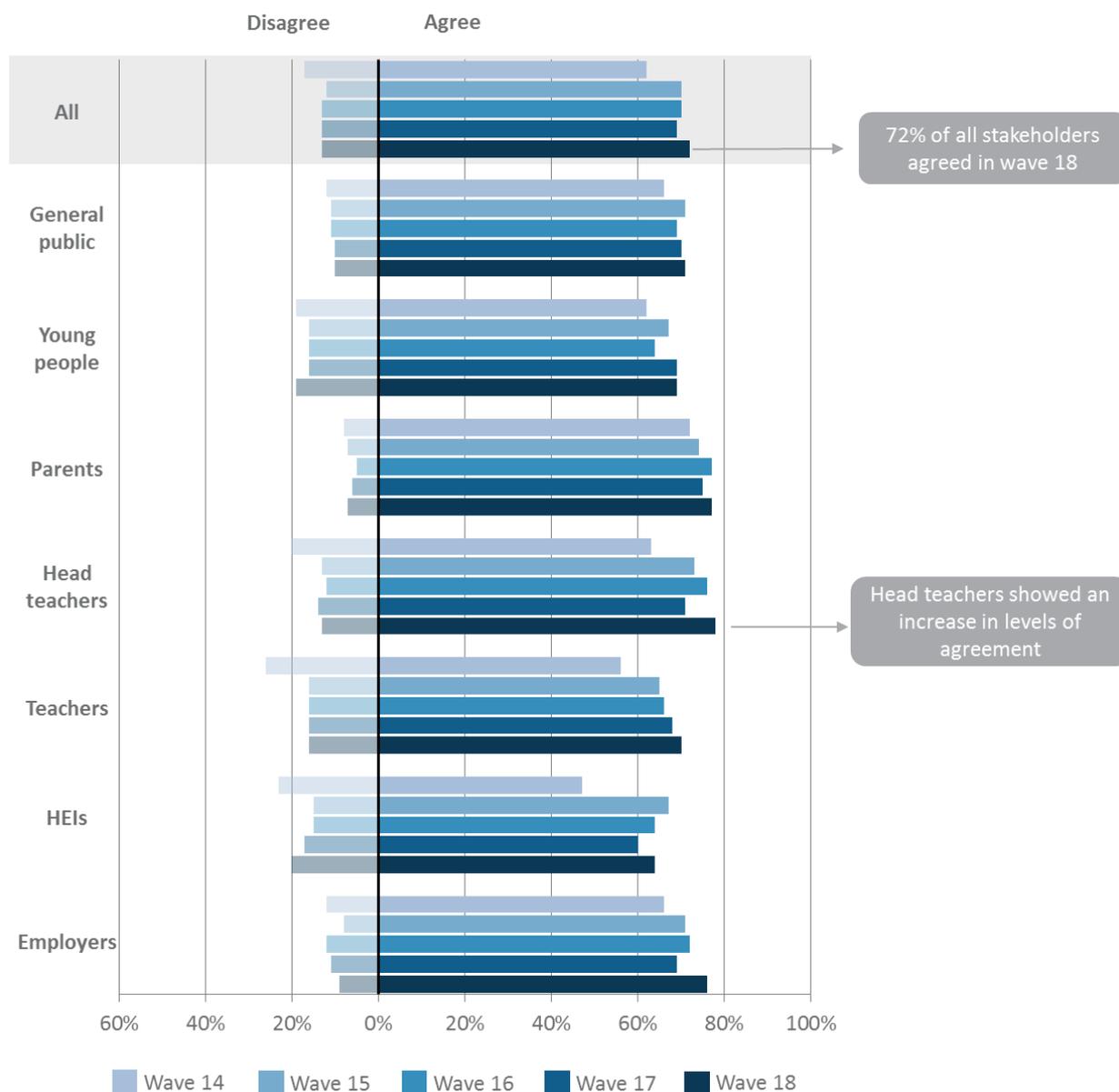


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Skills and preparation

Overall, approximately seven in ten stakeholders agreed that GCSEs are good preparation for further study. This was an increase in comparison with wave 17.

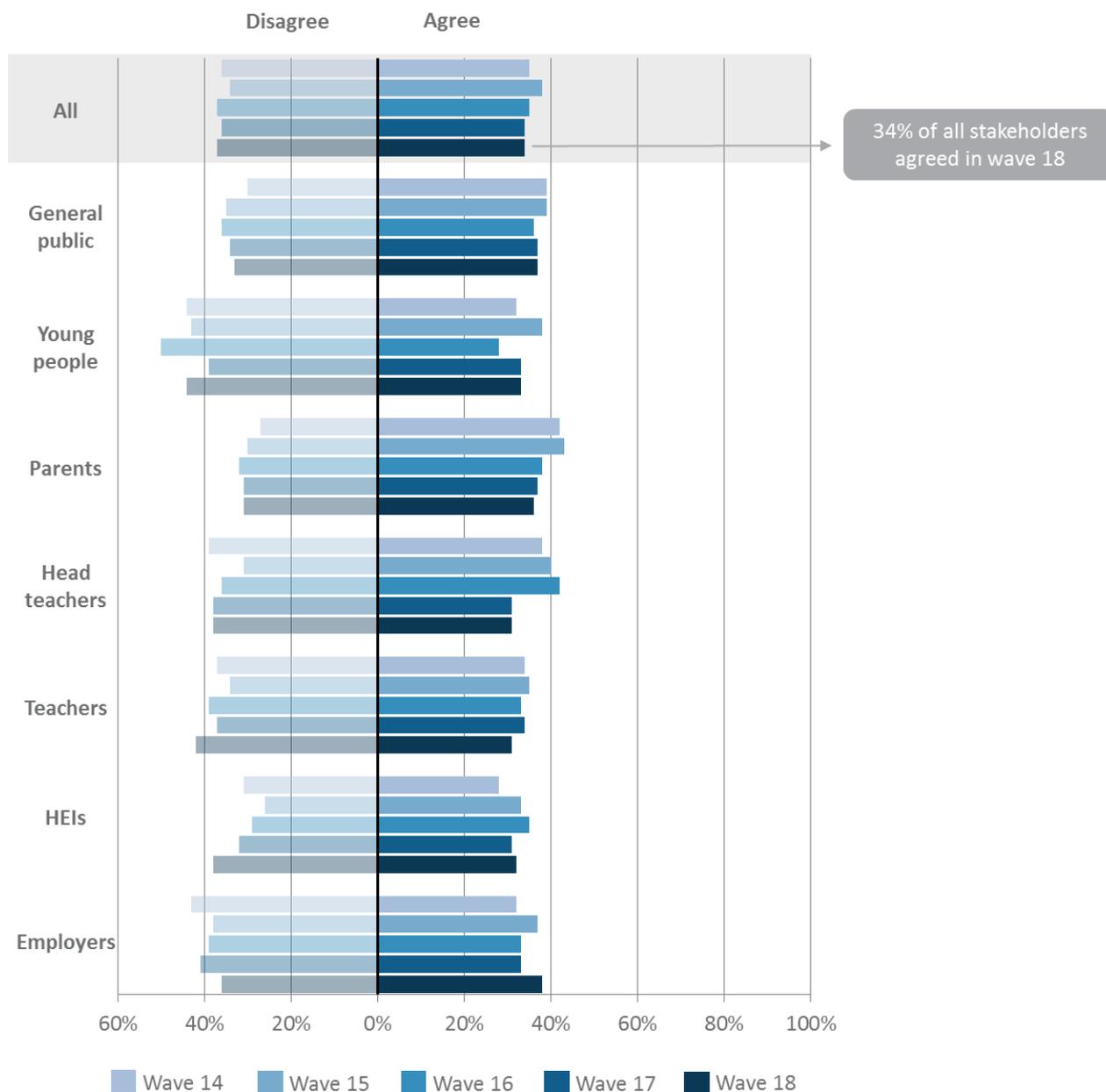
**Figure 8. Results for “GCSEs are good preparation for further study.”**



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 comparable proportion agreed that GCSEs are good preparation for work in wave 18 compared with waves 17, 16 and 14. However, this is a decrease compared with wave 15.

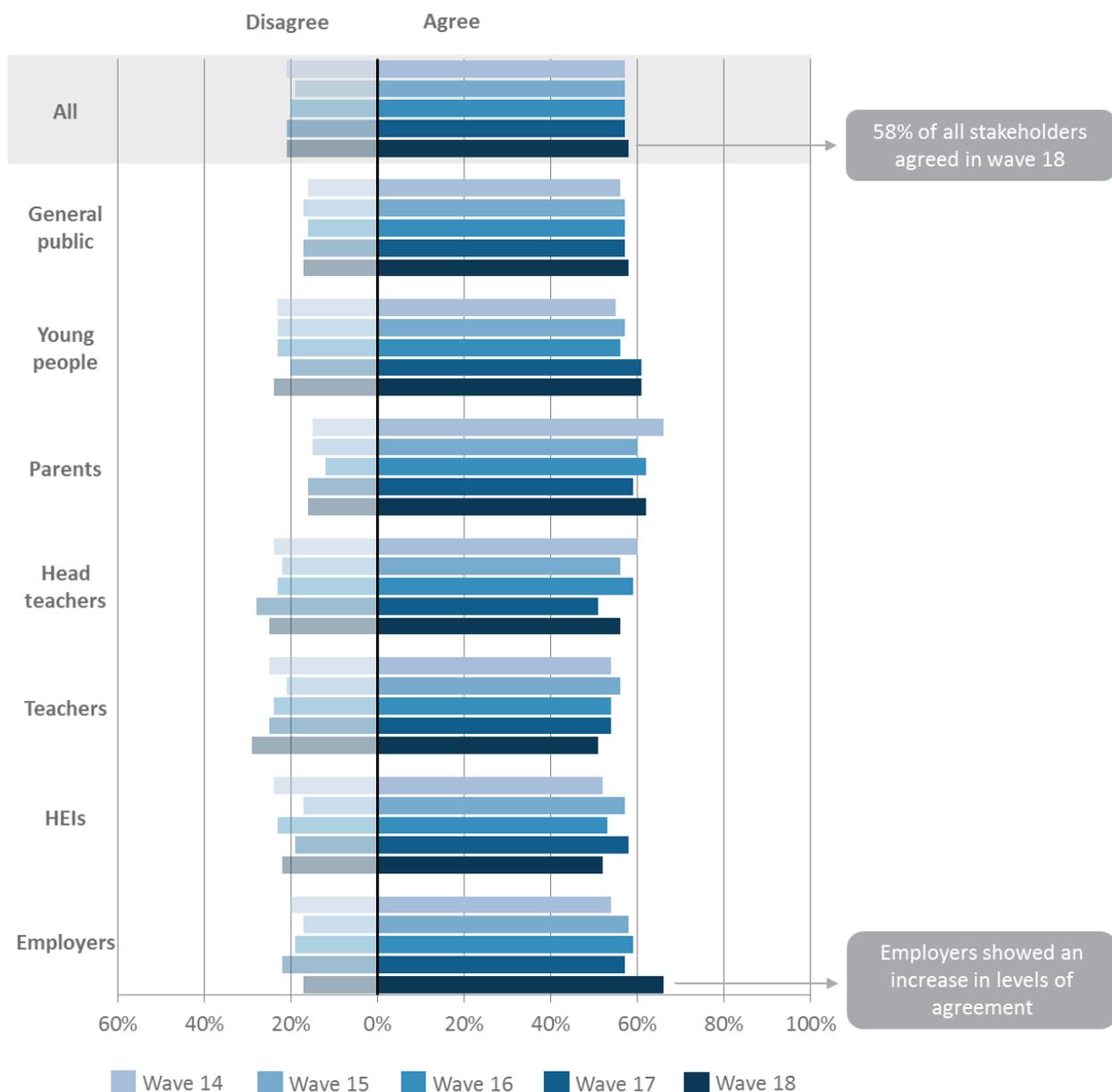
**Figure 9. Results for “GCSEs are good preparation for work.”**



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 18 were consistent with the four previous waves.

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

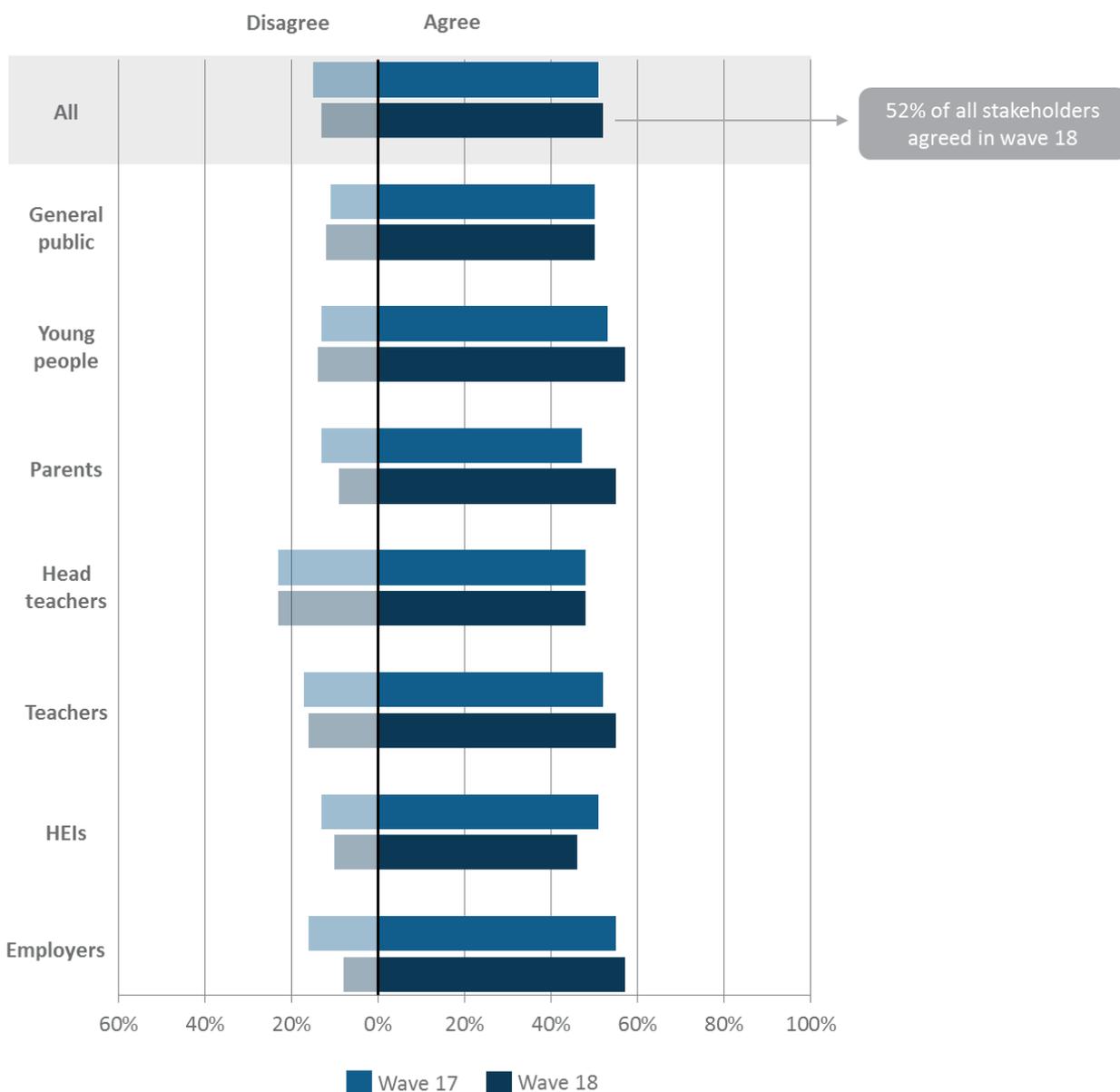


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Value for money

Overall, approximately half of stakeholders agreed in wave 18 that GCSEs offer value for money, consistent with wave 17.

**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.

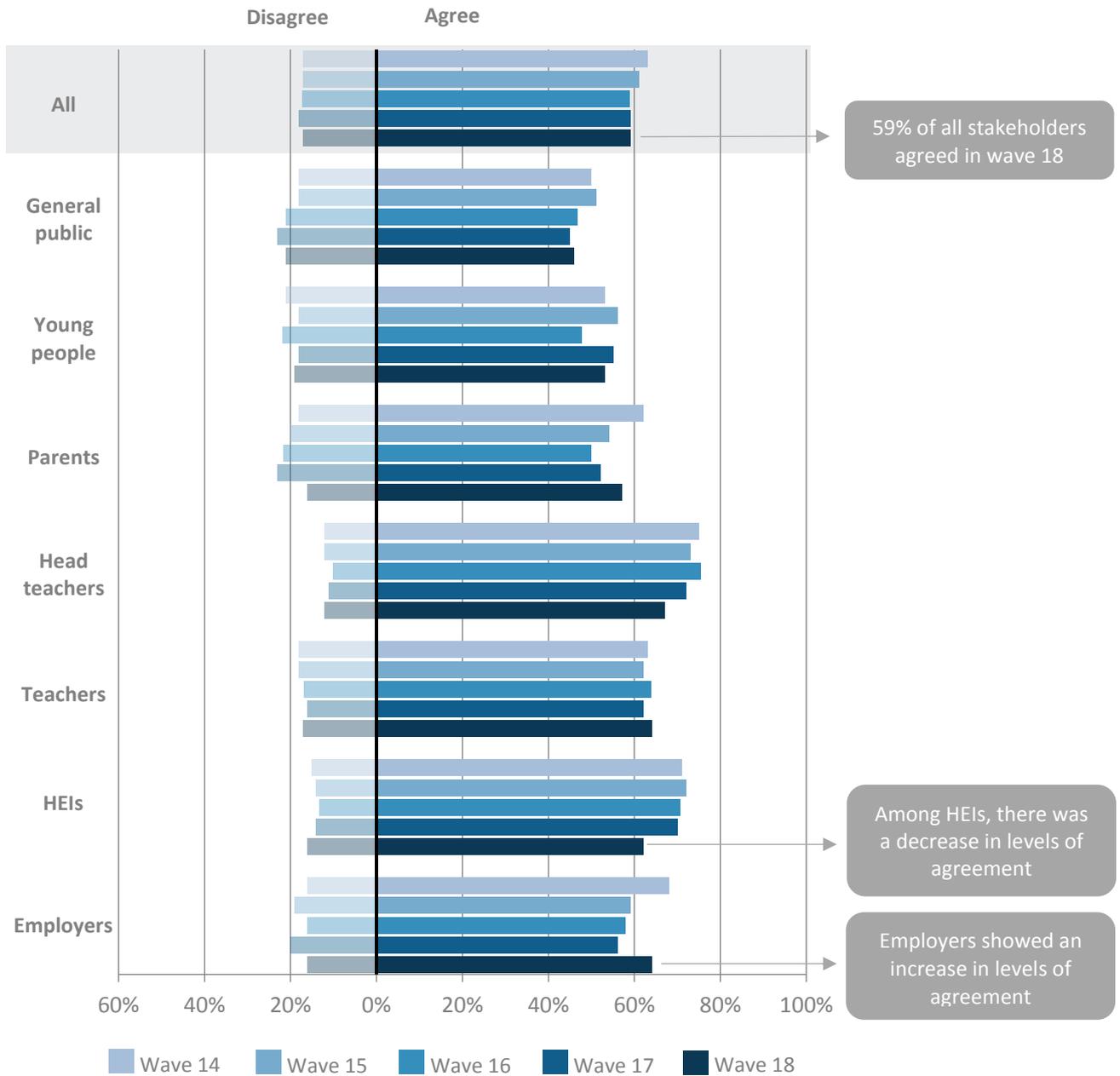
*Note: This survey item was included for the first time in wave 17.*

## Section 3: Perceptions of AS/A levels

### Overall perceptions

For the following 7 survey items the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248. Consistent with recent waves, six in ten stakeholders agreed in wave 18 that AS/A levels are well understood by people.

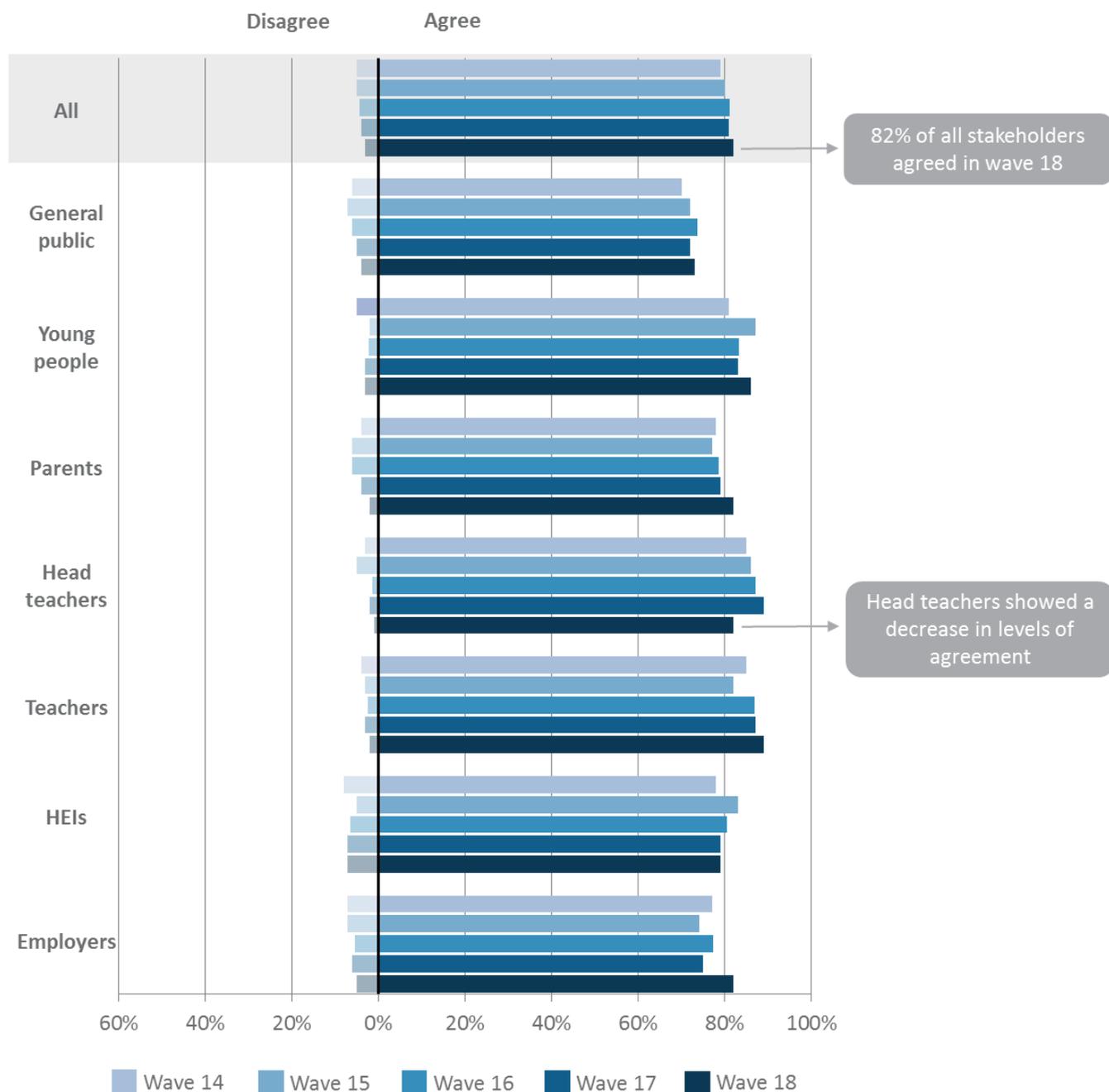
**Figure 12. Results for “AS/A levels are well understood by people.”**



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 18, consistent with previous waves.

