

# Statistical Release

## Malpractice for GCSE and A level: Summer 2016 exam series

### Contents

Introduction.....	1
Key statistics .....	3
Glossary of terms .....	10
Background notes.....	11
Appendix .....	17

**Published:**  
13 December 2016

Vikas Dhawan  
Head of Profession  
[statistics@ofqual.gov.uk](mailto:statistics@ofqual.gov.uk)

### Key points

This release provides information on reported malpractice for GCSE and A level, in England, Wales and Northern Ireland, other UK regions and overseas, during the summer 2016 exam series.

The key findings for this release are as follows:

- This year's results are similar to previous years. There were 2,430 penalties issued by exam boards to candidates in the summer 2016 exam series, broadly the same as 2015 (2,460 penalties).
- Penalties for candidate malpractice remained extremely rare across all five exam boards and represent 0.011% of the total number of unit entries, the same proportion as last year (entries decreased year-on-year).
- The most common type of candidate malpractice was possessing a mobile phone or other electronic device in an exam. The number of penalties issued to candidates for this increased by 15% compared to last year, from 790 to 900.
- There were 388 penalties issued to school and college staff in 2016, up 48% on last year when there were 262.
- In contrast, there were 41% fewer penalties issued to schools and college, falling from 288 to 169. The highest percentage of penalties issued to schools and colleges this year were written warnings (79%), continuing the trend of the past four years.

## Introduction

This statistical release, published on behalf of the qualifications regulators for England, Wales and Northern Ireland, presents data on reported malpractice for GCSE and A level exams during the summer 2016 exam series.

Five exam boards offer these qualifications in England, Wales and Northern Ireland, other UK regions and overseas:

- AQA
- Council for the Curriculum, Examinations and Assessment (CCEA) (Northern Ireland)
- Oxford Cambridge and RSA Examinations (OCR)
- Pearson
- WJEC.

From 2011 to 2013, International Curriculum & Assessment Agency (Examinations) (ICAA(E)) also offered GCSEs.

Any breach of the regulations that might undermine the integrity of an exam constitutes malpractice and includes attempts by candidates to communicate with each other during an exam, and failures by school or college staff to comply with exam board instructions.

We require exam boards to have procedures in place for dealing with malpractice conducted by candidates, school or college staff or others involved in providing a qualification. The Joint Council for Qualifications publishes policies and guidance on malpractice<sup>1</sup> that detail procedures for dealing with suspected malpractice.

Further background information on malpractice relevant to this release is provided in the background notes in the report.

---

<sup>1</sup> *General and Vocational Qualifications: Suspected Malpractice in Examinations and Assessments: Policies and Procedures*: <http://www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2016-17>

In 2014, the way the percentage of reported malpractice penalties were calculated was changed. This measure is now based on the number of unit entries rather than only on the number of exam scripts marked. This change is to reflect the fact that malpractice penalties can occur in forms of assessment other than written papers, such as controlled assessments. Due to changes in qualification arrangements in recent years, comparable entry figures are only available from 2012, so trend charts and tables using these figures will begin from this point.

It is also important to note the impact of changes to the qualifications for summer 2014. From 2014 GCSEs taken in England were 'linear' meaning that all assessments had to be taken at the end of the period of study. Also from 2014 there were no January assessments for AS or A level in England. This means that entries that, previously, would have been made throughout the year in a modular system are being made in the summer, leading to a large rise in entries in summer 2014. These changes limit the meaningfulness of comparisons over time.

Figures in the tables and commentary have been rounded, in line with the rounding policy given in the background notes in this report.

All tables referred to in the text are provided in the appendix.

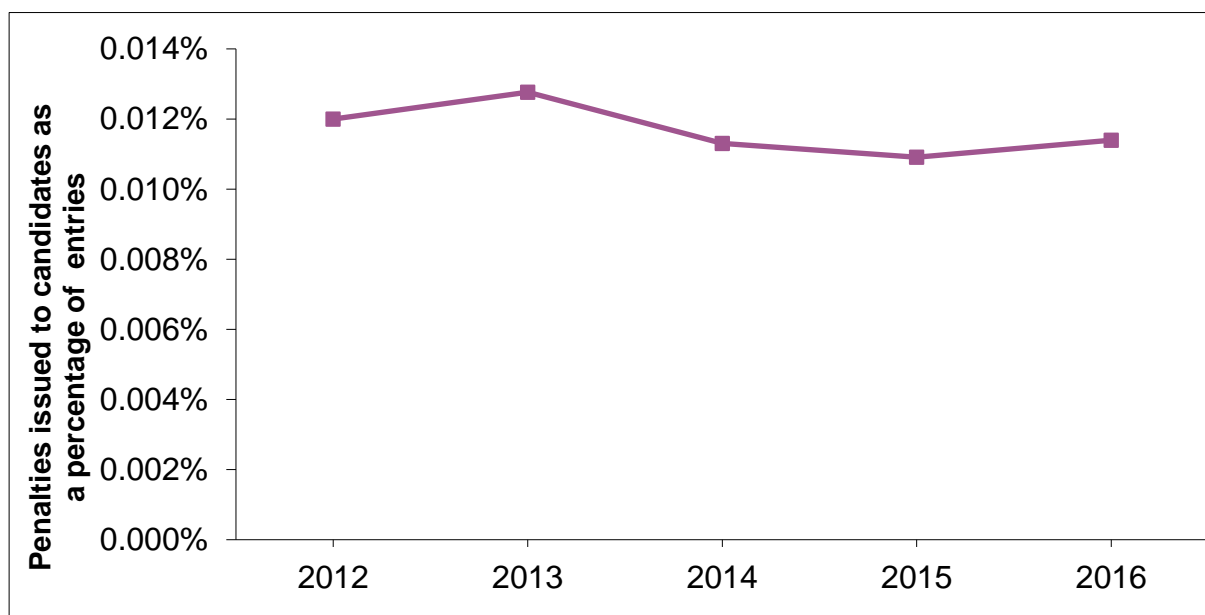
## Key statistics

### Candidate malpractice

Exam boards issued 2,430 penalties to candidates in response to malpractice reported during the summer 2016 exam series, a decrease of 1% from the previous year. The number of entries<sup>2</sup> this year have decreased by 5% compared to summer 2015 (see table 1).

