

## Perceptions of AS/A levels, GCSEs and Other Qualifications in England – Wave 15

This document contains the questions that were asked of each group of respondents in wave 15 of the Perceptions Survey.

The details below represent the text that was given to the recipients. In addition, there was a degree of routing in the questionnaires so that further questions were not asked of people for whom it was not relevant. These routing instructions have been excluded from what follows for reasons of clarity.

### Perceptions of A level qualifications

**[q4] To what extent do you agree or disagree with the following statements?**

- [q4\_1] AS/A levels are well understood by people
- [q4\_2] AS/A levels are trusted qualifications
- [q4\_3] AS/A level standards are maintained year on year
- [q4\_4] AS/A levels are good preparation for further study
- [q4\_5] AS/A levels are good preparation for work
- [q4\_6] AS/A levels develop a broad range of skills for students
- [q4\_7] The marking of AS/A levels is accurate

<1>Strongly agree

<2>Agree

<3>Neither agree nor disagree

<4>Disagree

<5>Strongly disagree

<98>Don't know

### Perceptions of GCSE qualifications

**[q6] To what extent do you agree or disagree with the following statements?**

- [q6\_1] GCSEs are well understood by people
- [q6\_2] GCSEs are a trusted qualification
- [q6\_3] GCSE standards are maintained year on year
- [q6\_4] GCSEs are good preparation for further study
- [q6\_5] GCSEs are good preparation for work
- [q6\_6] GCSEs develop a broad range of skills for students
- [q6\_7] The marking of GCSEs is accurate

<1>Strongly agree

<2>Agree

<3>Neither agree nor disagree

<4>Disagree

<5>Strongly disagree

<98>Don't know

### **The new 9-1 grading scale**

This section asks about your perceptions of GCSE reform. Teaching of new GCSEs in English language, English literature and mathematics began in schools in England in September 2015. The first results will be issued in August 2017. Further subjects will be introduced for first teaching in September 2016 and 2017.

**[q70\_wave14] Are you aware of the new 9-1 grading scale to be used in new GCSEs?**

<1>Yes

<2>No

<3>Don't know

**Base: all who are aware of the new grading system**

**[Q70b\_wave14] Based on your understanding of the 9-1 grading scale, what is the best grade that students can get?**

<1> 9

<2> 1

<3 fixed> Don't know

### **The National Reference Test**

**[q\_NRT1] Are you aware of the National Reference Test?**

<1>Yes

<2>No

<3>Don't know

The first National Reference Test (NRT), which will be taken by about 18,000 students, will be held in February and March 2017.

**Base: all who are aware of the National Reference Test**

**[q\_NRT2] To what extent do you agree or disagree with the following statements about the National Reference Test?**

- [q8a\_3] I have adequate information about the purpose of the National Reference Test

- [q8a\_4] I am confident in my understanding of the purpose of the National Reference Test

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<98> Don't know

### **The review of marking, moderation and appeals**

**[q\_review1] Are you aware that there is a review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSE and AS/A level results?**

<1>Yes

<2>No

<3>Don't know

The following questions are about the review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals).

A range of post-results services are currently available to schools and colleges who have concerns about the marks awarded to their learners. These services include a clerical check, a review of marking and access to marked scripts for some qualifications.

**Base: all who are aware of the appeals system**

**[q\_review2] To what extent do you agree or disagree with the following statements?**

- [q\_review2\_1] The review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSEs is fair

- [q\_review2\_2] The review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for AS/A levels is fair

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<98> Don't know

A number of changes are being made to the review of marking, moderation and appeals system. Some changes were made for the last examination series for certain subjects, and more changes are planned for future examination series.

**Base: all who are aware of the appeals system**

**[Q\_review3\_dynamic] To what extent do you agree or disagree with the following statement?**

I have adequate information about the changes to the review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSEs and AS/A levels

<1> Strongly agree

<2> Agree

<3> Neither agree nor disagree

<4> Disagree

<5> Strongly disagree

<98> Don't know

**Special consideration, reasonable adjustments and malpractice for AS/A levels and GCSEs**

The following questions are about special considerations and reasonable adjustments.

**Base: teachers of GCSEs and AS/A levels**

**[GQ1] To what extent do you agree or disagree with the following statements? (Please click on the icon if you want to see an explanation. Please click the icon again to remove the explanation)**

- [GQ1\_1] I have adequate information about the arrangements that are available for a GCSE or AS/A level student that is eligible for special consideration\*

- [GQ1\_2] In the current special consideration\* system, the right arrangements are made for the right GCSE and AS/A level students

- [GQ1\_3] Special consideration\* makes the qualification system fairer for all GCSE and AS/A level students
- [GQ1\_4] I have adequate information about the adjustments that are available for a GCSE or AS/A level disabled\*\* student that is eligible for reasonable adjustments\*\*\*
- [GQ1\_5] Currently, the right reasonable adjustments\*\*\* are made for the right GCSE and AS/A level disabled\*\* system students
- [GQ1\_6] Reasonable adjustments\* make the qualification system fairer for all GCSE and AS/A level students

- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <98> Don't know

**Definitions shown to respondents**

\* Defined as: Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

\*\* Defined as: 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.

\*\*\* Defined as: The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

The following questions are about malpractice.

**Base: teachers of GCSEs and AS/A levels**

**[GQ2] To what extent do you agree or disagree with the following statements?**

- [GQ2\_1] I have adequate information about what constitutes malpractice for GCSEs and AS/A levels
- [GQ2\_2] I know to whom I should report an incident of malpractice for GCSEs and AS/A levels
- [GQ2\_3] I am confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels

- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <98> Don't know

## **Vocational qualifications**

For the purpose of the following questions, 'vocational qualifications taught in schools and colleges' are those qualifications taught in schools and colleges that include tech levels and applied general qualifications at level 3 (key stage 5) and vocational qualifications at level 1/2 (key stage 4). These include, but are not restricted to, Pearson Level 1/2 BTECs and OCR Cambridge Technical Certificates.

### **[VQ1] Are you aware of the appeals against results process for vocational qualifications in schools and colleges?**

- <1>Yes
- <2>No
- <3>Don't know

### **Base: all who are aware of the vocational appeals process**

#### **[VQ2] To what extent do you agree or disagree with the following statements?**

- [VQ2\_1] I have adequate information about the appeals against results process for vocational qualifications in schools and colleges
- [VQ2\_2] I am confident that appeals are dealt with fairly for vocational qualifications in schools and colleges

- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <98> Don't know

The following questions are about malpractice.

### **Base: all teachers of vocational qualifications in schools and colleges**

#### **[VQ3] To what extent do you agree or disagree with the following statements?**

- [VQ3\_1] I have adequate information about what constitutes malpractice for vocational qualifications in schools and colleges
- [VQ3\_2] I know to whom I should report an incident of malpractice for vocational qualifications in schools and colleges
- [VQ3\_3] I am confident that incidents of malpractice for vocational qualifications in schools and colleges are fairly investigated

- <1> Strongly agree
- <2> Agree
- <3> Neither agree nor disagree
- <4> Disagree
- <5> Strongly disagree
- <98> Don't know