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

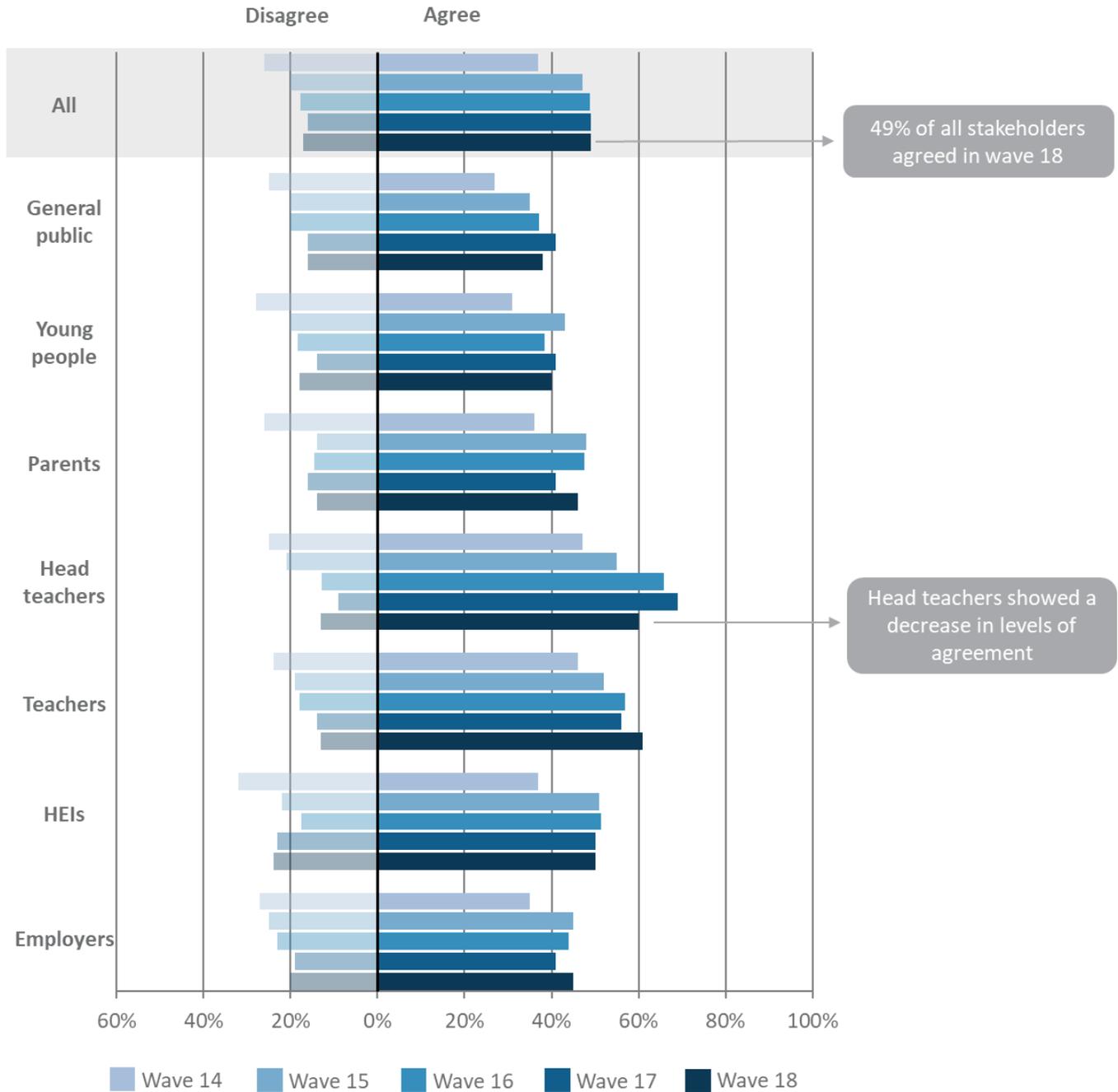


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Confidence in standards and marking

Approximately half of stakeholders in wave 18 agreed that AS/A level standards are maintained year-on-year, consistent with recent waves.

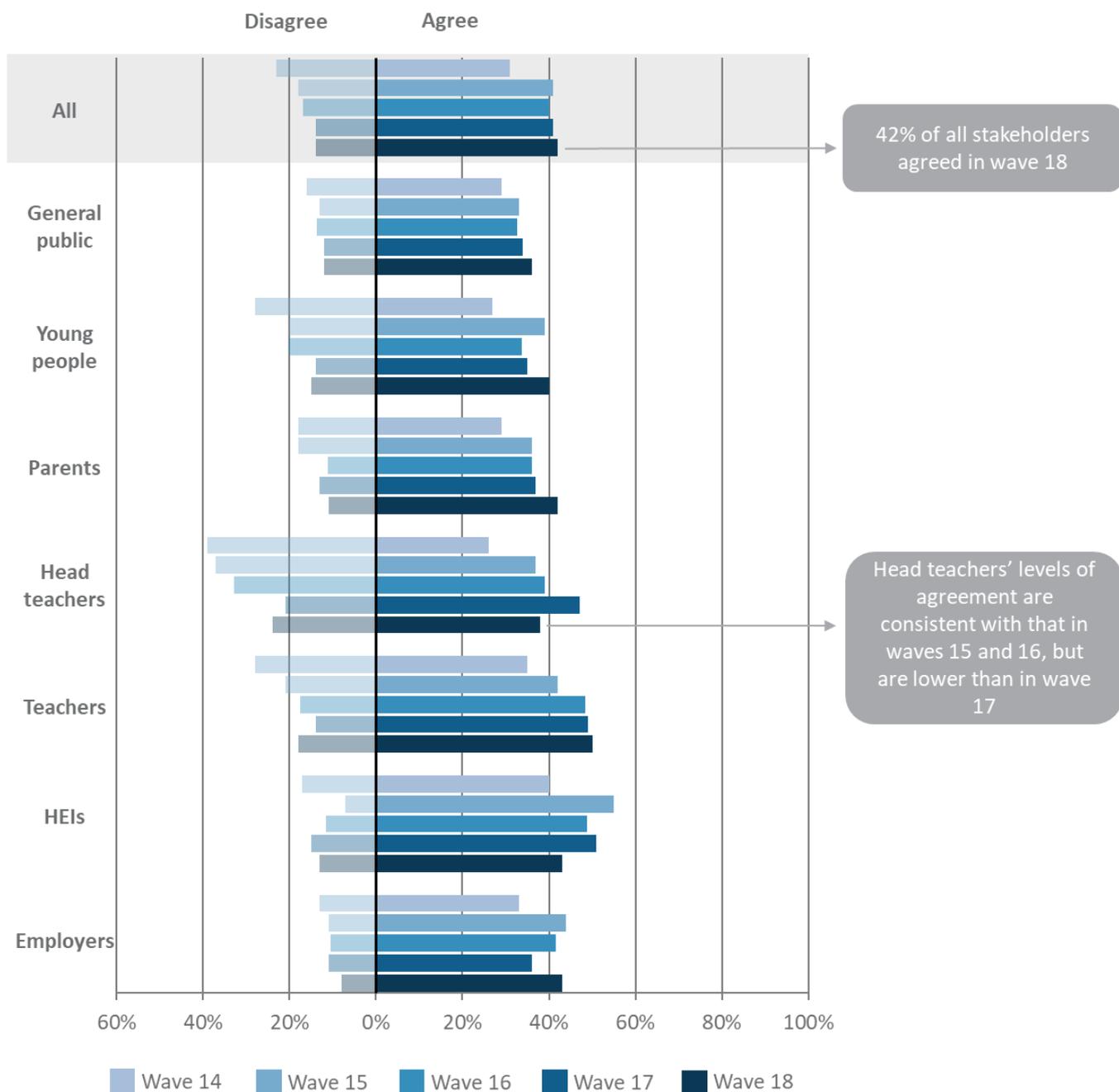
**Figure 14. Results for “AS/A level standards are maintained year-on-year.”**



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

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

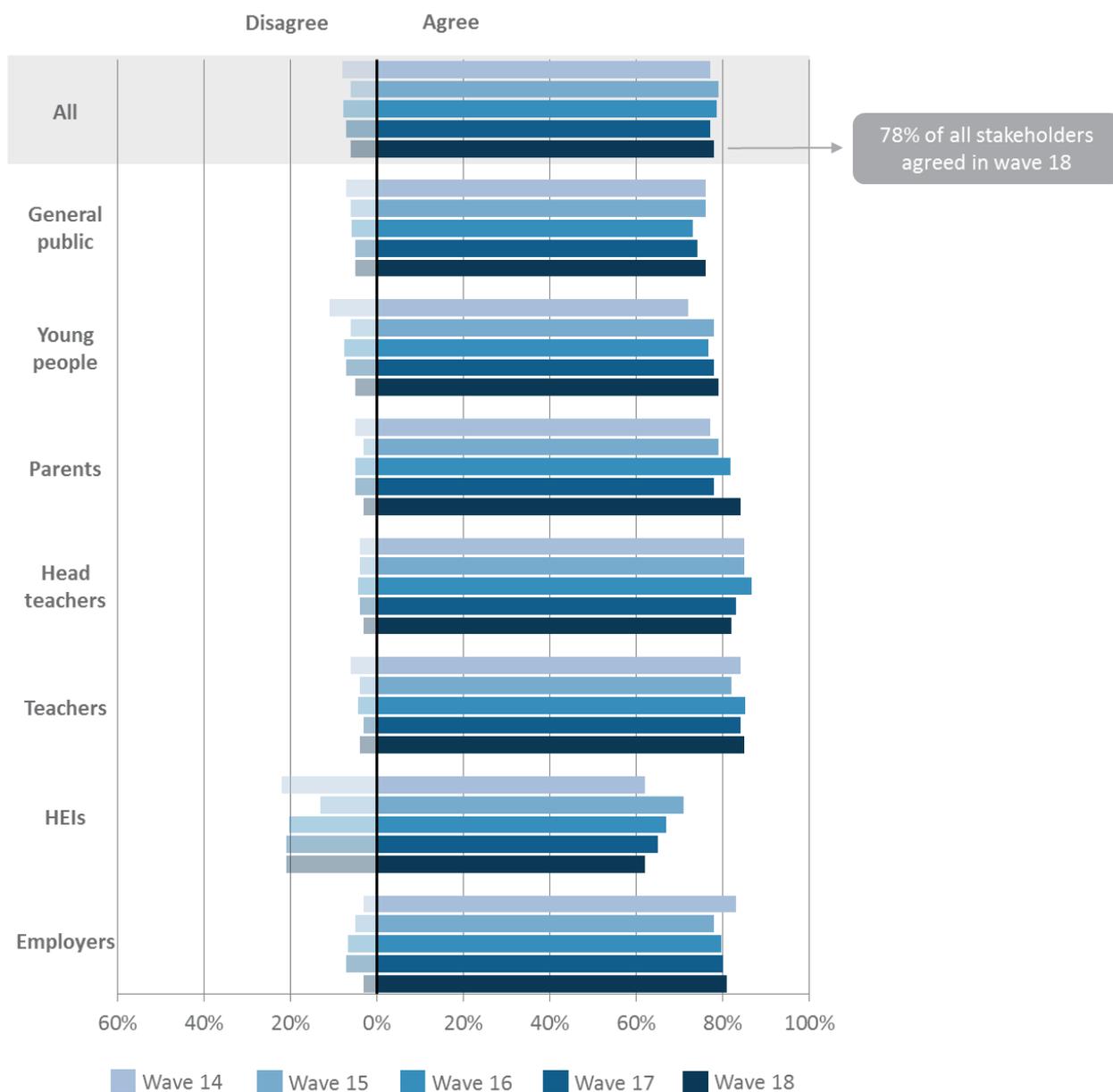


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Skills and preparation

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

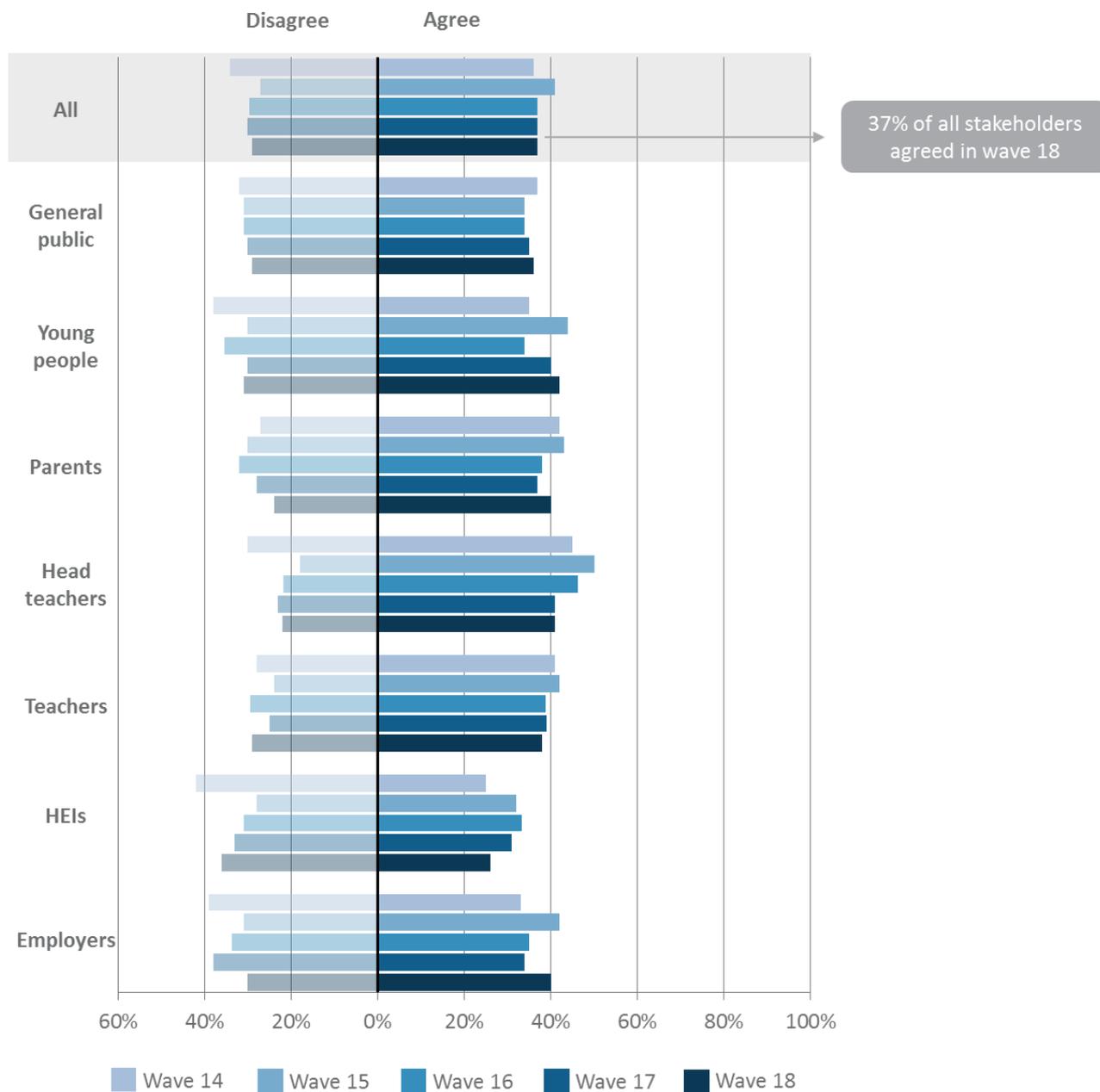
**Figure 16. Results for “AS/A levels are good preparation for further study.”**



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.

The perception that AS/A levels are good preparation for work remained consistent in wave 18 with waves 17 and 16, following a decrease compared with wave 15.

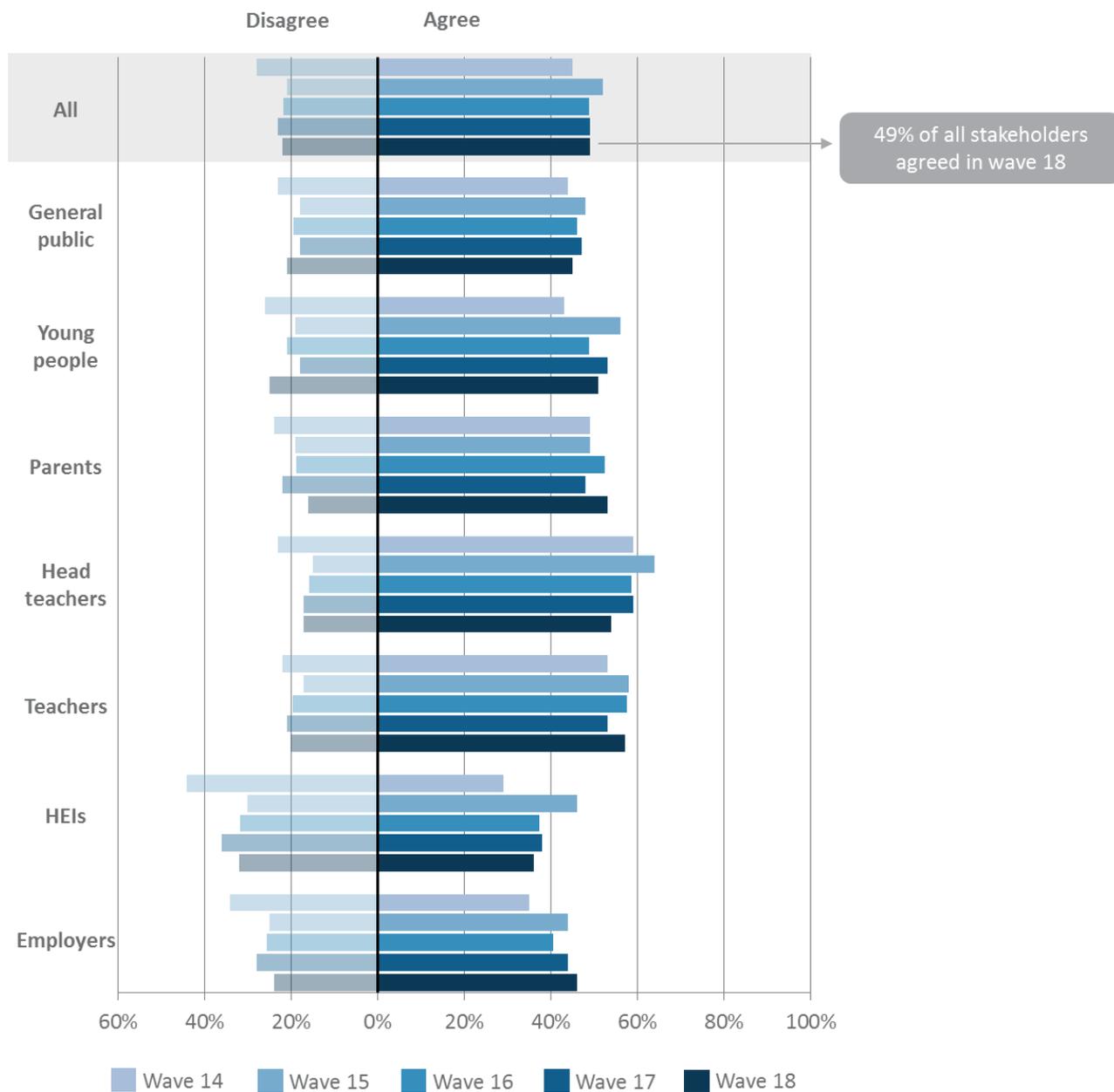
**Figure 17. Results for “AS/A levels are good preparation for work.”**



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, the proportion of stakeholders agreeing that AS/A levels develop a broad range of skills for students, remained stable over the past three waves.