Given that there were more than 21 million unit entries in the summer 2016 exam series, penalties for candidate malpractice remained extremely rare across all five exam boards. The 2,430 penalties issued represent 0.011% of entries, the same proportion as the last two summer series (see table 2 and figure 1).

**Figure 1: Penalties issued to candidates as a percentage of entries for the summer exam series, 2012 to 2016**



---

<sup>2</sup> A school or college submits entries on behalf of its candidates to the relevant exam board. An entry is a single unit of assessment for a GCSE, AS, or A level qualification (for example, an exam or other form of assessment). For linear specifications, units are often referred to as components

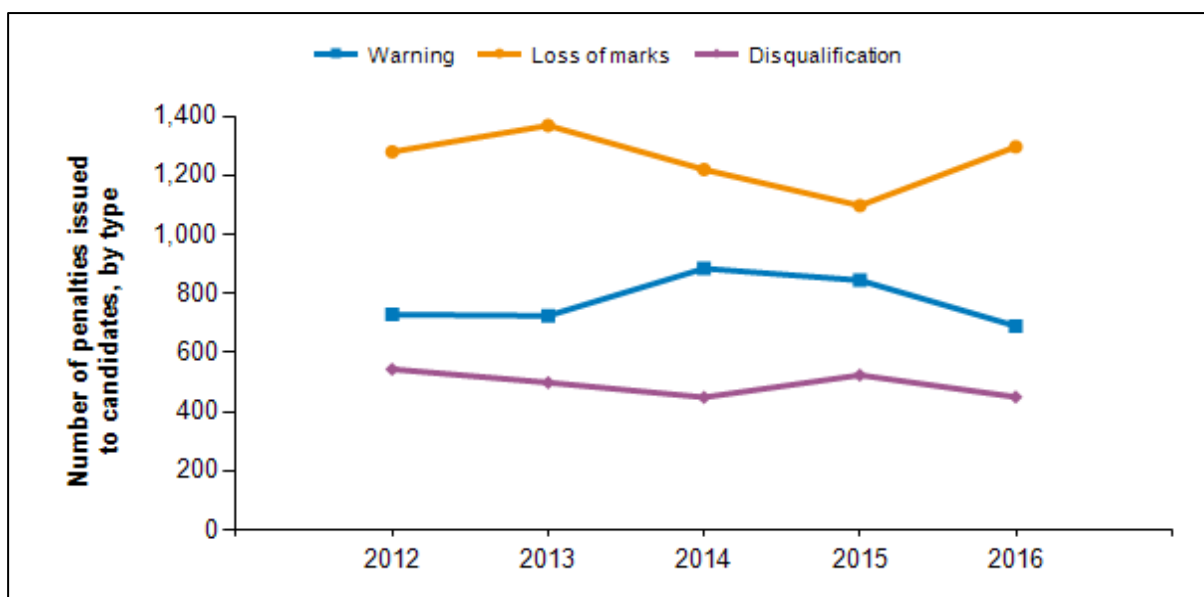
## Types of penalties issued to candidates

The penalties for candidate malpractice vary depending on the type of offence. They include warnings, loss of marks and disqualification from units, components or qualifications. For example, candidates who bring a mobile phone into an exam room but do not have their phone at their desk might receive a warning, whereas candidates found using a mobile phone during an exam might be disqualified from the unit or the qualification in that exam series. An individual candidate can be penalised more than once and by more than one exam board if they commit malpractice offences when sitting more than one assessment.

Penalties issued in summer 2016 comprised 1,300 loss of marks (53% of penalties), 690 warnings (28% of penalties), and 450 disqualifications (18 per cent of penalties; see table 2 and figure 2).

The number of penalties that resulted in a loss of marks increased by 18% compared to last summer (from 1,100 to 1,300). The number of warnings decreased by 18% (from 840 to 690) and the number of disqualifications decreased by 14% (from 520 to 450).

**Figure 2: Number of penalties issued to candidates for malpractice for the summer exam series, 2012 to 2016**



## Categories of candidate malpractice

The most common type of malpractice reported was the introduction of unauthorised material into the exam room (1,310 penalties, representing 54% of all penalties; see table 3 and figure 3).

In most cases, the unauthorised material was a mobile phone or other electronic communications devices (900 penalties, representing 69% of the 1,310 penalties issued for unauthorised material). This is an increase of nearly 15% on last summer (790 penalties issued), but lower than in 2012.

### Number of penalties issued for possession of a mobile phone or other electronic communications device, 2012 to 2016

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total number of penalties issued
Mobile phone or other electronic device	2012	970
	2013	810
	2014	850
	2015	790
	2016	900

Notes:

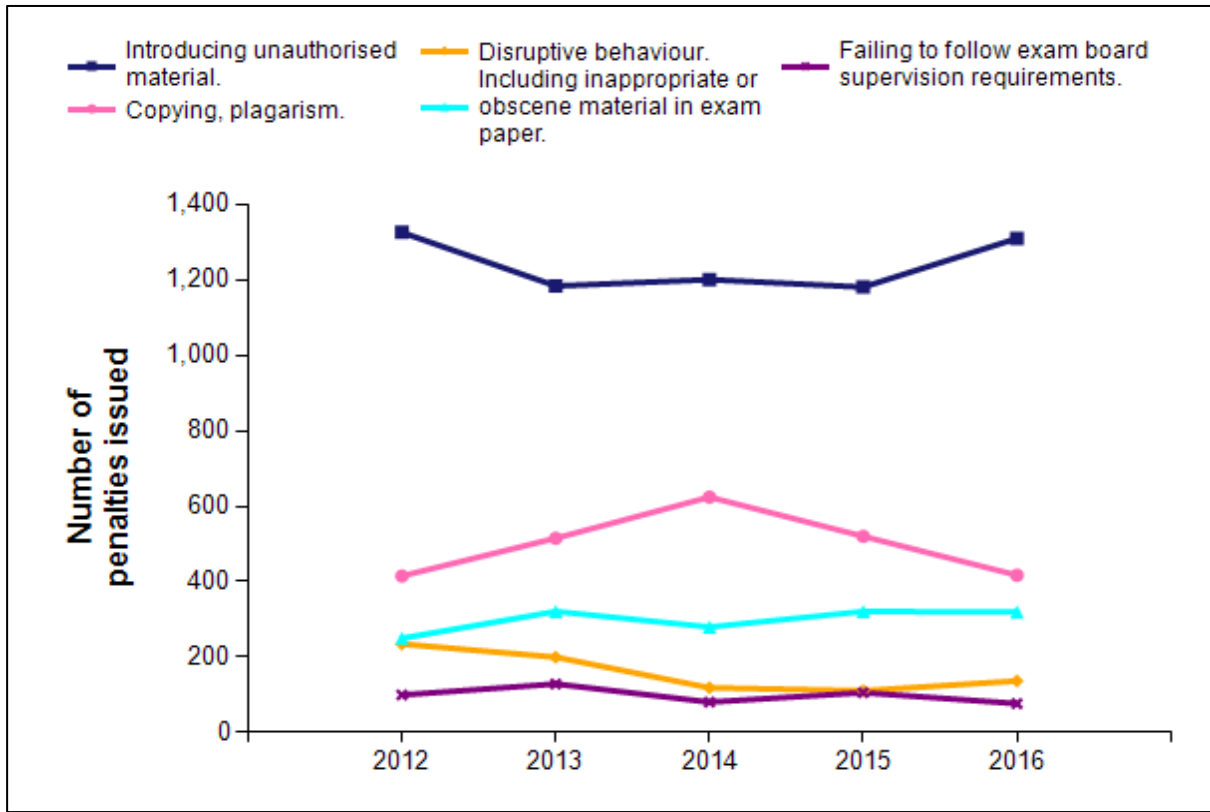
1. Figures have been rounded to the nearest ten.

As in 2015, the second most common type of candidate malpractice penalised was for plagiarism, failure to acknowledge sources, copying from other candidates or collusion. For this, 420 penalties were issued, representing 17% of all penalties given to candidates (see table 3).

Other common types of malpractice for which penalties were issued were:

- the inclusion of inappropriate, offensive or obscene material in the exam paper or coursework (320 penalties, representing 13% of all penalties);
- disruptive behaviour in the exam room (140 penalties, representing 6% of all penalties);
- failing to follow exam board supervision requirements, very closely followed by obtaining, receiving, exchanging or attempting to pass information that could be related to an exam – both having nearly 80 (3%) penalties.

**Figure 3: Number of penalties issued for the five most common categories of malpractice, 2012 to 2016**

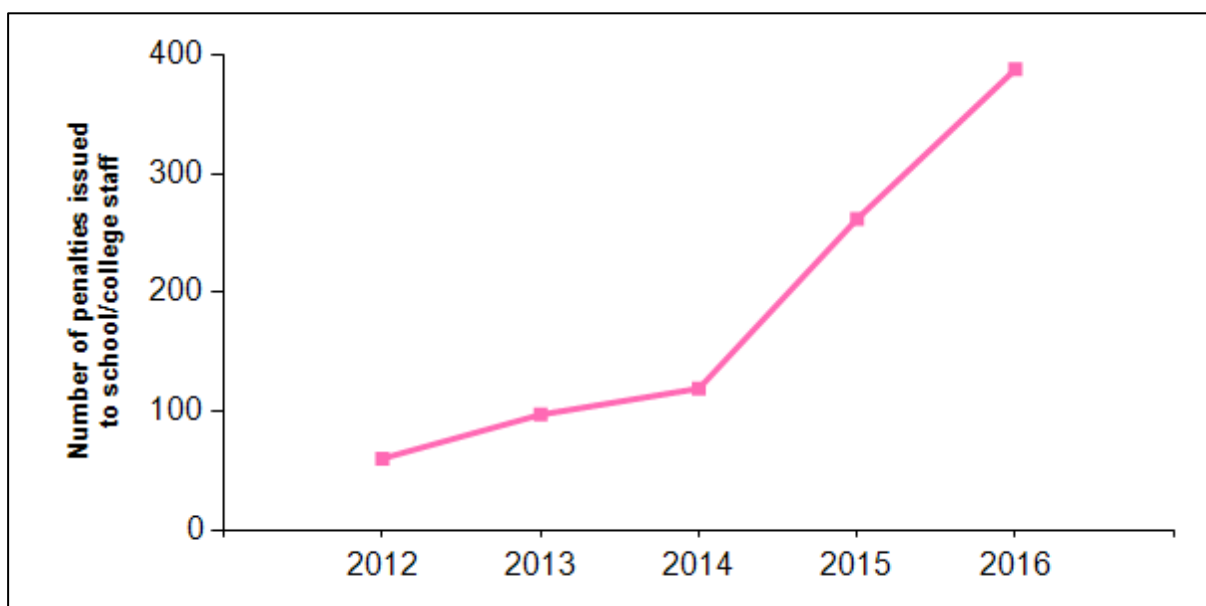


## School or college staff malpractice

Exam boards impose penalties for malpractice committed by an individual member of staff at a school or college, for example a teacher or an invigilator. More than one penalty can be imposed for an individual case.