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

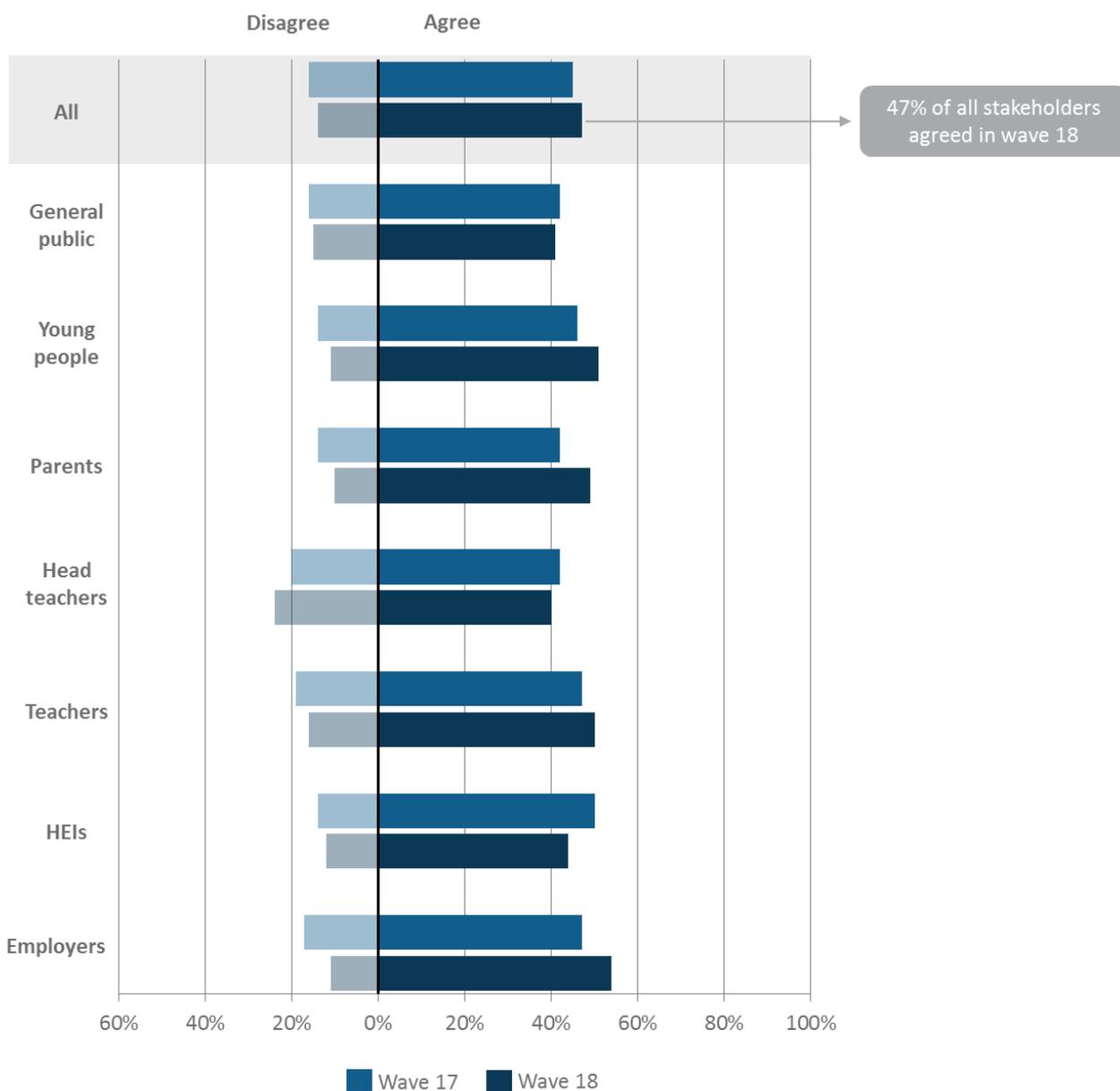


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Value for money

Overall, consistent with wave 17, nearly half agreed that results for AS/A levels offer value for money in wave 18.

**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.*

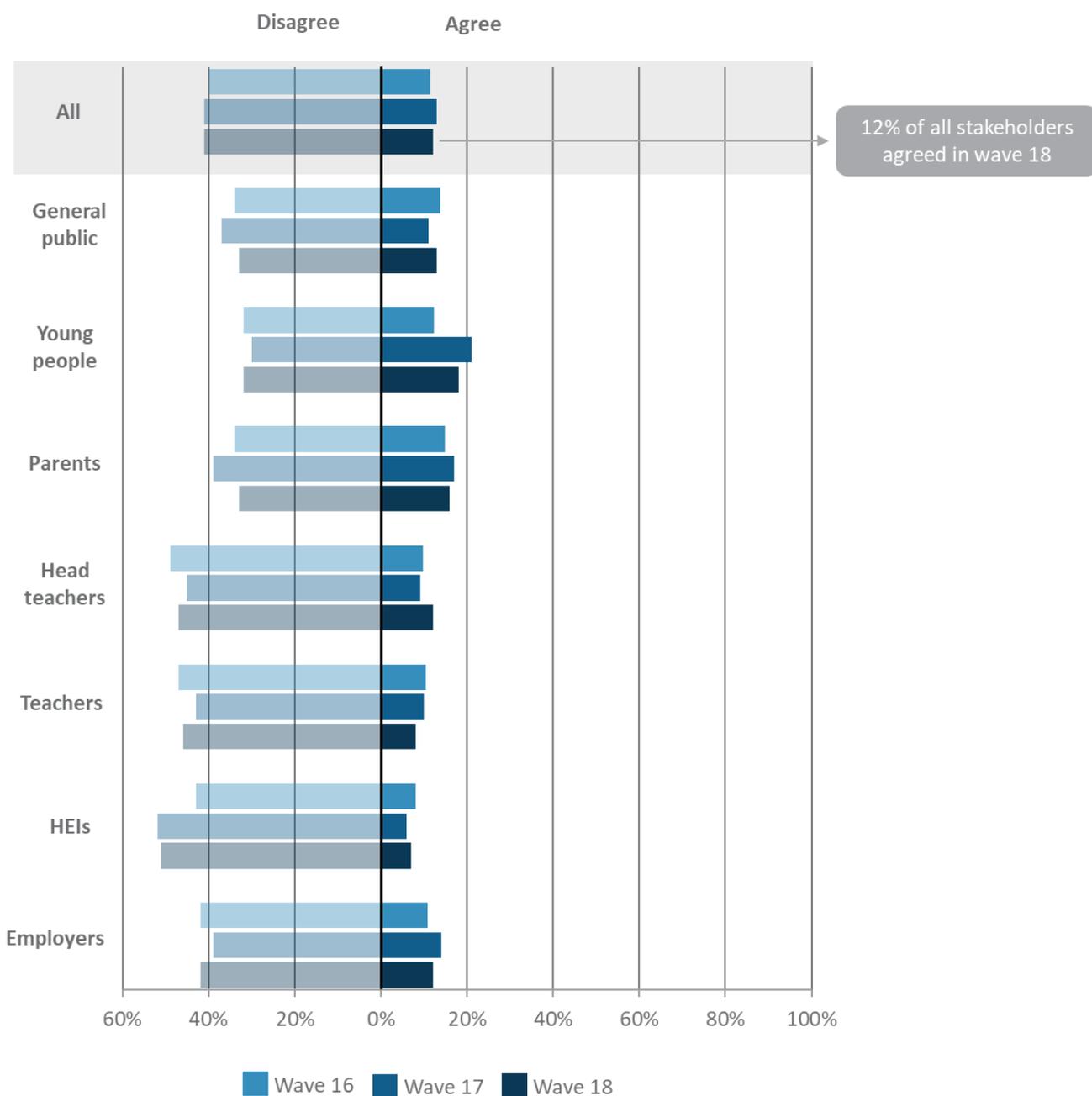
## Section 4: Perceptions of Applied General qualifications

### Overall perceptions

For the following 8 survey items the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248.

Overall, one in ten stakeholders in wave 18 agreed that Applied General qualifications are well understood by people, consistent with wave 17.

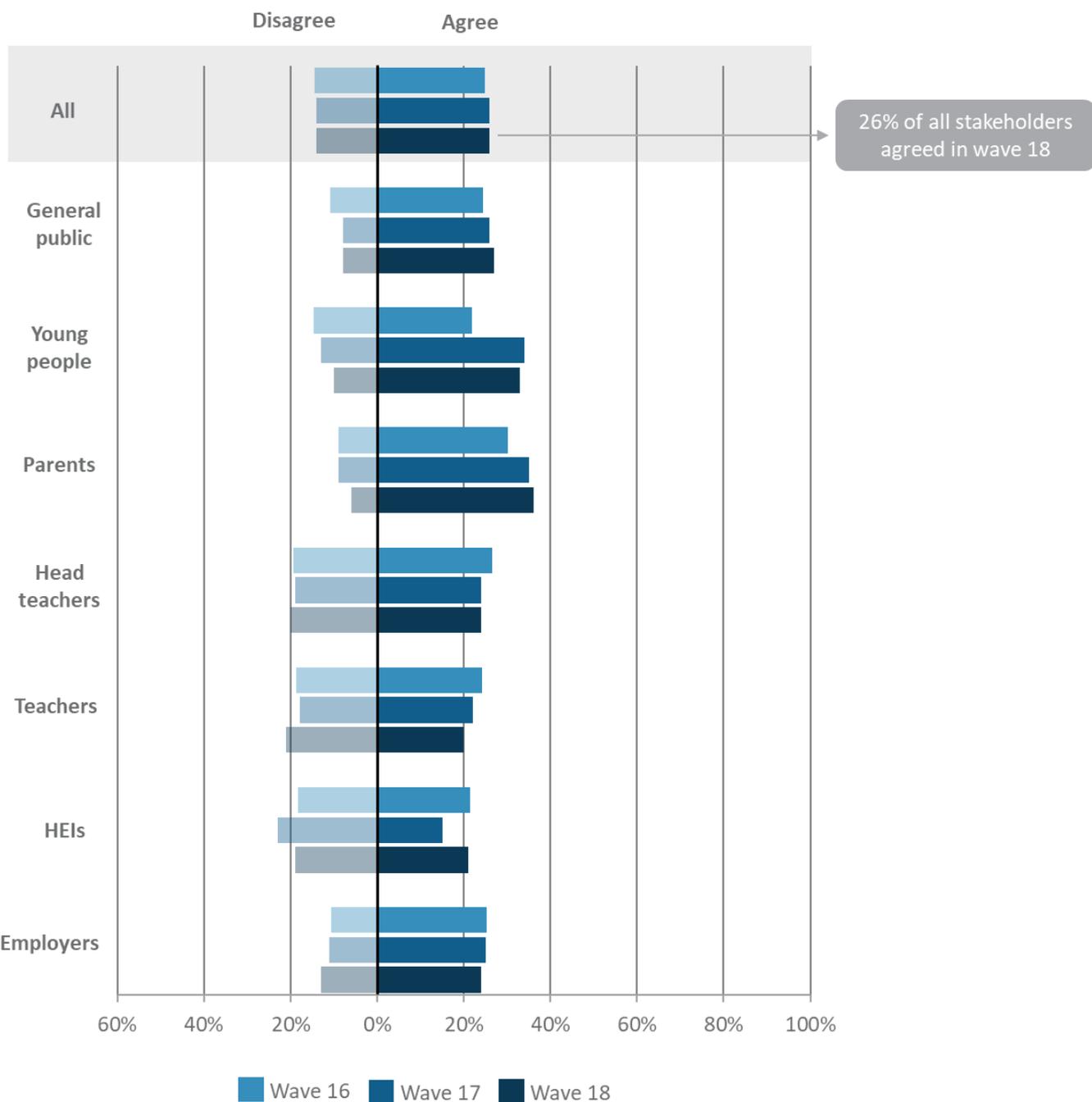
Figure 20. Results for “Applied General qualifications are well understood by people.”



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 waves 16 and 17, a quarter of stakeholders in wave 18 agreed that Applied General qualifications are trusted.

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

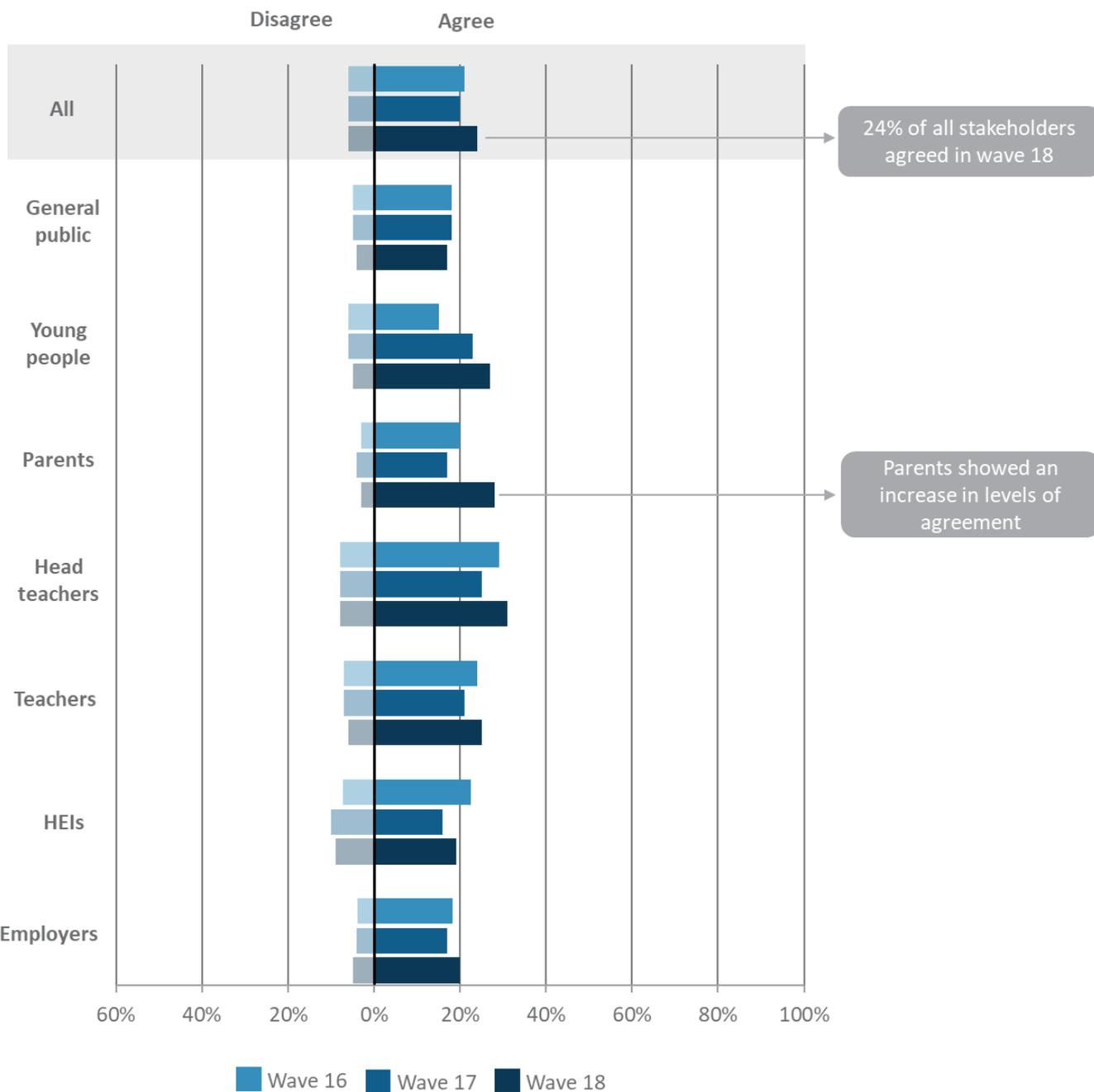


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Confidence in standards and marking

Overall, approximately a quarter agreed that Applied General qualifications standards are maintained year-on-year. This is an increase compared with the previous two waves.

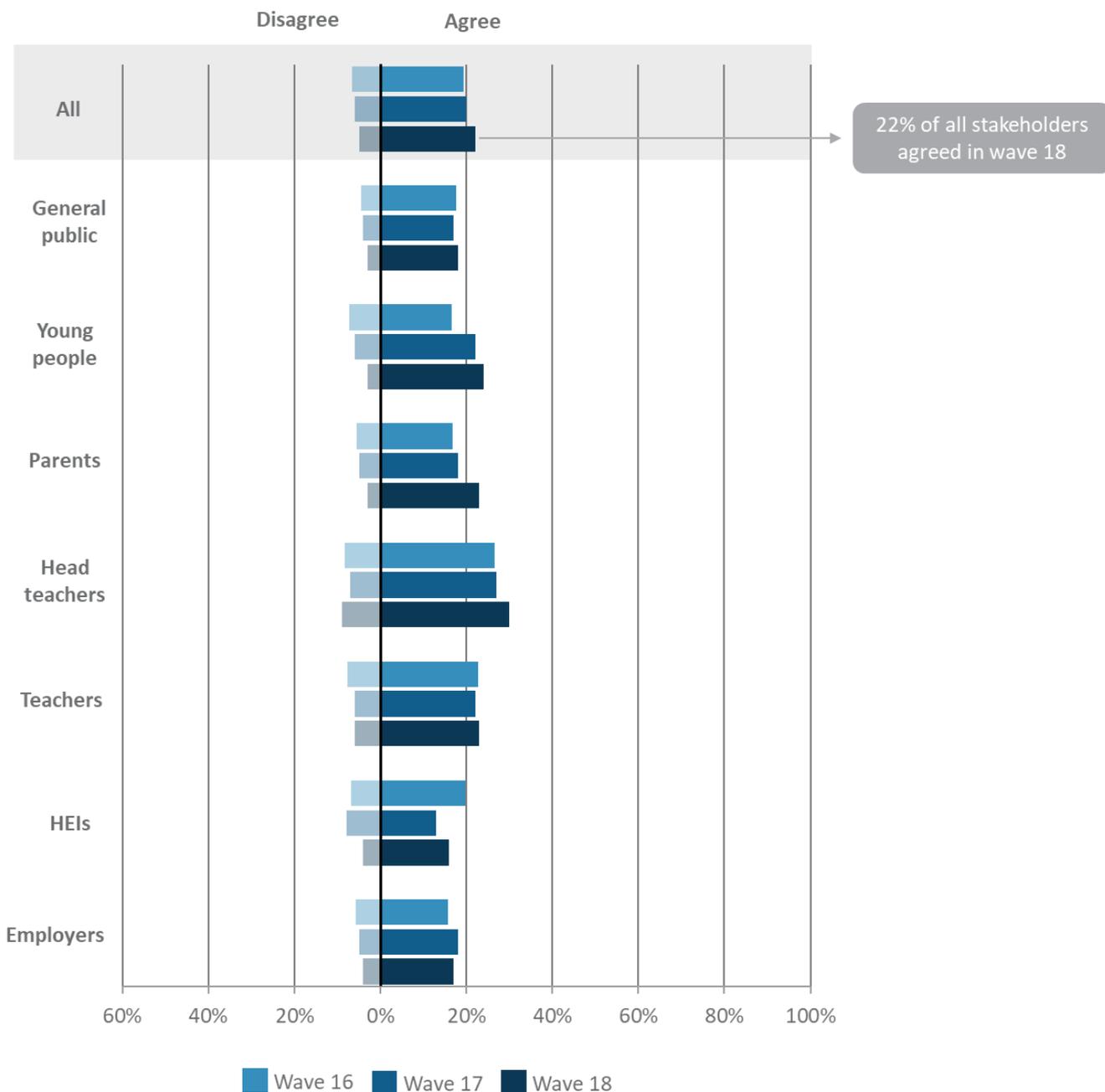
**Figure 22. Results for “Applied General qualifications standards are maintained year-on-year.”**



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 18 agreed that the marking of Applied General qualifications is accurate.

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

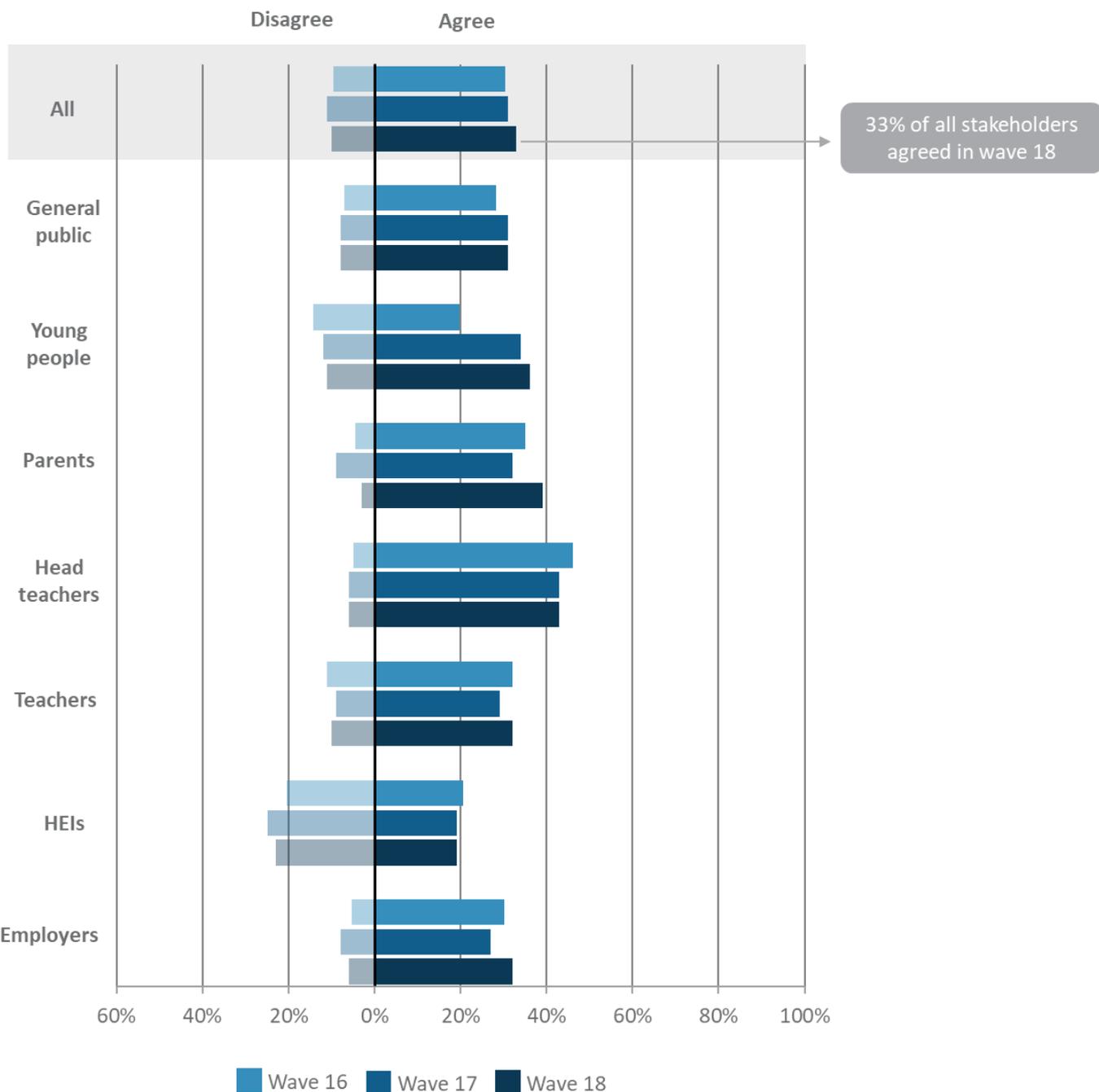


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Skills and preparation

Overall, approximately three in ten agreed that Applied General qualifications are good preparation for further study. This is an increase in levels of agreement compared with wave 16.

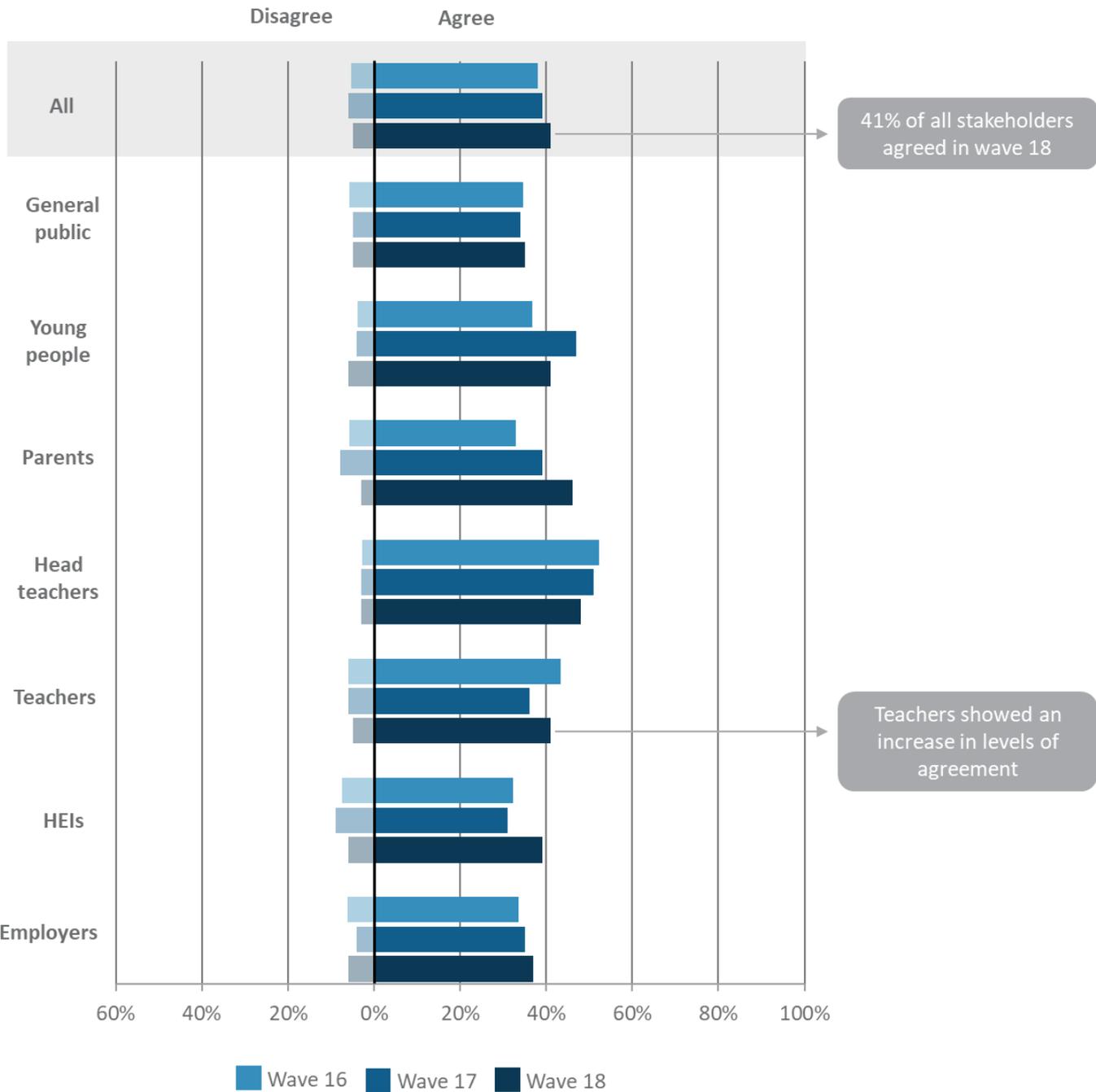
**Figure 24. Results for “Applied General qualifications are good preparation for further study.”**



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.

In wave 18, four in ten stakeholders agreed that Applied General qualifications are good preparation for work. This is an increase compared with wave 16. Stakeholders remain more likely to share the opinion that Applied General qualifications are good preparation for work than they are for further study.

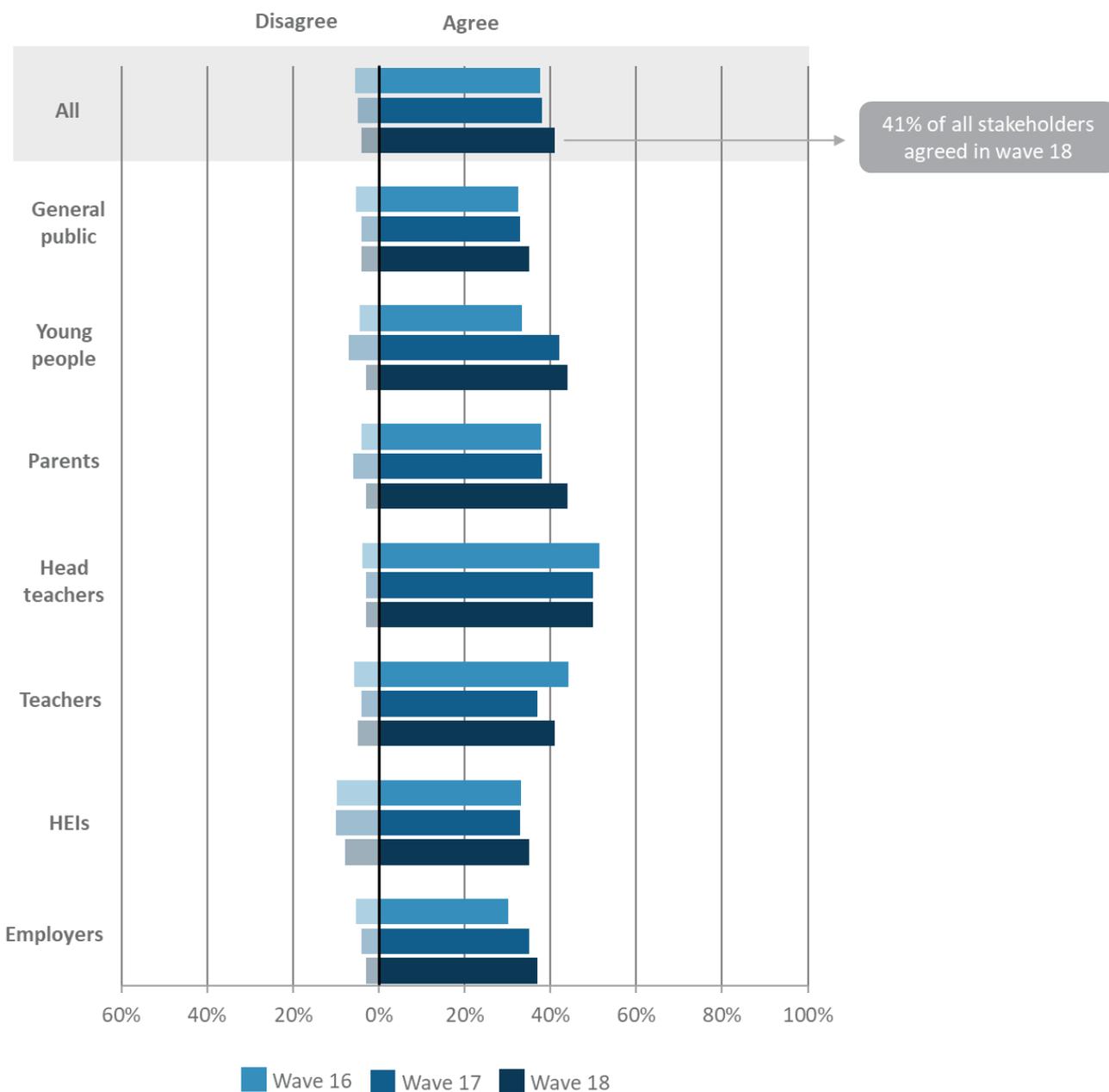
**Figure 25. Results for “Applied General qualifications are good preparation for work.”**



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.

Four in ten stakeholders agreed that Applied General qualifications develop a broad range of skills for students. This has increased compared with wave 16.

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

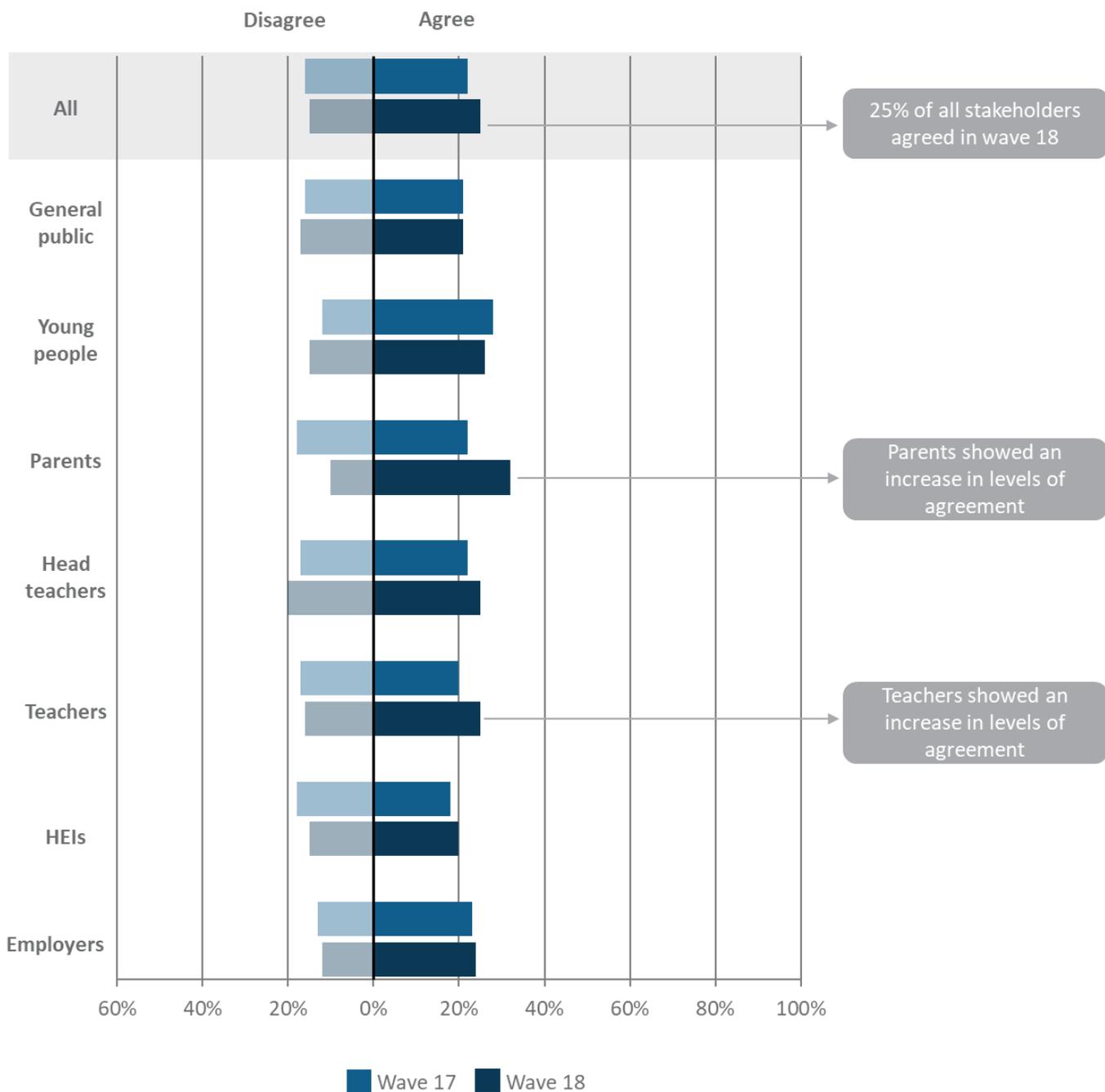


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Value for money

Overall, a quarter of stakeholders in wave 18 agreed that Applied General qualifications offer value for money. This is an increase compared with the previous wave.

**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.*

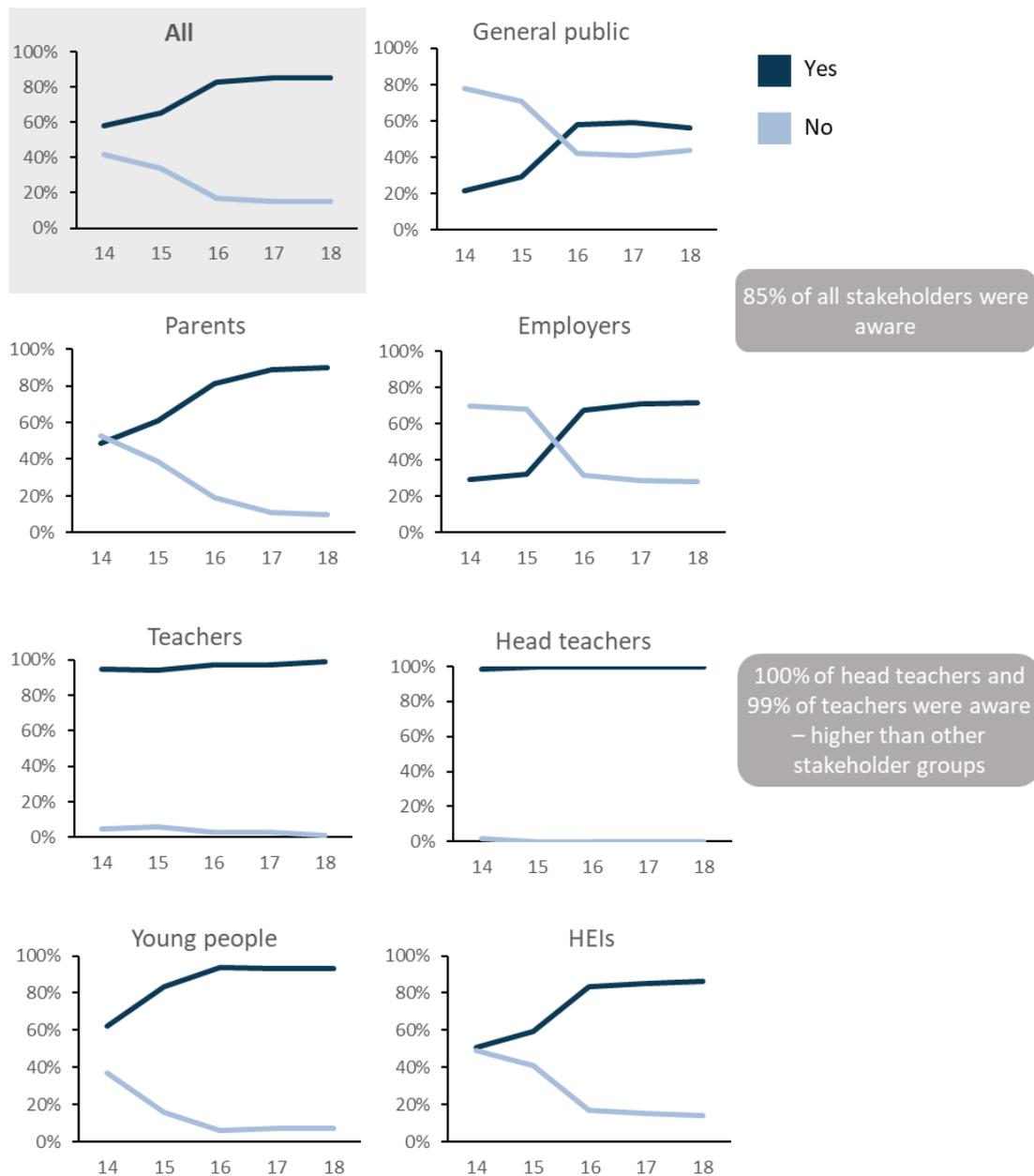
## Section 5: GCSE 9 to 1 grading scale

### Awareness

For the following question the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248.

In total, 85% of stakeholders were aware of the 9 to 1 grading scale used in new GCSEs in wave 18.

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

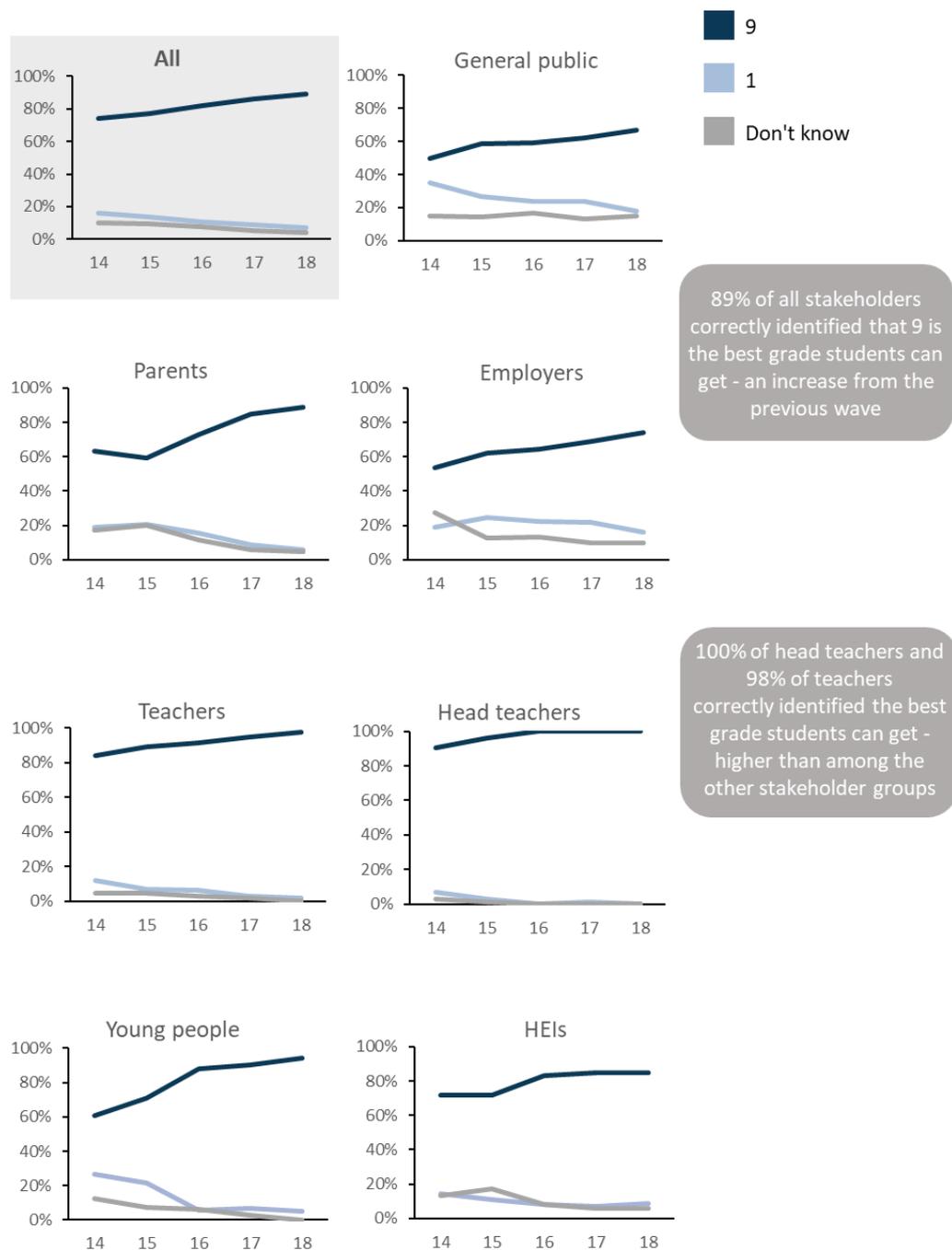


*Note: An option for ‘Don’t know’ was not included in waves 17 and 18, but it did feature in previous waves. To allow for comparison, responses for ‘No’ and ‘Don’t know’ have been combined in this figure for waves 14, 15 and 16. In wave 17, the word ‘new’ was removed from the text for this question, previously: “Are you aware of the new 9 to 1 grading scale used in new GCSEs?”*

For the following 2 questions the wave 18 effective base was: All responses 1,868; General public 565; Parents 232; Young people 244; Teachers 693; Head teachers 260; HEIs 227; Employers 179.

There has been a sustained increase compared with wave 14 in the proportion of stakeholders overall who correctly identified that 9 is the best grade students can get, with approximately nine in ten sharing this view in wave 18.