For the summer 2016 exam series, 388 penalties were issued to school or college staff, an increase of 48% on last year when 262 penalties were issued (see table 4 and figure 4). However, the change in actual number of penalties is small, and likely a very small percentage of the total number of staff, given the large number of centres delivering GCSE and/or A level exams – more than 7,000.

**Figure 4: Number of penalties issued to school or college staff for malpractice, 2012 to 2016**



The most common penalty issued to school or college staff was a written warning (185 cases, representing 48% of all penalties). This is an increase of 113% compared with 2015 when there were 87 cases. The second most common penalty was staff suspension from involvement in exams or assessment (113 penalties in 2016, up from 91 penalties in 2015).

Most penalties were issued as a result of school or college staff giving inappropriate assistance to candidates (218 cases, representing 56% of all penalties imposed on school or college staff; see table 5). This is an increase of 33% on summer 2015 when there were 164 cases.

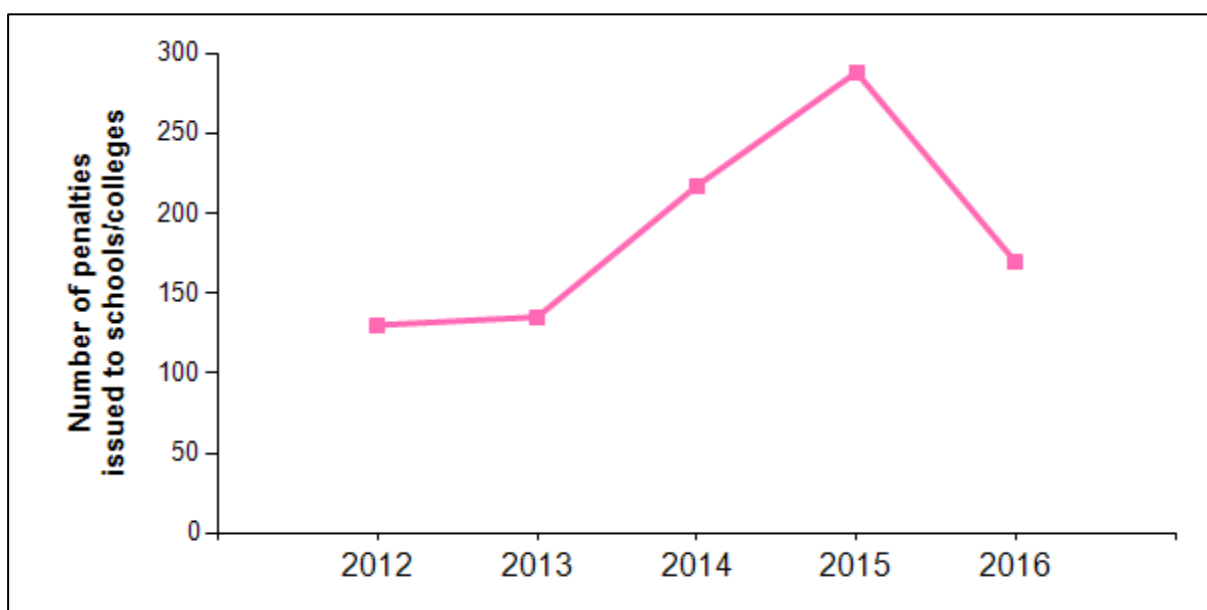


## School or college malpractice

There are more than 7,000 schools, colleges or other centres in the UK delivering GCSE and/or A level exams. Where there is evidence that malpractice is the result of a serious management failure, an exam board may apply sanctions against the whole department or the school or college.

In contrast to the rise in penalties issued to school and college staff, penalties issued to schools and colleges themselves fell in 2016. There were 169 penalties issued to schools and colleges, a decrease of 41% on the previous year (288 penalties; see table 6 and figure 5). We do not have evidence to suggest that this is part of any particular trend. It is worth noting that the change in actual number of penalties is small (and represent a very small proportion to the overall number of centres – more than 7,000, as mentioned earlier).

**Figure 5: Number of penalties imposed on schools and colleges for malpractice, 2012 to 2016**



More than one penalty can be imposed for an individual case. Penalties and special conditions on schools and colleges can be applied individually or together, depending on the circumstances and evidence.

The penalties that an exam board can issue as a result of school or college malpractice range from a written warning about the implications of repeating the offence to withdrawing approval for a school or college to offer some or all qualifications.

For the summer 2016 exam series, the most common penalty issued was a written warning (133 cases, representing 79% of penalties; see table 6).

The second most common penalty issued was a requirement for the school or college to review and provide a report on malpractice (32 cases, representing 19% of penalties issued).

### **Categories of school or college malpractice**

The three categories of reason why exam boards issue penalties to schools and colleges are:

- as a result of a breach of security
- giving assistance to candidates
- other reasons.

Other reasons include schools and colleges not adhering to the requirements of an exam, such as opening question papers early without authorisation, allowing candidates to sit an exam at the wrong time, or a lack of appropriate invigilation during an exam.

There were 104 penalties imposed as a result of other reasons (representing 62% of all penalties imposed on schools and colleges; see table 7). There were 42 penalties imposed as a result of a breach of security (25% of penalties). Twenty three penalties were issued for schools and colleges giving assistance to candidates, representing 14% of all penalties issued against schools or colleges.

## Glossary of terms

### A levels

Also known as General Certificates of Education, the A level is an academic qualification offered by educational bodies in the UK to students completing secondary or pre-university education. At present, a combination of legacy and reformed A levels are available to students.

For legacy A levels, the qualification is generally studied for over two years and split into two parts, with one part studied in each year. The first part is known as the Advanced Subsidiary (AS) and was previously known as the Advanced Supplementary, with the same abbreviation. The second part is known as the A2 level. The AS is a qualification in its own right, and the AS combined with the A2 forms the complete A level qualification.

Reformed A levels in England are different in that the results of the AS qualification do not count towards a student's final A level grade. As such, there is no requirement for students to enter the AS qualification in a given subject, even if they intend to study the full A level. Reformed AS qualifications were certificated for the first time in 2016 for thirteen subjects.<sup>3</sup> Reformed AS qualifications in other subjects will be assessed from 2017 and 2018.

### Awarding organisation

An organisation recognised by the qualifications regulators in England, Wales and/or Northern Ireland to develop, deliver and award qualifications. Also referred to as an exam board in the context of GCSEs and A levels.

### Certificate/certification

A formal acknowledgement of a student's achievement.

### GCSEs

General Certificates of Secondary Education are the main school-leaving qualification in England, Wales and Northern Ireland. They are available in a range of subjects and can be studied alongside other qualifications. They are generally sat by 16-year-olds in schools and colleges but are open to anyone who wants to gain a qualification.

---

<sup>3</sup> Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>.

## Background notes

This document is prepared in line with Ofqual Statistics Policies<sup>4</sup> and the Code of Practice for Official Statistics<sup>5</sup>.

### Malpractice

The qualifications covered by this release are regulated by Ofqual, Qualifications Wales and the CCEA. Each qualifications regulator publishes *General Conditions of Recognition*<sup>6</sup> setting out the requirements that the exam boards it regulates have to meet. These conditions state:

An awarding organisation must take all reasonable steps to prevent the occurrence of any malpractice or maladministration in the development, delivery and award of qualifications which it makes available or proposes to make available.

Malpractice includes any breach of the regulations that might undermine the integrity of an exam, from deliberate attempts by candidates to communicate with each other during an exam to inadvertent failures by school or college staff to comply with exam board instructions.

The conditions require all exam boards to investigate and manage the effect of any malpractice where they have established that malpractice or maladministration has occurred. They must take steps to prevent reoccurrence and take action against those responsible that is proportionate to the gravity and scope of the occurrence.

In addition, the conditions require the exam boards to have up to date written procedures relating to the investigation of suspected malpractice or maladministration. The exam boards are also required to keep centres' arrangements in the prevention and investigation of malpractice or maladministration.

Exam boards may investigate any instances of alleged or suspected malpractice in either internally or externally assessed components, and take action with respect to the candidates and schools or colleges concerned to protect the integrity of the assessments, or to prevent reoccurrences of malpractice. Schools or colleges should report all incidents of malpractice to the relevant exam boards and cooperate with

---

<sup>4</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

<sup>5</sup> <https://www.statisticsauthority.gov.uk/monitoring-and-assessment/code-of-practice/>

<sup>6</sup> <https://www.gov.uk/government/publications/guidance-to-the-general-conditions-of-recognition>  
[www.wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf](http://www.wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf)  
[http://ccea.org.uk/news/2016/general\\_conditions\\_recognition\\_february\\_2016](http://ccea.org.uk/news/2016/general_conditions_recognition_february_2016)

subsequent investigations. Each case of malpractice, whether reported by the school or college or identified by the exam board, is considered and judged on an individual basis in the light of all the information available, and the outcome should be proportionate with the gravity of the malpractice as determined by the exam board.

### **Candidate malpractice**

Exam boards will normally impose sanctions and penalties on candidates found guilty of malpractice. These sanctions and penalties can include a written warning, being issued with estimated marks, disqualification from an assessment component, or disqualification from a whole qualification.

### **School or college staff malpractice**

Exam boards will normally also impose sanctions and penalties on school or college staff found guilty of malpractice. These sanctions and penalties can include a written warning about the implications of repeating the offence, imposing special conditions on an individual's future involvement in exams and assessments, requiring specific training or mentoring as a condition of future involvement in exams, or suspending an individual from all involvement in delivering exams and assessments for a set period. Exam boards can only impose sanctions related to a member of staff's involvement in the administration of their examinations, they cannot impose sanctions relating to a member of staff's employment. It is for centres to determine whether any wider sanction is appropriate (but that is not included in the figures reported here).

### **School or college malpractice**

Exam boards must investigate and, where necessary, sanction schools or colleges and their staff involved in malpractice. Instances of malpractice by school or college staff can range from actions intended to give an unfair advantage to candidates in an exam or assessment to ignorance of, or inappropriate application of, the assessment regulations. Where there is evidence that malpractice is the result of a serious management failure, an exam board may apply sanctions against the whole department or the school or college.

### **Qualification reform**

From 2010/11 to 2012/13, there were four exam series available in each academic year. GCSE and A level exams could be taken in the winter and summer exam

series.<sup>7</sup> Additionally, there were a further two exam series for a small range of GCSEs in November and March.

The government set out its intention to reform GCSEs and A levels in *The Importance of Teaching – The Schools White Paper 2010*.<sup>8</sup> The changes meant that, for schools and colleges in England, there was no longer an opportunity to take GCSE and A level exams in the winter series.

In addition to changes to the timing of assessments, from 2013/14 the structure of GCSEs has also changed in England. GCSEs are now linear, which means that exams must be taken at the end of the period of study. There is an opportunity to resit exams in the November series, but only for GCSEs in English, English language and mathematics.

GCSEs and A levels have been undergoing major reform in England. In September 2015, schools in England started teaching the first tranche of reformed subjects, including three GCSE (new 9-1 grades) subjects (English, English language and mathematics) and thirteen AS and A level subjects.<sup>9</sup> Ofqual announced in March 2016 that there would be two resit opportunities for legacy GCSEs in English, English language and mathematics, one in November 2016 and one in summer 2017.

The governments of Wales and Northern Ireland have retained the unitised structure of GCSEs, so schools and colleges in Wales and Northern Ireland will still be able to enter candidates for exams in the winter exam series in some subjects.