**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.

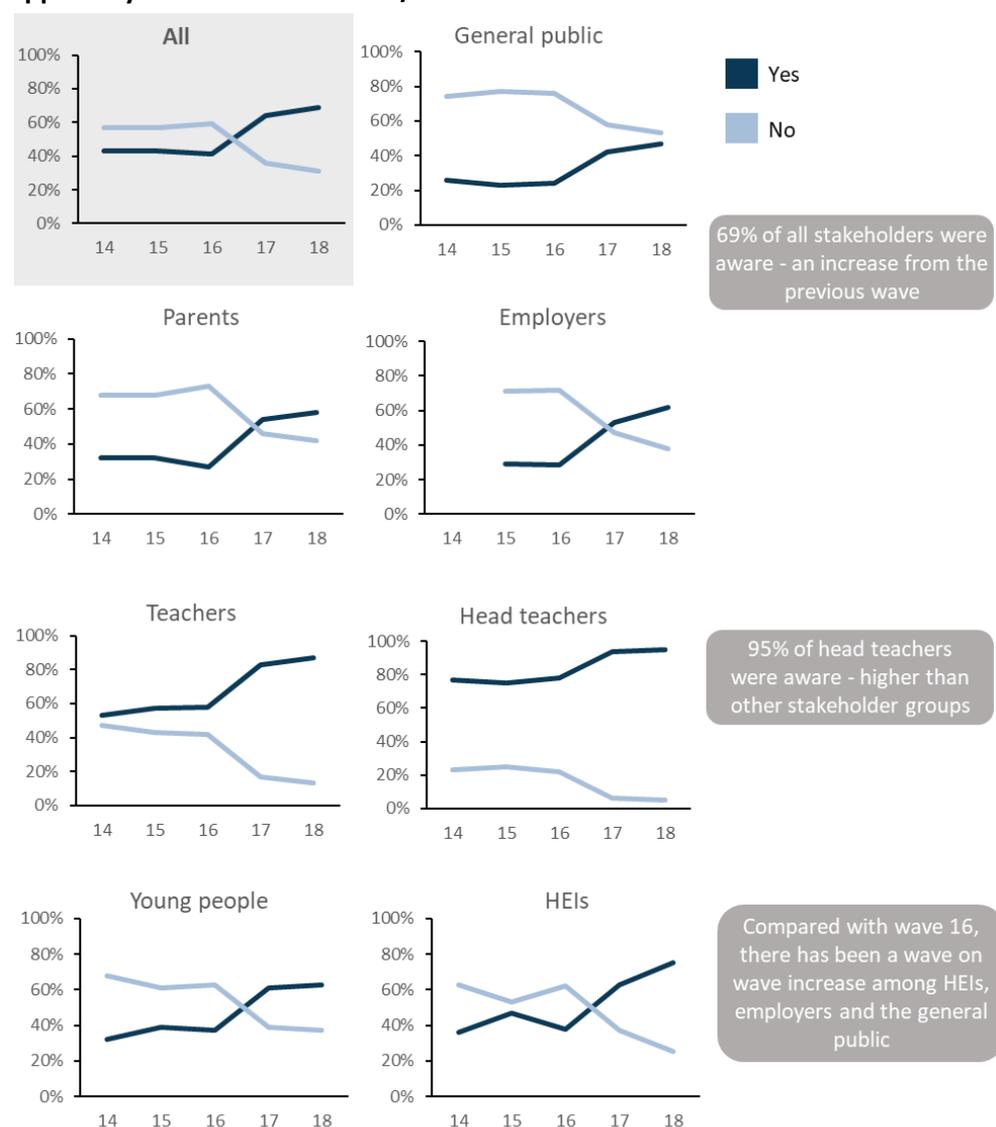
## Section 6: The review of marking and moderation, and appeals against results for GCSEs and AS/A levels

### Awareness and perceptions

For the following survey item the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248.

Seven 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 all of the previous waves.

**Figure 30. Results for “Are you aware that there is a reviews of marking and moderation, and appeals system for GCSE and AS/A level results?”**

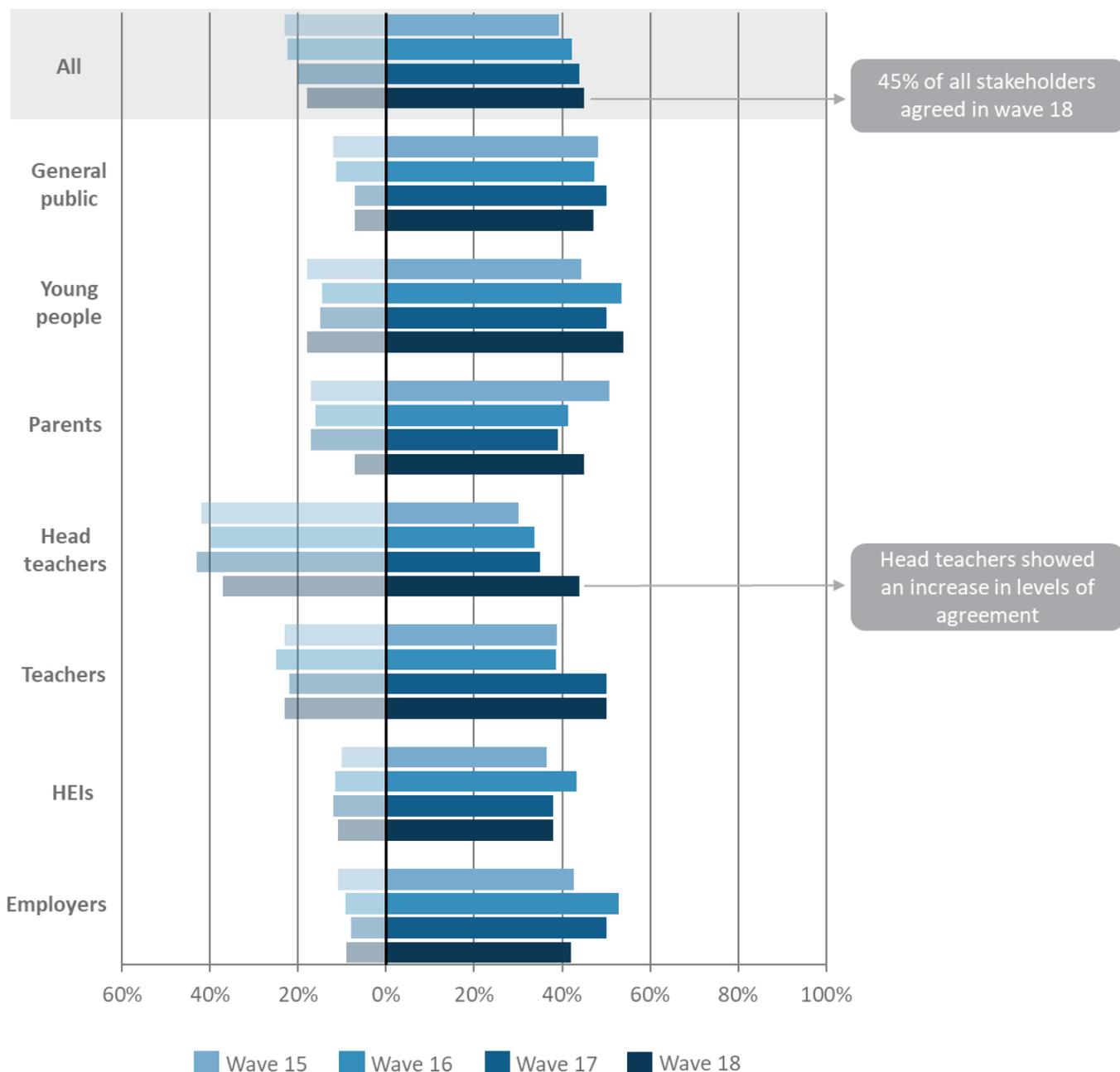


Note: An option for ‘Don’t know’ was not included in waves 17 and 18, but it did feature in previous waves. To allow for comparison, responses for ‘No’ and ‘Don’t know’ have been combined in this figure for waves 14, 15 and 16. Before wave 17, this question was asked as: “Are you aware that there is 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 18 effective base was: All responses 1,540; General public 477; Parents 150; Young people 163; Teachers 613; Head teachers 247; HEIs 197; Employers 155.

In total, 45% of stakeholders in wave 18 agreed that the reviews of marking and moderation, and appeals system for GCSEs is fair. This has increased since wave 15.

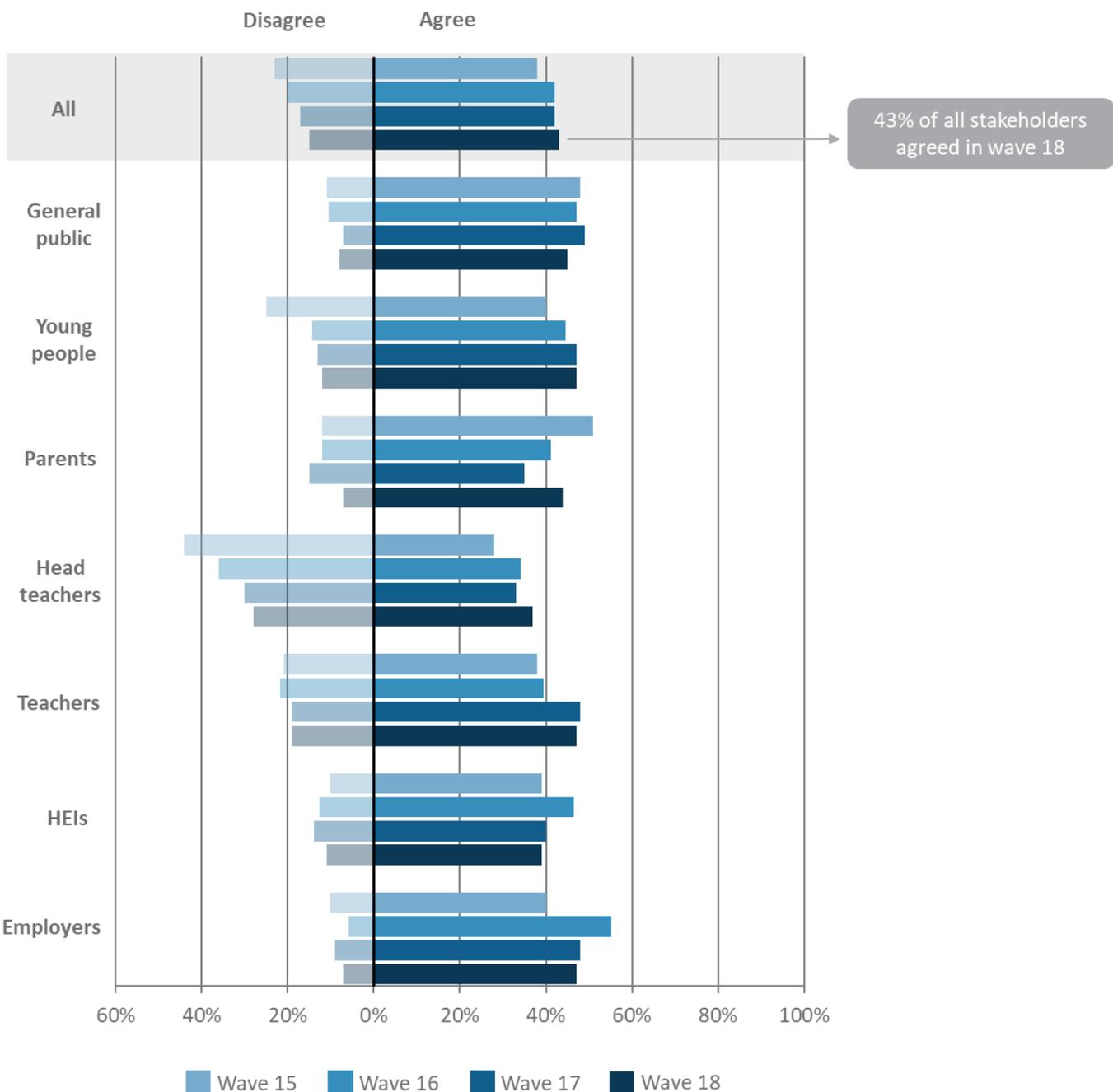
**Figure 31. Results for “The reviews of marking and moderation, and appeals system for GCSEs is fair.”**



*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”.*

Four in ten agreed that the reviews of marking and moderation, and appeals system for AS/A levels is fair. This is consistent with waves 16 and 17, and an increase on wave 15.

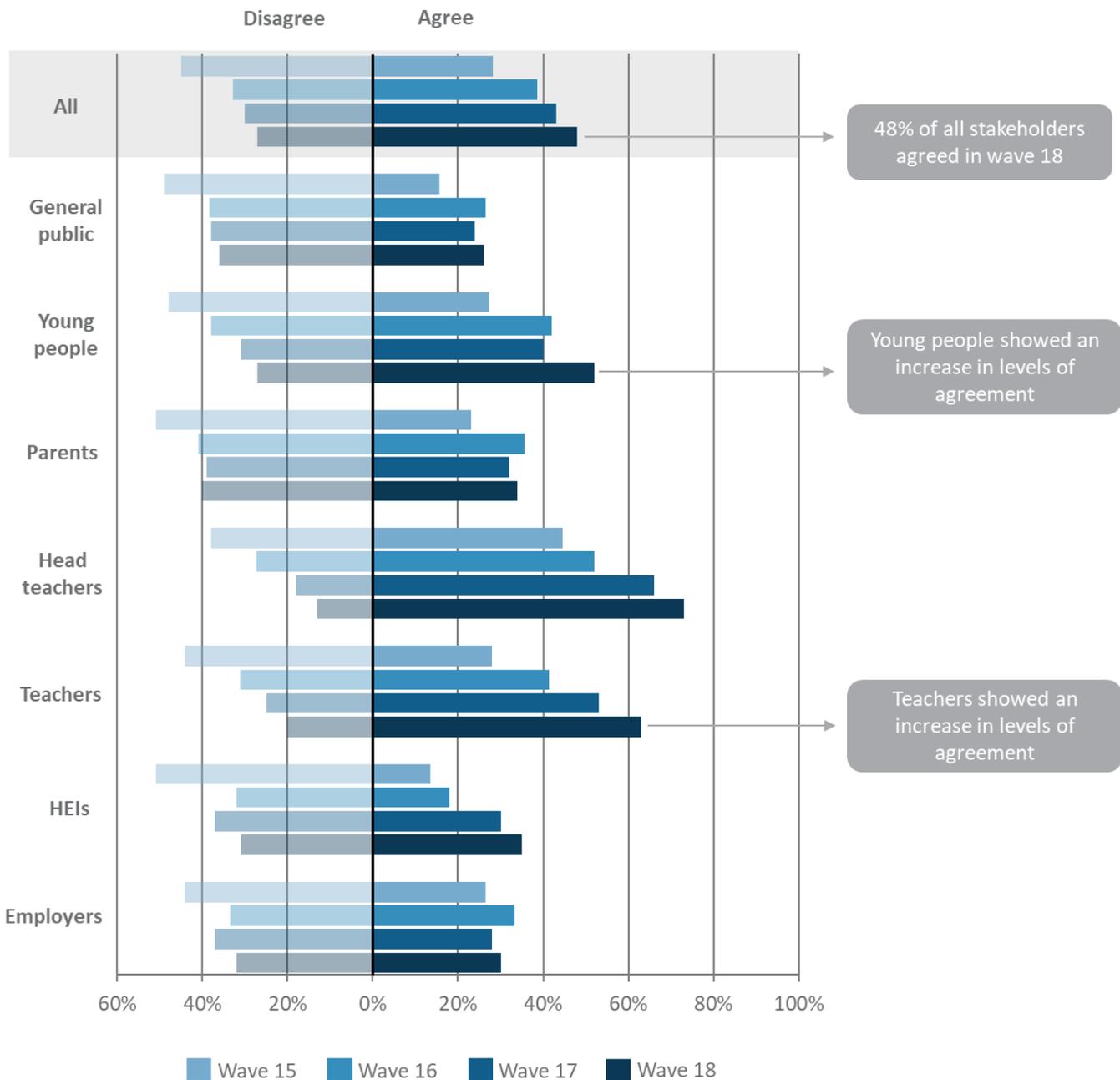
**Figure 32. Results for “The reviews of marking and moderation, and appeals system for AS/A levels is fair.”**



*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”.*

Close to half agreed that they have adequate information about the reviews of marking and moderation, and appeals system for GCSEs and AS/A levels. This has been a sustained increase in levels of agreement since wave 15.

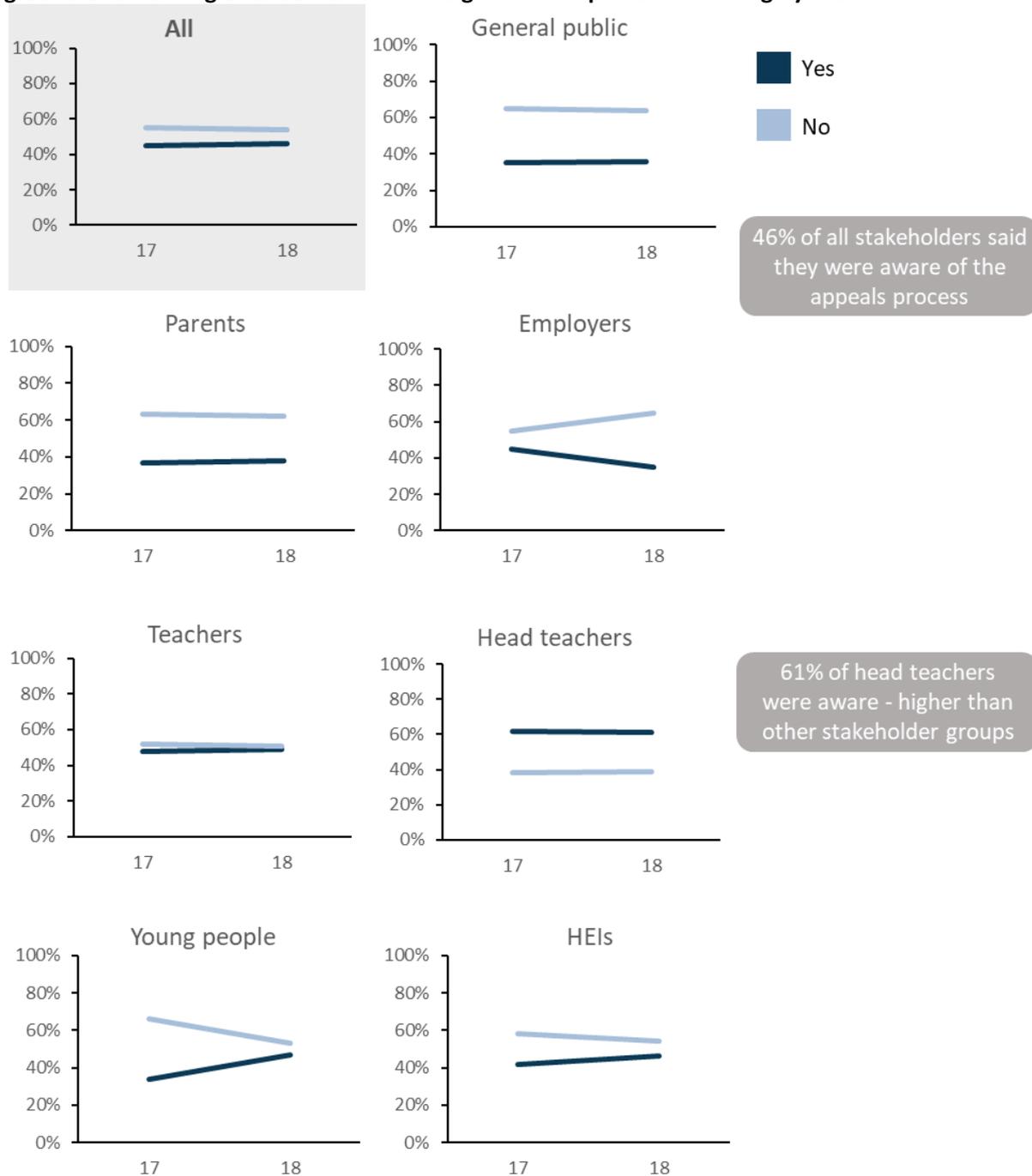
**Figure 33. Results for “I have adequate information about the reviews of marking and moderation, and appeals system for GCSEs and AS/A levels.”**



*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”.*

In total, 46% of 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. This is consistent with the previous wave.

**Figure 34. 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.*

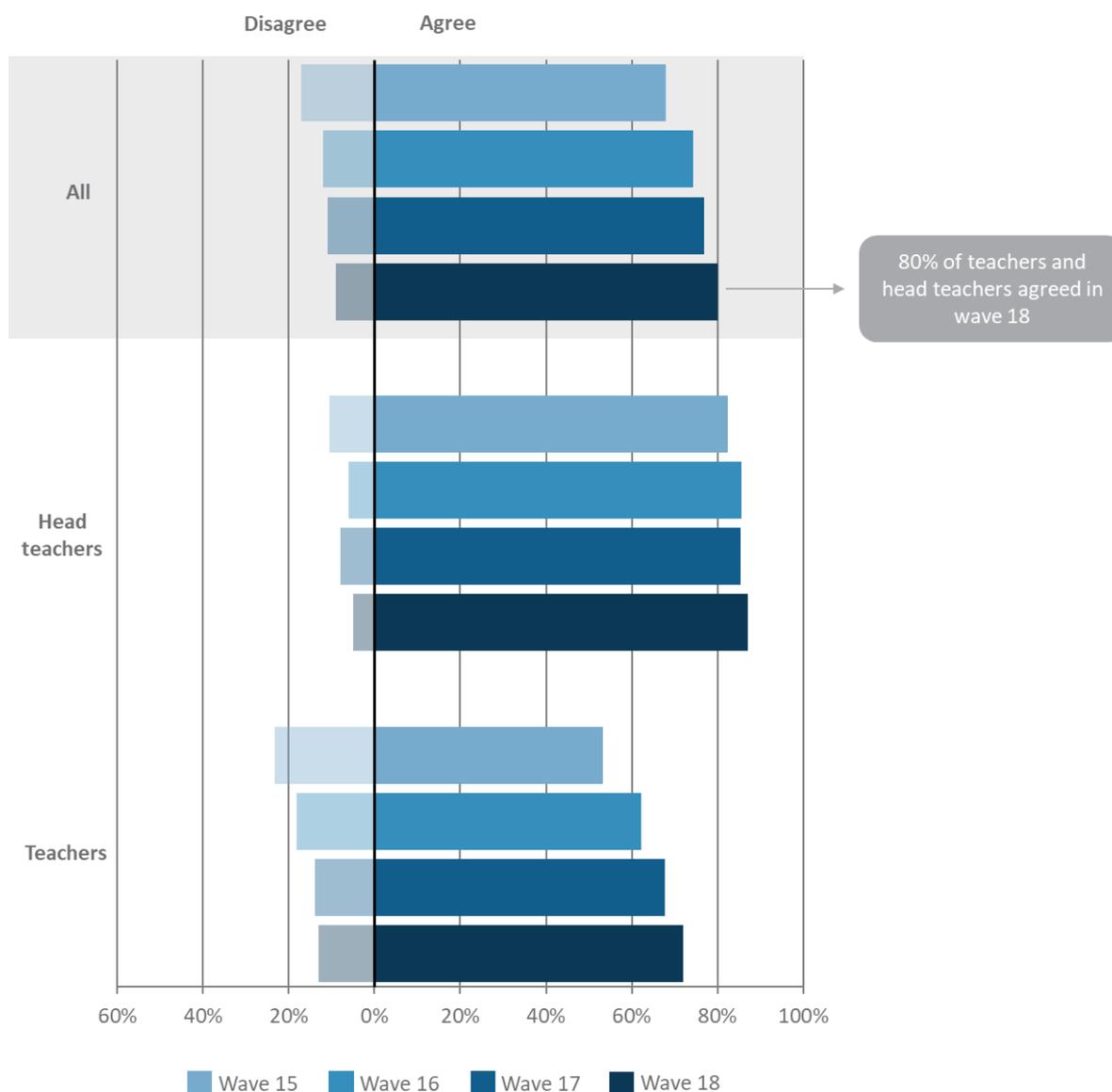
## Section 7: Special consideration and reasonable adjustments for GCSE and AS/A level qualifications

### Special consideration

For the following 6 survey items the wave 18 effective base was: All responses 663; Teachers 229; Head teachers 606. These survey items were available only to teachers and head teachers, therefore ‘All’ in the following items represent only head teachers and teachers.