## Data source

Exam boards submit data to Ofqual for GCSEs and A levels they have awarded in England, Wales, Northern Ireland, other UK regions and overseas.

## Limitations of data

There is potential for error in the information provided by exam boards, therefore Ofqual cannot guarantee that the information received is correct. Ofqual compares

---

<sup>7</sup> The winter exam series typically runs from January to February. The summer exam series runs from May to June.

<sup>8</sup> <https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

<sup>9</sup> <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform>

the data over time and checks for systematic issues. Summary data are sent back to exam boards for checking and confirmation.

Quality assurance procedures are carried out as explained in the *Quality Assurance Framework for Statistical Publication* and the *Data Audit Framework*<sup>10</sup> to ensure the accuracy of the data and to challenge or question it where necessary. Ofqual continuously manages this process by:

- ensuring that data providers are clear about what is required of them – a process helped by ensuring that providers are fully consulted during the initial design and any subsequent change phases;
- reminding all providers (if appropriate) that, as a condition of them being regulated, all data must be completely accurate;
- being alert to unexpected changes in the data submitted, by comparing individual returns from the same provider over time;
- actively challenging any unexpected results with the data providers;
- having a proportionate data auditing framework in place which allows for the auditing of providers' information collection, collation, and delivery processes as necessary, using a wide range of tools from questionnaires to on-site process audits.

The publication may be deferred if the statistics are not considered fit for purpose.

### Geographical coverage

In this release, Ofqual presents data on entries, late entries and certifications for GCSEs, AS and A levels in England, Wales, Northern Ireland, other UK regions and overseas.

### Revisions

Once published, data are not usually subject to revision, although subsequent releases may be revised to insert late data or to correct an error.<sup>11</sup>

### Completeness of the data

Exam boards send Ofqual data for each exam series. Any provider that does not return a complete set of data within the collection period is contacted to make sure

---

<sup>10</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

<sup>11</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

the data are as complete as possible. For this release, Ofqual received data from all the exam boards.

## Rounding and Confidentiality

To ensure confidentiality of the published data accompanying this report, the entry figures have been rounded to the nearest 100 and candidate penalties have been rounded to the nearest 10. School and staff data have not been rounded. If the value is less than 3, it is represented as 0~ and 0 represents zero. The *Statement on Confidentiality* and the *Rounding Policy* can be found on the Ofqual website.<sup>12</sup>

## Related statistics and publications

A number of other statistical releases and publications relate to this one, including:

- *Statistical Release: Summer Exam Entries: GCSEs, Level 1 / 2 Certificates, AS and A Levels in England: Provisional Figures 2016.*<sup>13</sup>
- *Statistical First Release: Schools, pupils and their characteristics: January 2016* (published by the Department for Education).<sup>14</sup>
- *Statistical First Release: A level and other 16 to 18 results in England 2015 to 2016 (provisional)* (published by the Department for Education).<sup>15</sup>

## Users of these statistics

These statistics are of particular interest to the qualifications regulators in England, Wales and Northern Ireland, recognised exam boards and the Department for Education. Other users include government policy officials, academics, researchers, the public, government departments in Northern Ireland and Wales, and other interested parties. Ofqual uses these statistics to monitor for potential issues and to analyse trends over time. Central government officials use the statistics for policy implementation and ministerial briefings.

---

<sup>12</sup> <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

<sup>13</sup> <https://www.gov.uk/government/statistics/summer-2016-exam-entries-gcses-level-1-2-certificates-as-and-a-levels-in-england>

<sup>14</sup> <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016>

<sup>15</sup> <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2015-to-2016-provisional>



## **User feedback**

Ofqual is running a rolling series of online surveys to make sure its statistical releases meet your needs.

Ofqual would like to invite you to take part in the online survey for this release.

<http://www.surveygizmo.com/s3/1915261/Malpractice>

It will take about 10 minutes to complete. Your responses will remain entirely confidential in any reports published about the survey.

If you would like to take part in the survey, have any questions or would prefer a paper or large-type copy, please contact Ofqual at: [statistics@ofqual.gov.uk](mailto:statistics@ofqual.gov.uk).

## Appendix

<a href="#">Table 1</a>	Total number of entries and certifications for GCSE and A level, summer exam series, 2012 to 2016
<a href="#">Table 2</a>	Penalties issued to candidates for malpractice for the summer exam series by type of penalty, 2012 to 2016
<a href="#">Table 3</a>	Penalties issued to candidates for the summer exam series by category of malpractice, 2012 to 2016
<a href="#">Table 4</a>	Penalties issued to school or college staff for the summer exam series by type of penalty, 2012 to 2016
<a href="#">Table 5</a>	Penalties issued to school or college staff for the summer exam series by offence, 2012 to 2016
<a href="#">Table 6</a>	Penalties issued to schools or colleges for the summer exam series by type of penalty, 2012 to 2016
<a href="#">Table 7</a>	Penalties issued to schools or colleges for the summer exam series by offence, 2012 to 2016