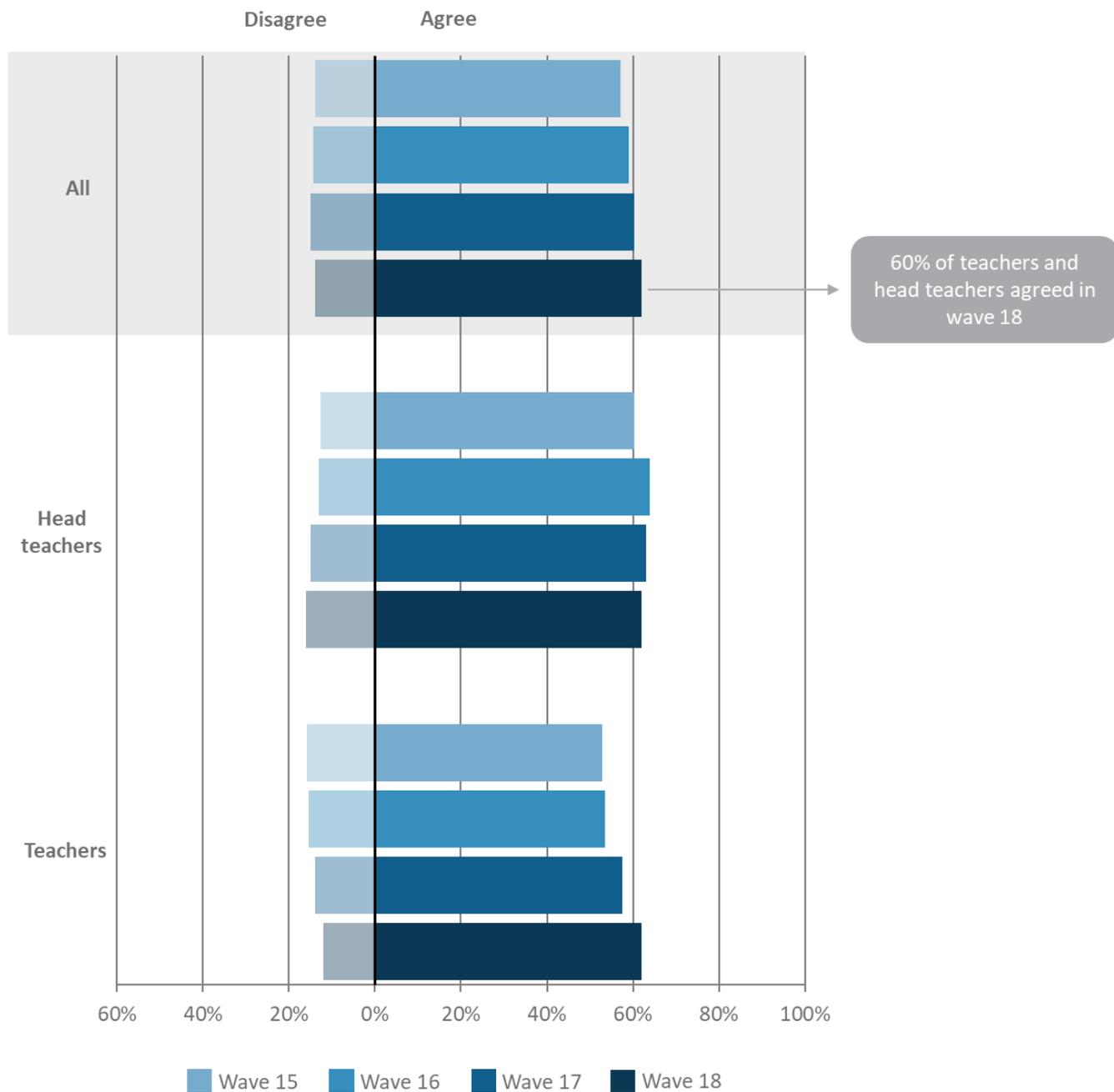
Overall, eight in ten head teachers and teachers agree that they have adequate information about the arrangements available for a GCSE or AS/A level student who is eligible for special consideration. This is an increase in agreement from waves 15 and 16.

**Figure 35. 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.”**



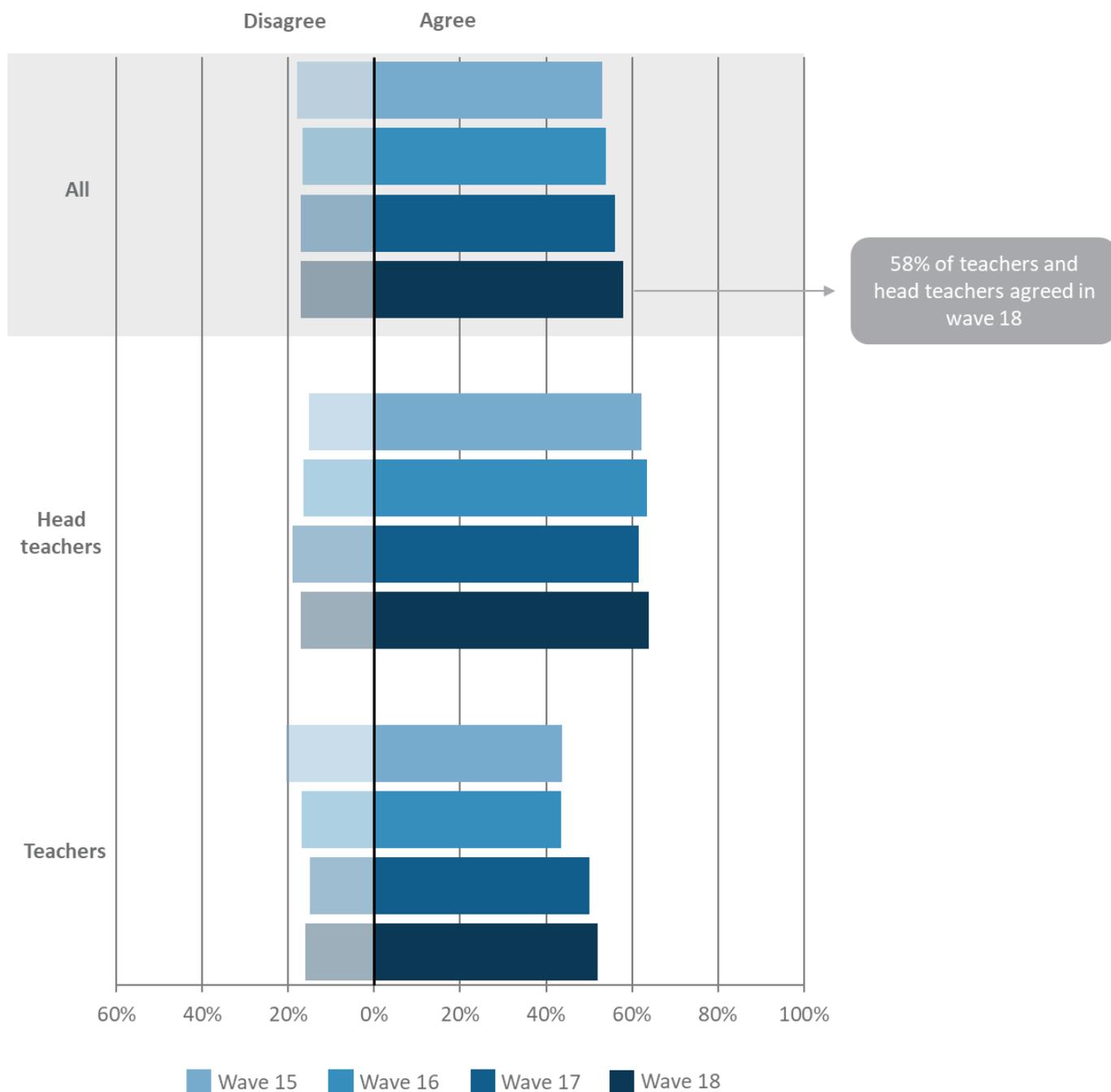
Six in ten head teachers and teachers agreed that special consideration makes the qualification system fairer for all GCSE and AS/A level students. This is consistent with all previous waves.

**Figure 36. Results for “Special consideration makes the qualification system fairer for all GCSE and AS/A level students.”**



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 the previous waves with close to six in ten teachers and head teachers agreeing.

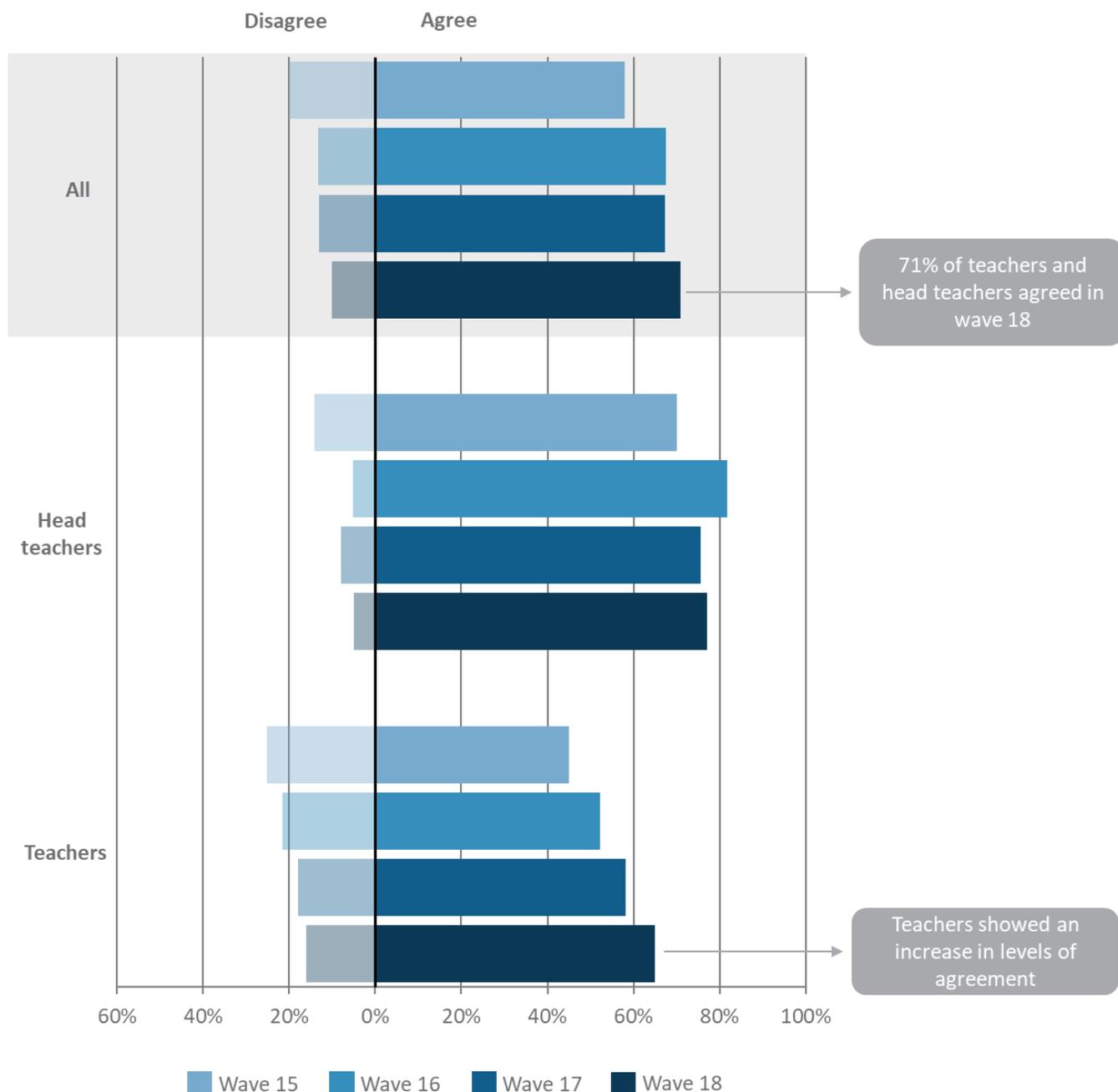
**Figure 37. Results for “In the current special consideration system, the right arrangements are made for the right GCSE and AS/A level students.”**



### Reasonable adjustments

Seven in ten head teachers and teachers agreed that they have adequate information about the adjustments available for a disabled<sup>4</sup> GCSE or AS/A level student who is eligible for reasonable adjustments. This is an increase since wave 15.

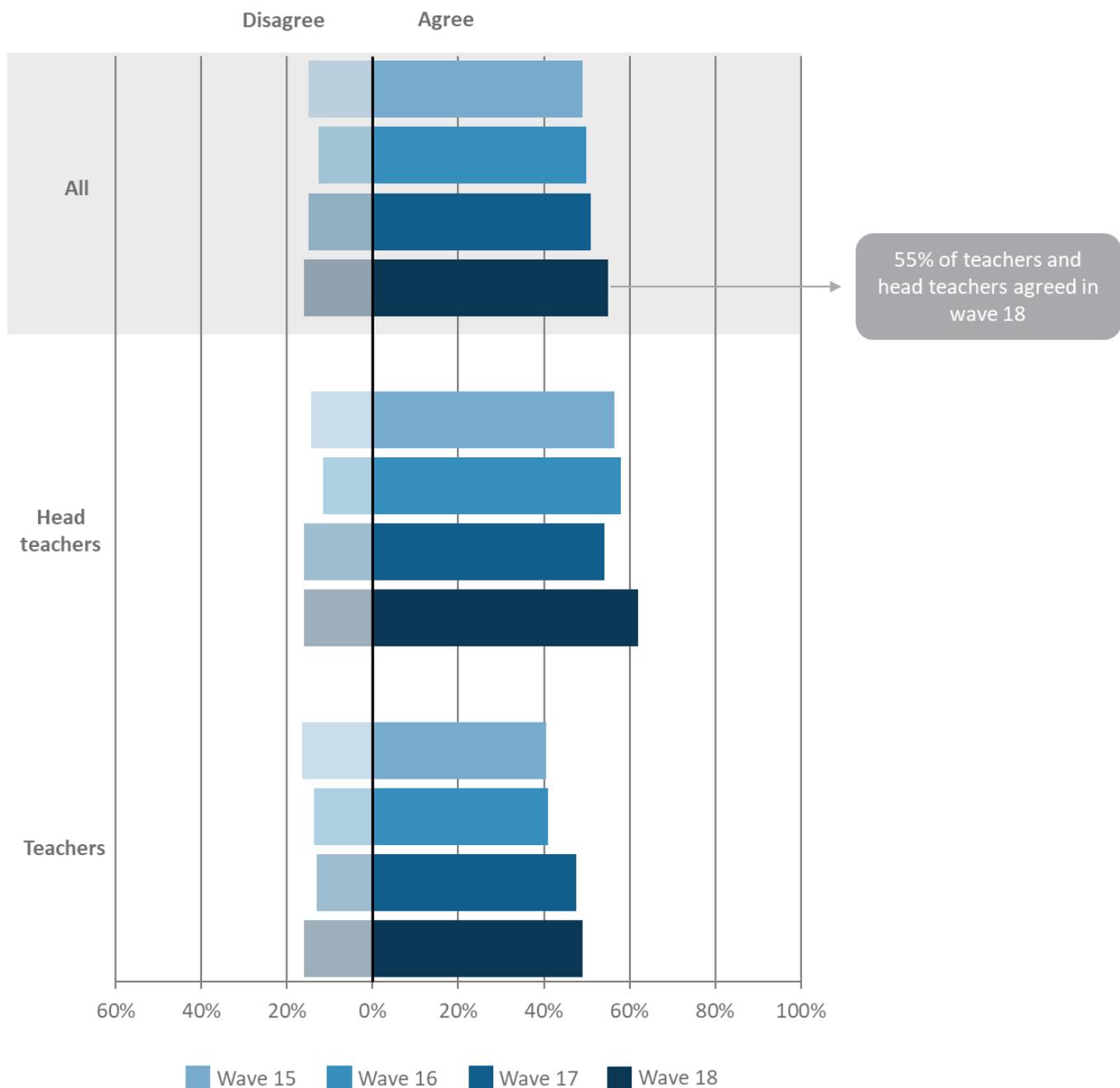
**Figure 38. Results for “I have adequate information about the adjustments that are available for a GCSE or AS/A level disabled student who is eligible for reasonable adjustments.”**



<sup>4</sup> 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.

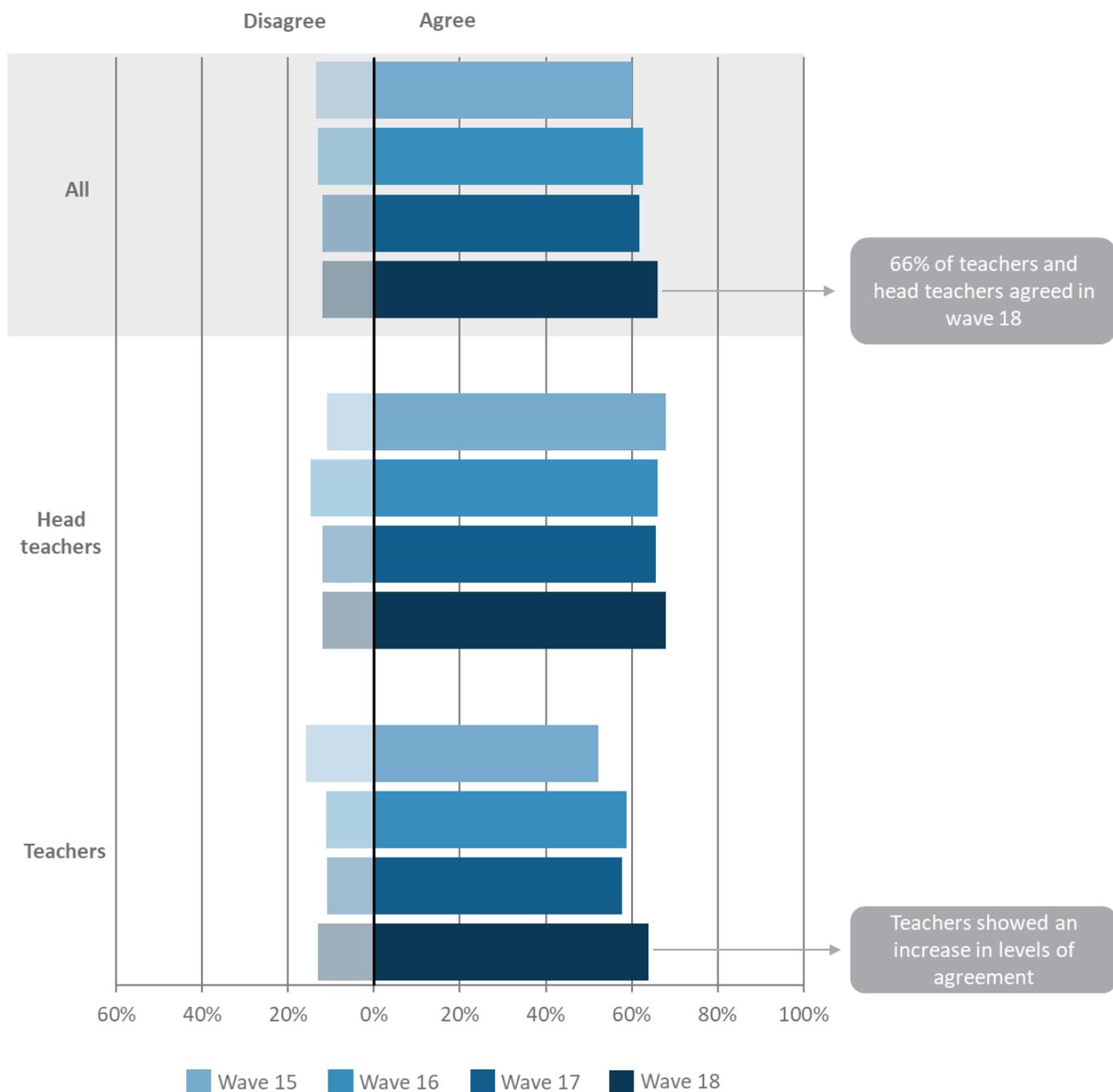
In total, 55% of teachers and teachers overall agreed that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students. This is consistent with waves 15, 16 and 17.

**Figure 39. Results for “Currently, the right reasonable adjustments are made for the right GCSE and AS/A level disabled students.”**



In total, 66% of 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 15, 16 and 17.