**Table 1: Total number of entries and certifications for GCSE and A level, summer exam series, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	Total
<b>GCSE (certifications)</b>	2012	2,513,400	1,435,000	1,053,700	677,200	141,000	1,900	<b>5,822,100</b>
	2013	2,529,200	1,570,100	950,000	685,800	136,000	800	<b>5,872,000</b>
	2014	2,314,900	1,546,700	857,500	665,500	144,100		<b>5,528,700</b>
	2015	2,347,900	1,622,000	826,800	666,700	147,200		<b>5,610,500</b>
	2016	2,343,400	1,573,100	813,200	652,200	145,000		<b>5,527,000</b>
<b>A level (certifications)</b>	2012	1,013,300	585,200	588,500	197,400	63,100		<b>2,447,500</b>
	2013	1,008,200	586,400	569,100	197,000	63,700		<b>2,424,400</b>
	2014	1,028,000	592,400	548,400	206,300	65,500		<b>2,440,600</b>
	2015	1,033,400	571,800	532,500	209,200	69,100		<b>2,416,000</b>
	2016	930,400	537,600	480,000	197,800	70,400		<b>2,216,200</b>
<b>Total certifications</b>	<b>2012</b>	<b>3,526,700</b>	<b>2,020,200</b>	<b>1,642,200</b>	<b>874,600</b>	<b>204,100</b>	<b>1,900</b>	<b>8,269,600</b>
	<b>2013</b>	<b>3,537,400</b>	<b>2,156,600</b>	<b>1,519,100</b>	<b>882,900</b>	<b>199,700</b>	<b>800</b>	<b>8,296,500</b>
	<b>2014</b>	<b>3,342,900</b>	<b>2,139,000</b>	<b>1,406,000</b>	<b>871,800</b>	<b>209,600</b>		<b>7,969,300</b>
	<b>2015</b>	<b>3,381,200</b>	<b>2,193,800</b>	<b>1,359,300</b>	<b>875,900</b>	<b>216,300</b>		<b>8,026,600</b>
	<b>2016</b>	<b>3,273,900</b>	<b>2,110,700</b>	<b>1,293,200</b>	<b>850,000</b>	<b>215,400</b>		<b>7,743,200</b>
<b>GCSE (entries)</b>	2012	6,897,000	3,695,400	2,938,200	1,942,400	335,500	1,900	<b>15,810,500</b>
	2013	6,532,300	3,540,600	2,433,700	1,943,400	424,000	800	<b>14,874,900</b>
	2014	6,712,100	4,281,800	2,799,000	2,353,100	423,400		<b>16,569,400</b>
	2015	6,856,800	4,339,800	2,684,400	2,346,700	433,700		<b>16,661,400</b>
	2016	6,903,000	4,285,300	2,566,700	2,270,200	432,000		<b>16,457,300</b>
<b>A level (entries)</b>	2012	2,075,600	1,464,800	1,333,500	423,200	144,700		<b>5,441,800</b>
	2013	2,072,700	1,459,600	1,311,500	424,400	147,100		<b>5,415,300</b>
	2014	2,389,900	1,542,700	1,436,400	473,500	157,500		<b>6,000,000</b>
	2015	2,403,300	1,470,000	1,384,700	491,800	173,500		<b>5,923,300</b>
	2016	2,045,900	1,333,600	906,200	445,000	176,900		<b>4,907,600</b>
<b>Total entries</b>	<b>2012</b>	<b>8,972,600</b>	<b>5,160,200</b>	<b>4,271,600</b>	<b>2,365,600</b>	<b>480,200</b>	<b>1,900</b>	<b>21,252,300</b>
	<b>2013</b>	<b>8,605,000</b>	<b>5,000,200</b>	<b>3,745,200</b>	<b>2,367,800</b>	<b>571,100</b>	<b>800</b>	<b>20,290,200</b>
	<b>2014</b>	<b>9,102,000</b>	<b>5,824,500</b>	<b>4,235,400</b>	<b>2,826,600</b>	<b>580,900</b>		<b>22,569,400</b>
	<b>2015</b>	<b>9,260,100</b>	<b>5,809,800</b>	<b>4,069,100</b>	<b>2,838,500</b>	<b>607,300</b>		<b>22,584,800</b>
	<b>2016</b>	<b>8,948,800</b>	<b>5,618,900</b>	<b>3,472,900</b>	<b>2,715,200</b>	<b>609,000</b>		<b>21,364,900</b>

**Notes:**

1. Data are supplied by exam boards.
2. All figures are rounded to the nearest hundred.
3. Figures have been rounded independently so may not add up to the total.
4. AS figures are included in A level figures.
5. ICAA(E) awarded GCSEs for the last time in 2013.

**Table 2: Penalties issued to candidates for malpractice for the summer exam series by type of penalty, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total No. of penalties issued
A warning	2012	<b>730</b>
	2013	<b>720</b>
	2014	<b>880</b>
	2015	<b>840</b>
	2016	<b>690</b>
Loss of marks	2012	<b>1,280</b>
	2013	<b>1,370</b>
	2014	<b>1,220</b>
	2015	<b>1,100</b>
	2016	<b>1,300</b>
Loss of aggregation or certification opportunity	2012	<b>540</b>
	2013	<b>500</b>
	2014	<b>450</b>
	2015	<b>520</b>
	2016	<b>450</b>
<b>Total</b>	<b>2012</b>	<b>2,550</b>
	<b>2013</b>	<b>2,590</b>
	<b>2014</b>	<b>2,550</b>
	<b>2015</b>	<b>2,460</b>
	<b>2016</b>	<b>2,430</b>
<b>Percentage of entries to which a penalty was applied</b>	<b>2012</b>	<b>0.012%</b>
	<b>2013</b>	<b>0.013%</b>
	<b>2014</b>	<b>0.011%</b>
	<b>2015</b>	<b>0.011%</b>
	<b>2016</b>	<b>0.011%</b>

Notes:

1. Data are supplied by exam boards.
2. All figures have been rounded to the nearest ten. Figures have been rounded independently so may not add up to the total.