**Figure 40. Results for “Reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students.”**

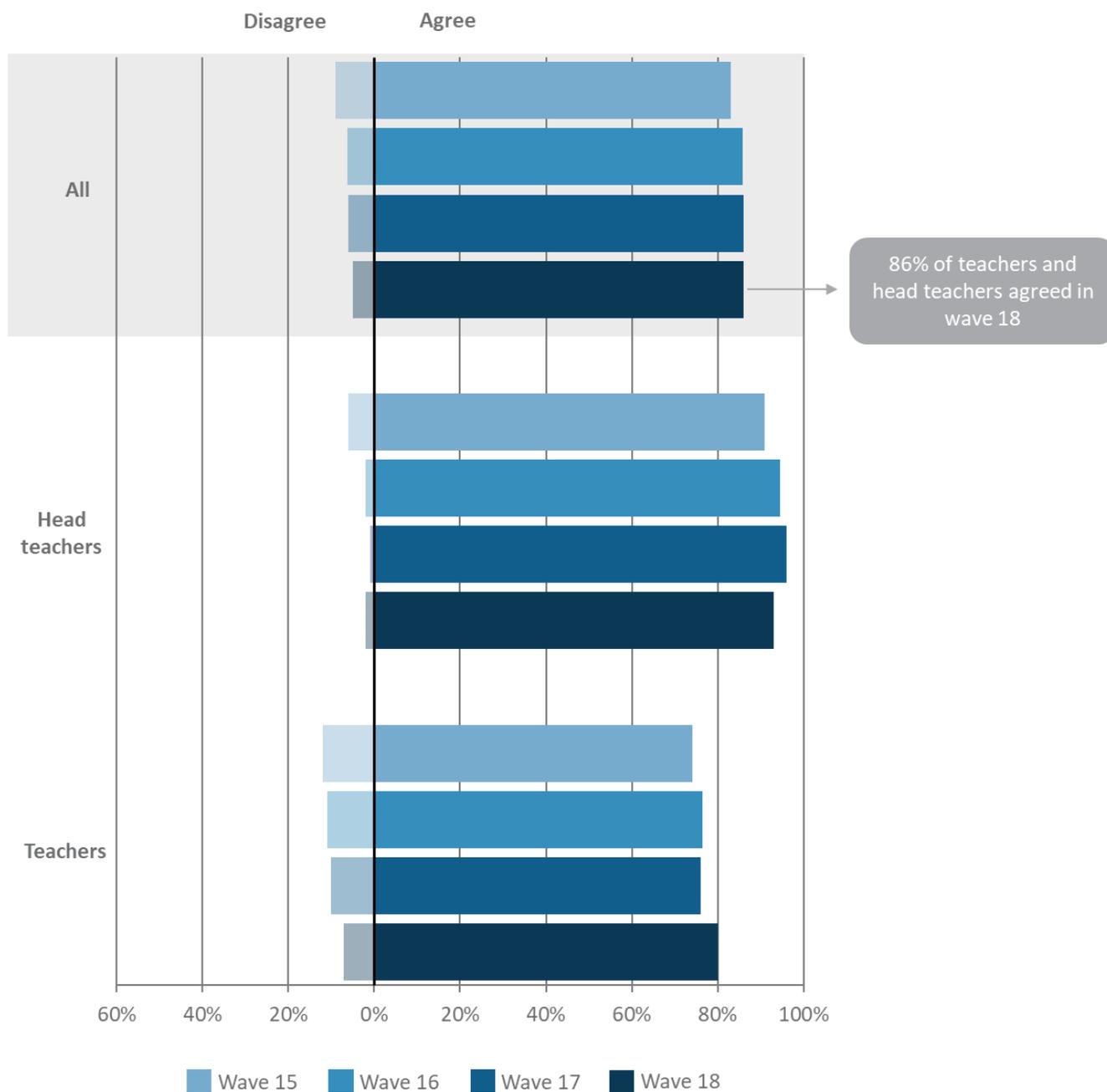


## Section 8: Malpractice for GCSE and AS/A level qualifications

For the following 4 survey items the wave 18 effective base was: All responses 663; Teachers 229; Head teachers 606. These survey items were available only to teachers and head teachers, therefore 'All' in the following items represent only head teachers and teachers.

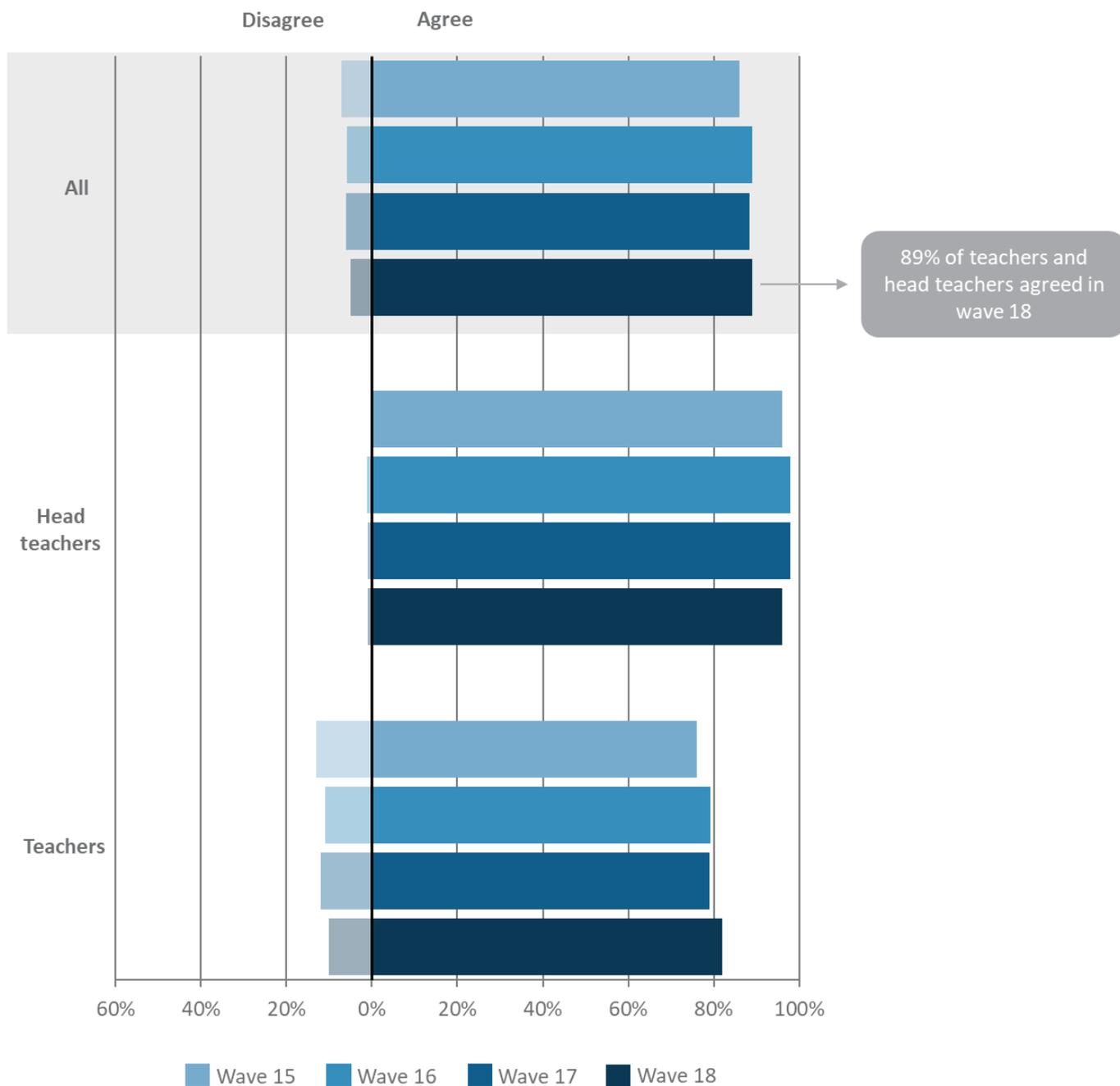
Among head teachers and teachers, nearly nine in ten agree that they have adequate information about what constitutes malpractice for GCSEs and AS/A levels. This is consistent with the previous waves.

**Figure 41. Results for “I have adequate information about what constitutes malpractice for GCSEs and AS/A levels.”**



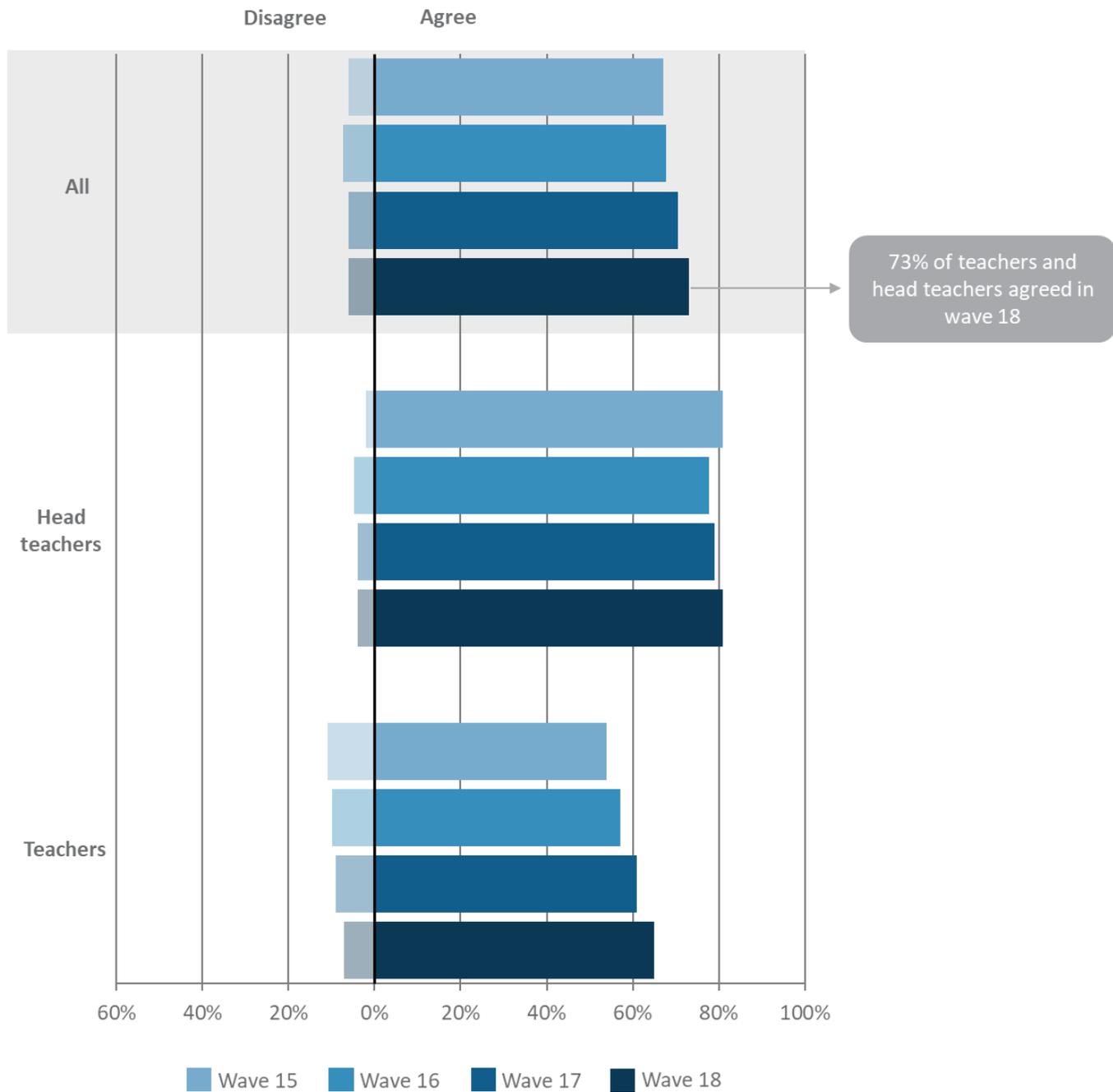
Consistent with the previous waves, in wave 18 approximately nine in ten head teachers and teachers agreed that they know to whom they should report an incident of malpractice in GCSEs and AS/A levels.

**Figure 42. Results for “I know to whom I should report an incident of malpractice for GCSEs and AS/A levels.”**



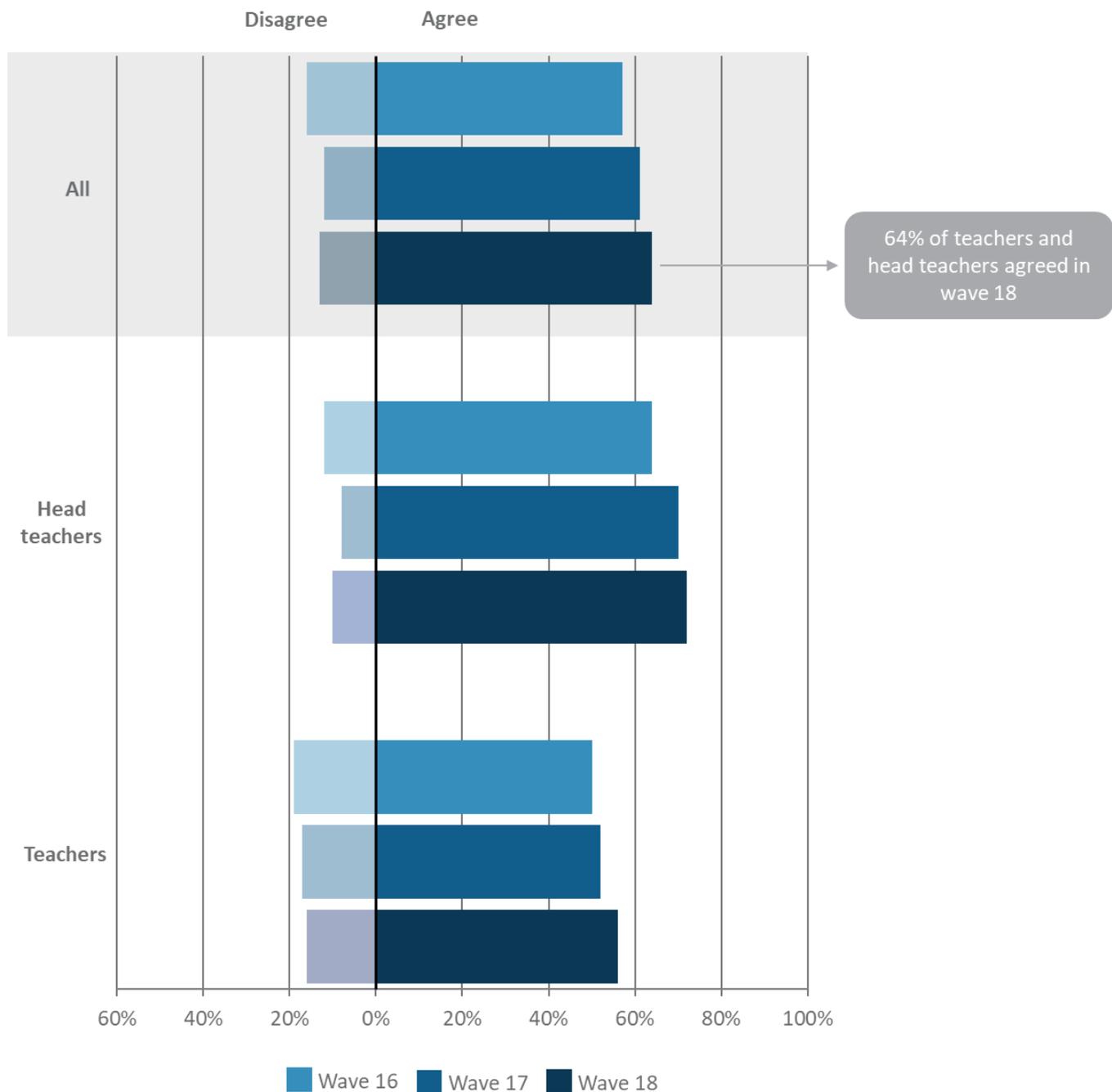
Around seven in ten head teachers and teachers agreed that they are confident that incidents of malpractice are fairly investigated in GCSEs and AS/A levels. This is consistent with waves 15, 16 and 17.

**Figure 43. Results for “I am confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels.”**



Over 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 17 and an increase since wave 16.

**Figure 44. 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.

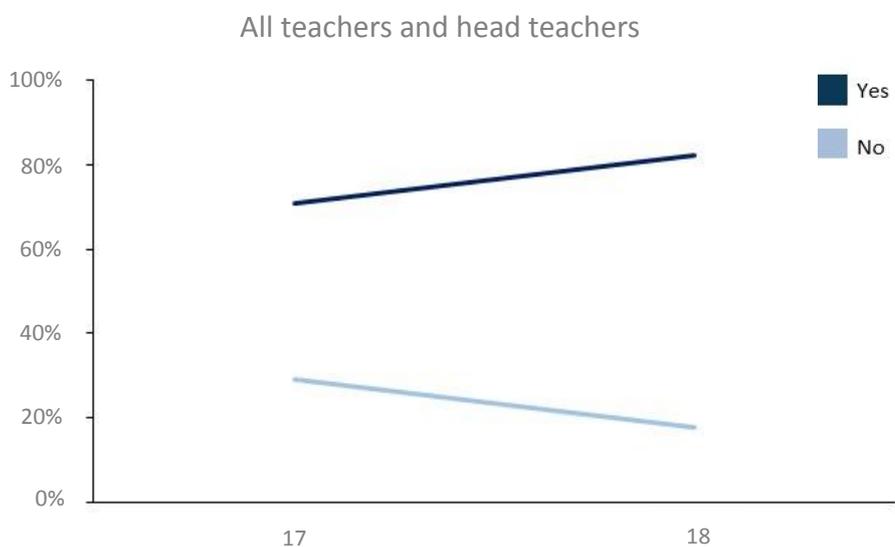
## Section 9: Appeals against results for Applied General qualifications

### Awareness and perceptions

For the following survey item the wave 18 effective base was: All who teach Applied General qualifications 73; head teachers 38, teachers 59. Due to sample sizes, head teachers and teachers are reported as one group.

Eight in ten teachers and head teachers who teach Applied General qualifications were aware of the appeals against results process for Applied General qualifications in schools and colleges.

**Figure 45. Results for “Are you aware of the appeals against results process for Applied General qualifications in schools and colleges?”**

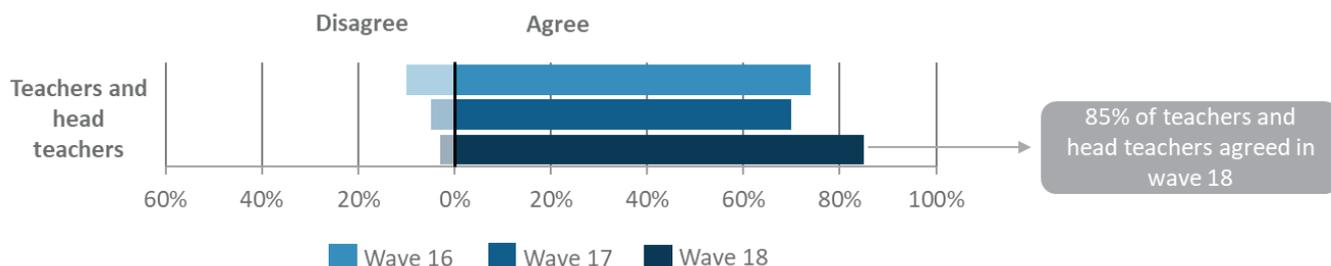


*Note: This survey item was previously asked to all stakeholders but was amended in wave 18 to be only asked to head teachers and teachers who teach Applied General qualifications. The wave 17 figures have been rebased to be consistent with the wave 18 data. In wave 16 the respondent base size for teachers or head teachers who teach Applied General qualifications was small (<50). Therefore, data relating to wave 16 is not included here.*

For the following 2 survey items the wave 18 effective base was: head teachers 32 and teachers 42 who teach Applied General qualifications and were aware of the appeals against results process for Applied General qualifications in schools and colleges 57. Due to sample sizes, head teachers and teachers are reported as one group.

In total, 85% of teachers and head teachers agreed that they have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.

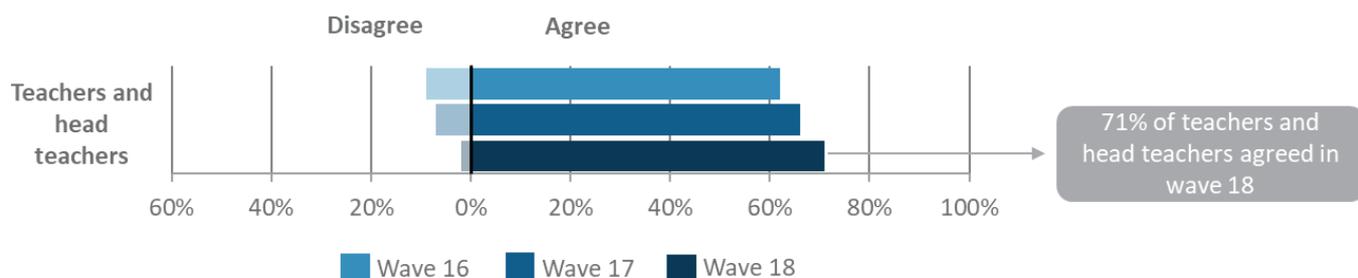
**Figure 46. Results for “I have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.”**



*Note: This survey item was previously asked to all stakeholders but was amended in wave 18 to be only asked to head teachers and teachers. The wave 16 and wave 17 figures have been rebased to be consistent with the wave 18 data.*

Seven in ten teachers and head teachers agreed that they are confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.

**Figure 47. Results for “I am confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.”**



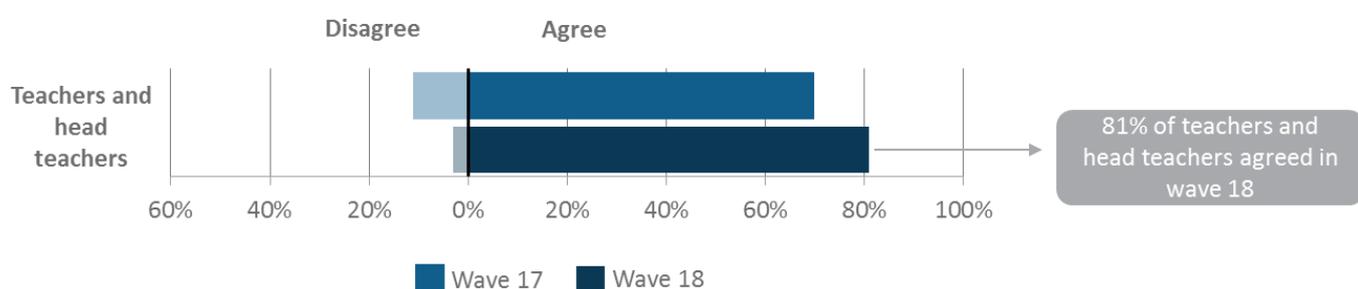
*Note: This survey item was previously asked to all stakeholders but was amended in wave 18 to be only asked to head teachers and teachers. The wave 16 and wave 17 figures have been rebased to be consistent with the wave 18 data.*

## Section 10: Malpractice for Applied General qualifications

For the following 4 survey items the wave 18 effective base was: All responses 73; Head teachers 38, teachers 59. These survey items were available only to teachers and head teachers who teach Applied General qualifications. Due to sample sizes, head teachers and teachers are reported as one group.

In wave 18, eight in ten teachers and head teachers agreed that they have adequate information about what constitutes malpractice for Applied General qualifications. This was comparable with the previous wave.

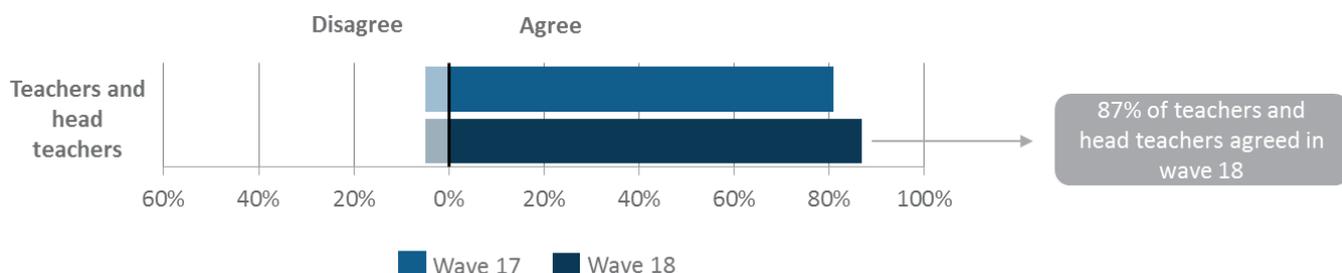
**Figure 48. Results for “I have adequate information about what constitutes malpractice for Applied General qualifications taught in schools and colleges.”**



*In wave 16 the base size for teachers or head teachers who teach Applied General qualifications was too small (<50) for the data to be shown.*

Overall, nine in ten teachers and head teachers agreed that they know to whom to report an incident of malpractice for Applied General qualifications. This is consistent with wave 17.

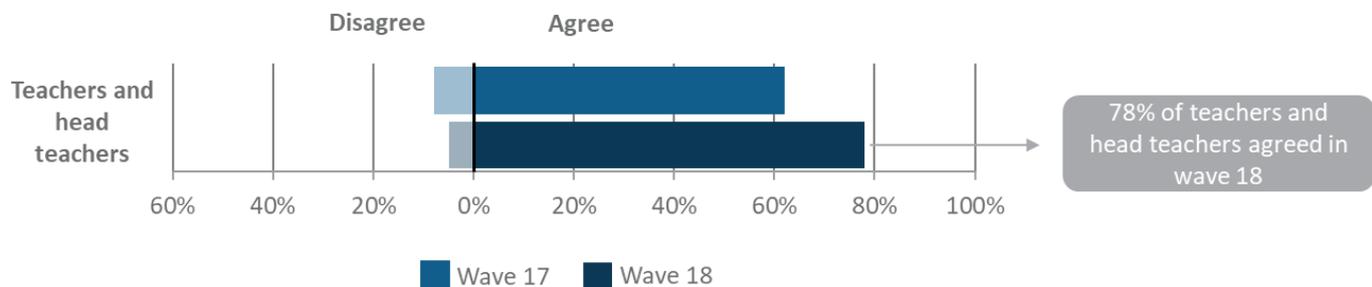
**Figure 49. Results for “I know to whom I should report an incident of malpractice for Applied General qualifications taught in schools and colleges.”**



*In wave 16 the base size for teachers or head teachers who teach Applied General qualifications was too small (<50) for the data to be shown.*

Approximately eight in ten teachers and head teachers agreed that they are confident that incidents of malpractice for Applied General qualifications are fairly investigated, higher than the proportion who disagreed. This is an increased in levels of agreement since wave 17.

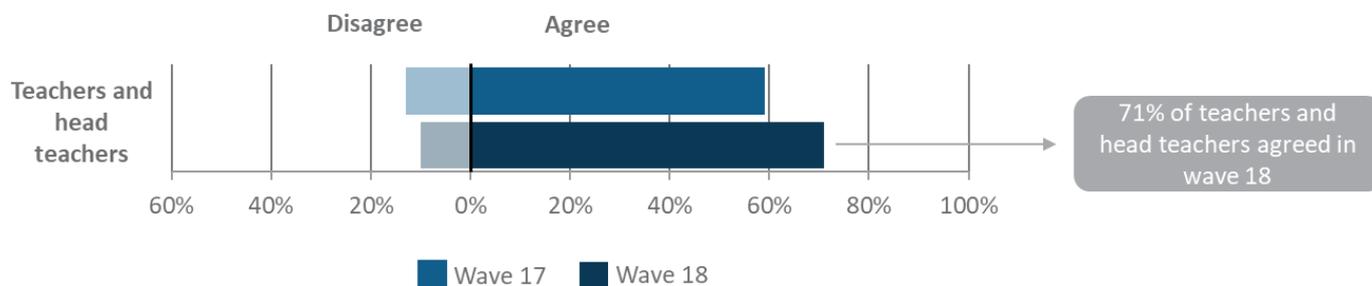
**Figure 50. Results for “I am confident that incidents of malpractice for Applied General qualifications taught in schools and colleges are fairly investigated.”**



*In wave 16 the base size for teachers or head teachers who teach Applied General qualifications was too small (<50) for the data to be shown.*

In wave 18, seven 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. This is not significantly different to wave 17.

**Figure 51. Results for “I am confident malpractice is properly reported when it happens in Applied General qualifications taught in schools and colleges.”**



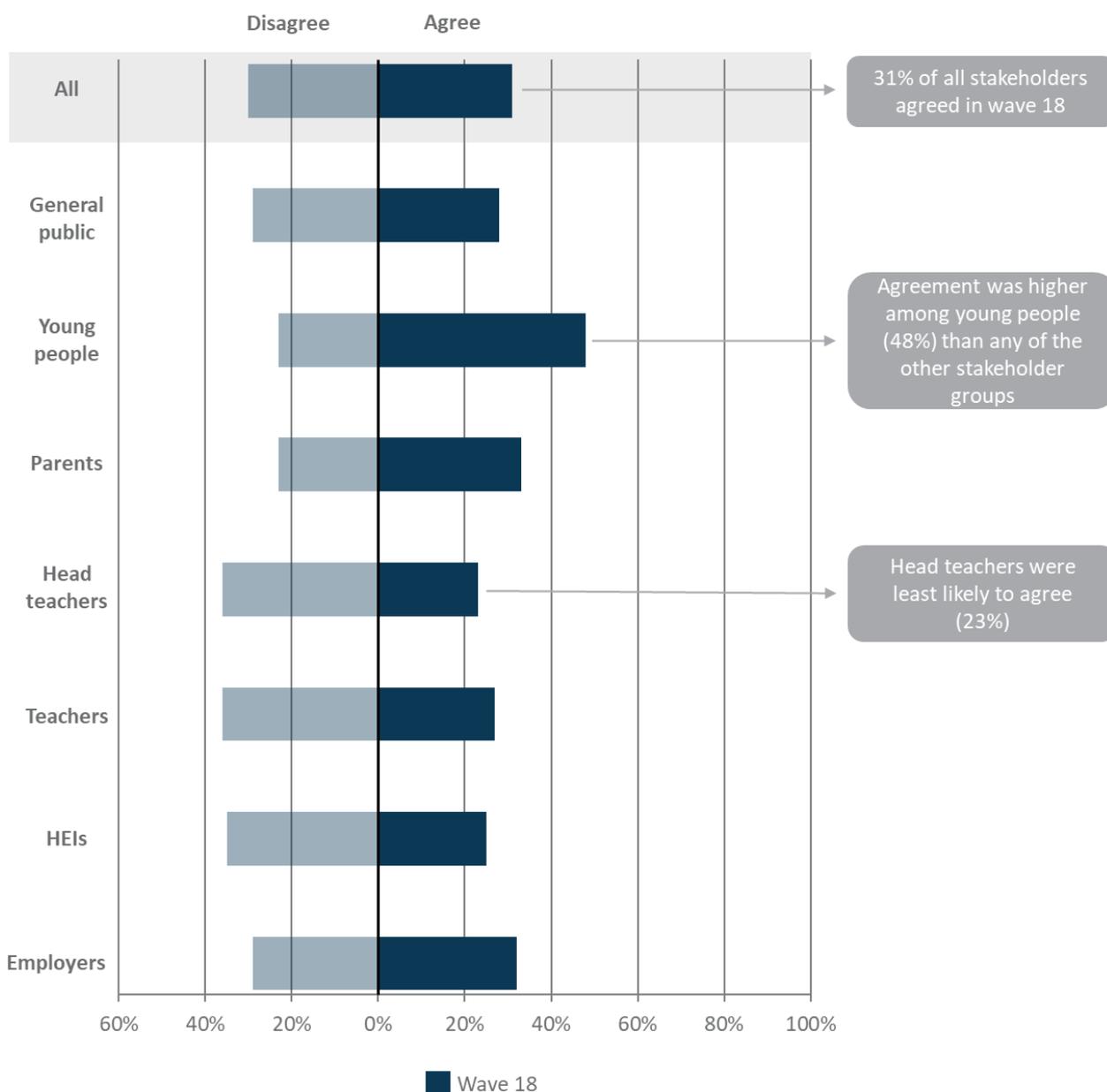
*In wave 16 the base size for teachers or head teachers who teach Applied General qualifications was too small (<50) for the data to be shown.*

## Section 11: Innovations

For the following 4 survey items the wave 18 effective base was: All responses 2,251; General public 992; Parents 259; Young people 263; Teachers 705; Head teachers 261; HEIs 263; Employers 248.

An equal proportion (3 in 10) stakeholders agreed and disagreed that onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be fairer for students than existing pen and paper examinations.

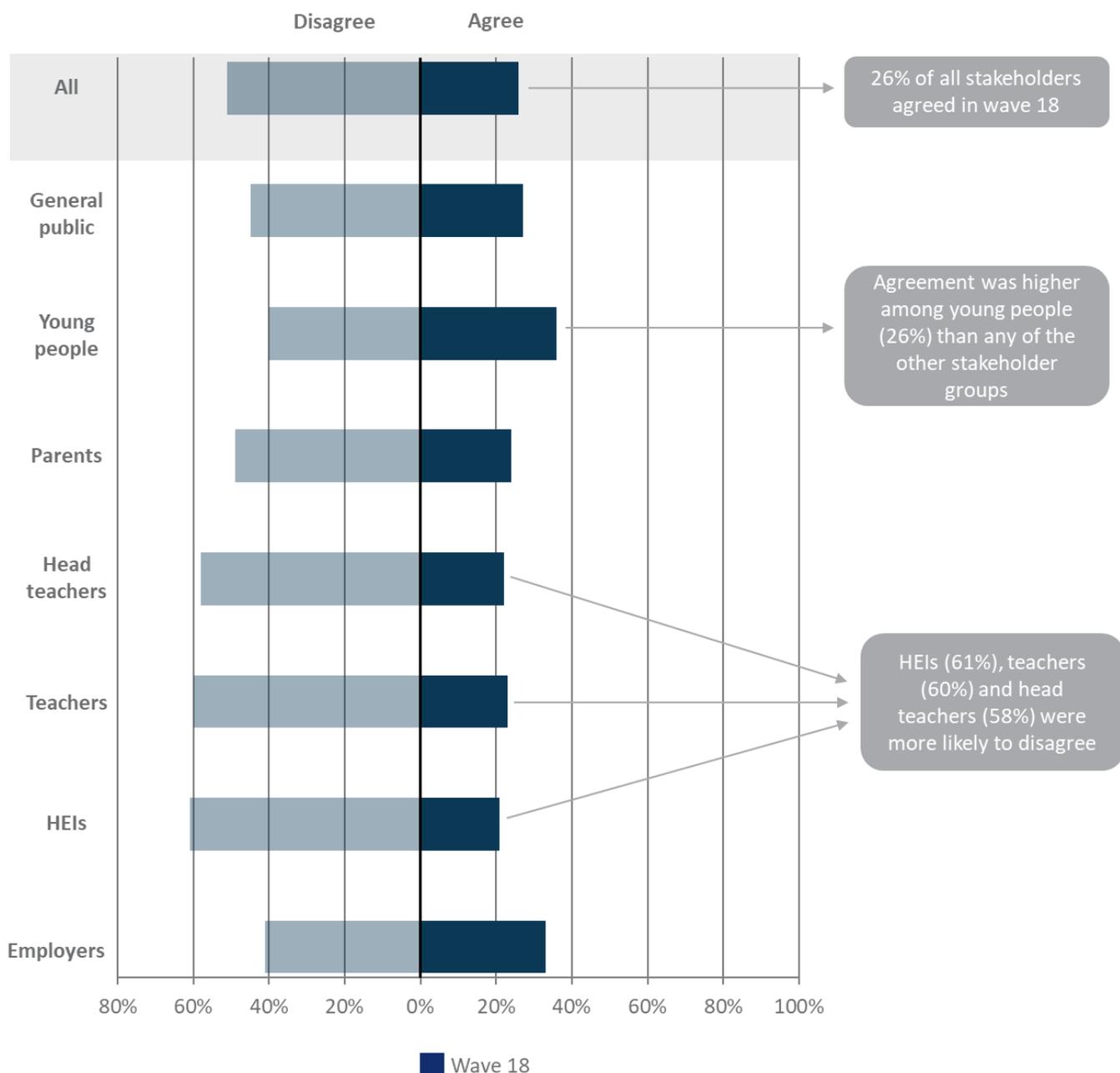
**Figure 52. Results for “Onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be fairer for students than existing pen and paper examinations.”**



Note: This survey item was included for the first time in wave 18.

Four in ten stakeholders agreed that onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be more manageable for schools and colleges than existing pen and paper examinations, slightly higher than the proportion who disagreed.

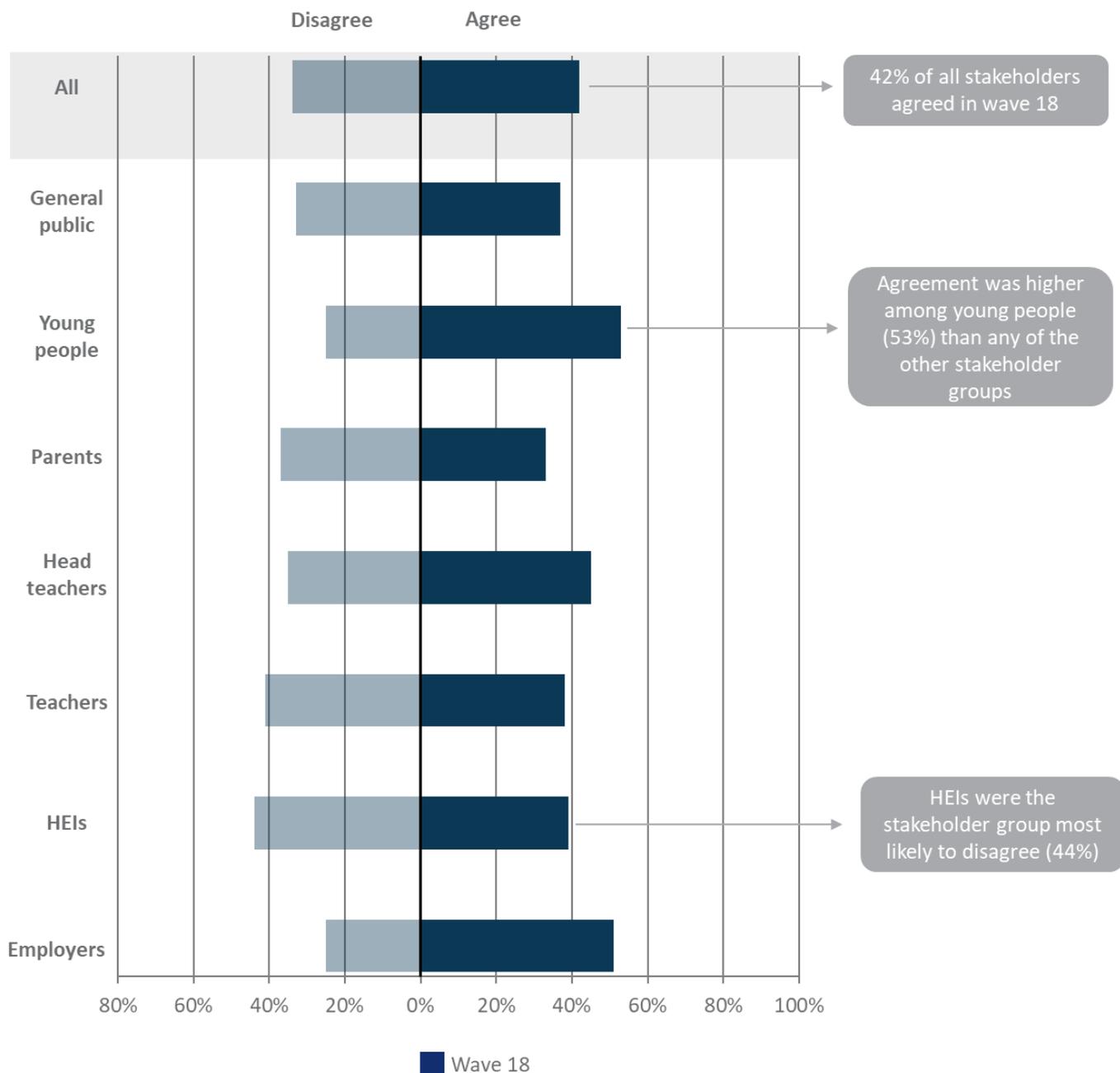
**Figure 53. Results for “Onscreen examinations (e.g. exams taken on a computer) in GCSE and AS/A level qualifications would be more manageable for schools and colleges than existing pen and paper examinations.”**



Note: This survey item was included for the first time in wave 18.

In wave 18, four in ten stakeholders agreed that they would be happy for Artificial Intelligence to be used to check the accuracy of marking in GCSE and AS/A level examinations. This was slightly higher than the proportion who disagreed.

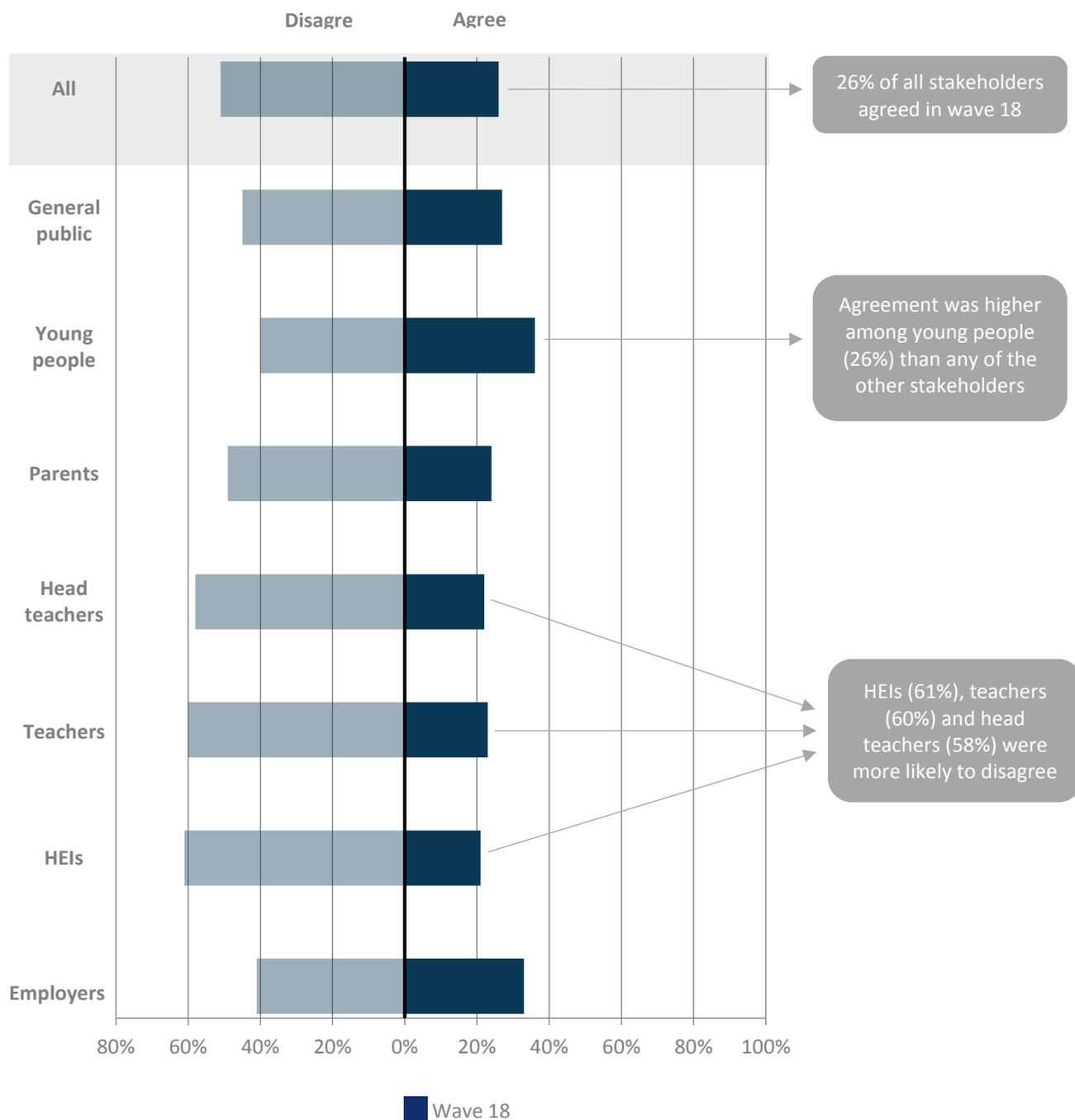
**Figure 54. Results for “I would be happy for Artificial Intelligence to be used to check the accuracy of marking in GCSE and AS/A level examinations.”**



Note: This survey item was included for the first time in wave 18.

Approximately a quarter agreed that they would be happy for Artificial Intelligence to be used to mark GCSE and AS/A level examinations, lower than the proportion who disagreed.

**Figure 55. Results for “I would be happy for Artificial Intelligence to be used to mark GCSE and AS/A level examinations.”**



*Note: This survey item was included for the first time in wave 18.*