**Table 3: Penalties issued to candidates for the summer exam series by category of malpractice, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total No. of penalties issued to candidates
Introducing unauthorised material into an exam room <sup>2</sup>	2012	1,330
	2013	1,180
	2014	1,200
	2015	1,180
	2016	1,310
Copying from other candidates, collusion, plagiarism (including misuse of IT)	2012	420
	2013	520
	2014	620
	2015	520
	2016	420
Disruptive behaviour in the exam room (including use of offensive language)	2012	240
	2013	200
	2014	120
	2015	110
	2016	140
Including inappropriate, offensive or obscene material in exam papers or coursework	2012	250
	2013	320
	2014	280
	2015	320
	2016	320
Obtaining, receiving, exchanging or attempting to pass information that could be related to an exam	2012	100
	2013	120
	2014	60
	2015	100
	2016	80
Failing to follow exam board supervision requirements	2012	100
	2013	130
	2014	80
	2015	110
	2016	80
Failing to follow instructions from invigilators, supervisors or the exam board	2012	80
	2013	70
	2014	80
	2015	60
	2016	60
Other <sup>3</sup>	2012	50
	2013	50
	2014	110
	2015	60
	2016	40
<b>Total</b>	<b>2012</b>	<b>2,550</b>
	<b>2013</b>	<b>2,590</b>
	<b>2014</b>	<b>2,550</b>
	<b>2015</b>	<b>2,460</b>
	<b>2016</b>	<b>2,430</b>

**Notes:**

1. Data are supplied by exam boards.
2. Introducing unauthorised material into an exam room includes; notes or notes in the wrong format, study guides, materials with prohibited annotations, calculators and dictionaries where prohibited, personal stereos and mobile phones.
3. Other includes; misusing exam materials, deliberate destruction of work, impersonation, theft, altering results documents or other behaviour that undermines the integrity of the exam.

**Table 4: Penalties issued to school or college staff for the summer exam series by type of penalty, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total
Written warning	2012	<b>22</b>
	2013	<b>39</b>
	2014	<b>35</b>
	2015	<b>87</b>
	2016	<b>185</b>
Requirement for staff training or mentoring	2012	<b>8</b>
	2013	<b>12</b>
	2014	<b>27</b>
	2015	<b>45</b>
	2016	<b>46</b>
Staff suspension from involvement in exams or assessments	2012	<b>23</b>
	2013	<b>23</b>
	2014	<b>41</b>
	2015	<b>91</b>
	2016	<b>113</b>
Special conditions to an individual's future involvement in exams or assessments	2012	<b>7</b>
	2013	<b>23</b>
	2014	<b>16</b>
	2015	<b>39</b>
	2016	<b>44</b>
<b>Total</b>	<b>2012</b>	<b>60</b>
	<b>2013</b>	<b>97</b>
	<b>2014</b>	<b>119</b>
	<b>2015</b>	<b>262</b>
	<b>2016</b>	<b>388</b>

Notes:

1. Data are supplied by exam boards.

**Table 5: Penalties issued to school or college staff for the summer exam series by offence, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total number of penalties for school or college staff
Breach of security	2012	6
	2013	3
	2014	15
	2015	36
	2016	56
Giving assistance to a candidate(s)	2012	40
	2013	59
	2014	82
	2015	164
	2016	218
Other reasons <sup>2</sup>	2012	14
	2013	35
	2014	22
	2015	62
	2016	114
<b>Total</b>	<b>2012</b>	<b>60</b>
	<b>2013</b>	<b>97</b>
	<b>2014</b>	<b>119</b>
	<b>2015</b>	<b>262</b>
	<b>2016</b>	<b>388</b>

Notes:

1. Data are supplied by exam boards.
2. Other reasons can involve, but are not limited to, entering the exam room to coach or prompt candidates, and allowing candidates to carry on working for an extended period of time after the official finishing time.

**Table 6: Penalties issued to schools or colleges for the summer exam series by type of penalty, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total
Written warning	2012	<b>119</b>
	2013	<b>127</b>
	2014	<b>156</b>
	2015	<b>255</b>
	2016	<b>133</b>
School/college to review and provide report on malpractice	2012	<b>4</b>
	2013	<b>5</b>
	2014	<b>51</b>
	2015	<b>29</b>
	2016	<b>32</b>
Other <sup>3</sup>	2012	<b>7</b>
	2013	<b>3</b>
	2014	<b>10</b>
	2015	<b>4</b>
	2016	<b>4</b>
<b>Total</b>	2012	<b>130</b>
	2013	<b>135</b>
	2014	<b>217</b>
	2015	<b>288</b>
	2016	<b>169</b>

Notes:

1. Data are supplied by exam boards.
2. Other includes; approval of specific assessment tasks, increased level of inspection and monitoring of school/college, restriction on school's/college's access to exam materials, independent invigilators, suspension of entries, withdrawal of school/college recognition.



**Table 7: Penalties issued to schools or colleges for the summer exam series by offence, 2012 to 2016**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total penalties
Breach of security	2012	<b>21</b>
	2013	<b>7</b>
	2014	<b>35</b>
	2015	<b>40</b>
	2016	<b>42</b>
Giving assistance to a candidate(s)	2012	<b>3</b>
	2013	<b>0</b>
	2014	<b>37</b>
	2015	<b>37</b>
	2016	<b>23</b>
Other reasons	2012	<b>106</b>
	2013	<b>128</b>
	2014	<b>145</b>
	2015	<b>211</b>
	2016	<b>104</b>
<b>Total</b>	<b>2012</b>	<b>130</b>
	<b>2013</b>	<b>135</b>
	<b>2014</b>	<b>217</b>
	<b>2015</b>	<b>288</b>
	<b>2016</b>	<b>169</b>

Notes:

1. Data are supplied by exam boards.
2. Other reasons can involve, but are not limited to, entering the exam room to coach or prompt candidates, and allowing candidates to carry on working for an extended period of time after the official finishing time.

We wish to make our publications widely accessible. Please contact us at [publications@ofqual.gov.uk](mailto:publications@ofqual.gov.uk) if you have any specific accessibility requirements.



© Crown copyright 2016

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [publications@ofqual.gov.uk](mailto:publications@ofqual.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at [www.gov.uk/ofqual](http://www.gov.uk/ofqual).

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation  
Spring Place  
Coventry Business Park  
Herald Avenue  
Coventry CV5 6UB

Telephone 0300 303 3344  
Textphone 0300 303 3345  
Helpline 0300 303 3346