

# **Perceptions of A levels, GCSEs and other qualifications in England – Wave 16**

An Ofqual commissioned report

April 2018

Ofqual/18/6366/1

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

## Contents

Executive summary .....	3
Section 1: Composite confidence measure .....	8
Section 2: Perceptions of GCSEs .....	11
Section 3: Perceptions of AS/A levels .....	18
Section 4: Perceptions of Applied General qualifications.....	25
Section 5: GCSE 9 to 1 grading scale .....	32
Section 6: The review of marking, moderation and appeals against results for GCSEs and AS/A levels .....	36
Section 7: Special consideration, reasonable adjustments and malpractice for GCSE and AS/A level qualifications.....	41
Section 8: Appeals against results for Applied General qualifications .....	47

## Executive summary

### Introduction

This report presents the findings of wave 16 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', teachers', students', parents', the general public's, employers' and Higher Education Institutions' (HEIs) perceptions and levels of confidence in qualifications and the examination system in England.

The survey followed the approach used in waves 13, 14 and 15 and was conducted using an online method. The fieldwork was conducted between 24 October and 1 December 2017.

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

Each release of the Perceptions Survey focuses on GCSEs and AS/A levels and other topical qualifications and issues. As such, this year, 'other qualifications' in the title refers to Applied General qualifications.

### Findings

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

- Overall confidence was highest for AS/A level qualifications<sup>1</sup>, higher than for both GCSE and Applied General qualifications. Composite confidence was lowest for Applied General qualifications, lower than for GCSEs as well as AS/A levels.
- Overall confidence in AS/A levels in wave 16 was consistent with that in wave 15, while it saw a small decrease for GCSEs. For both qualifications, composite confidence in both waves 15 and 16 was greater than that in wave 14.
- Between waves 15 and 16, composite confidence remained stable for individual stakeholder groups, with the exception of young people, where composite confidence decreased for both GCSEs and AS/A levels.

#### Perceptions of GCSEs

- Overall levels of agreement that GCSEs are well understood by people (62%) decreased in comparison with wave 15 (70%) and wave 14 (66%). This decrease was most notable among young people, teachers and head teachers.

---

<sup>1</sup> All instances of differences reported refer to statistically significant differences.

- The perception of GCSEs being a trusted qualification was unchanged, with 72% of all stakeholders agreeing to this in both wave 15 and wave 16. Overall agreement was consistent with wave 15, and in both waves was higher than in wave 14.
- Four in ten stakeholders (40%) agreed that GCSE standards are maintained year on year, consistent with wave 15, and in both waves higher than in wave 14. Among young people this perception decreased in comparison with the previous wave (35% in wave 16 compared with 46% in wave 15).
- Overall, in wave 16 (36%) levels of agreement that the marking is accurate were consistent with wave 15, and in both waves were higher than in wave 14. While there was an increase in levels of disagreement among head teachers in wave 16 (58%) compared with wave 15 (49%), this is consistent with that in wave 14.
- Consistent with wave 15, 70% of all stakeholders agreed that GCSEs are good preparation for further study. In waves 15 and 16 levels of agreement were higher for this measure than in wave 14.
- While there was a decrease in levels of agreement that GCSEs are good preparation for work (35% in wave 16 compared with 38% in wave 15), levels of agreement with this statement in wave 16 were consistent with that in wave 14.
- There were no changes in perceptions of GCSEs developing a broad range of skills for students in comparison with waves 14 and 15, with 57% having agreed in wave 16.

### **Perceptions of AS/A levels**

- Levels of agreement that AS/A levels are well understood by people (59%) in wave 16 remained consistent with wave 15, but this is lower than in wave 14.
- The proportion who responded that AS/A levels are trusted qualifications (81%) was consistent with the two previous waves.
- Consistent with wave 15, and higher than in wave 14, nearly half of stakeholders (49%) believed that AS/A level standards are maintained year-on-year. There was, however, an increase in levels of agreement among head teachers.
- Levels of agreement in wave 16 that the marking of AS/A levels is accurate (40%) were consistent with wave 15, and in both waves were higher than in wave 14.
- Levels of agreement that AS/A levels are good preparation for further study (79%) remained steady for stakeholders overall compared with waves 15 and 14. While there was an increase in disagreement with this statement in wave 16 among HEIs (20% compared with 13% in wave 15), disagreement in wave 16 is consistent with that in wave 14.
- While the perception that AS/A levels are good preparation for work (37%) saw a decrease amongst all stakeholders in wave 16 compared with wave 15 (41%), these levels are consistent with those in wave 14. This pattern was observed amongst young people in particular.
- Roughly half of all stakeholders (49%) believed that AS/A levels develop a broad range of skills for students. While this is a decrease in comparison with wave 15 (52%), levels of agreement are higher than in wave 14. This pattern was particularly apparent for HEIs.

## Perceptions of Applied General qualifications

- Questions relating to Applied General qualifications were asked for the first time in wave 16. It should be noted that where there are lower levels of agreement for Applied General qualifications, it can partly be attributed to more instances of ‘Don’t know’ responses than for AS/A levels and GCSEs, rather than more instances of ‘Disagree’ responses.
- Approximately one in ten (11%) stakeholders agreed in wave 16 that Applied General qualifications are well understood by people.
- A quarter (25%) agreed that Applied General qualifications are trusted qualifications.
- Roughly similar proportions of all stakeholders agreed that for Applied General qualifications standards are maintained year on year (21%) and that the marking of these qualifications is accurate (19%).
- Three in ten stakeholders (30%) agreed that Applied General qualifications are a good preparation for further study, while a slightly larger proportion agreed they are a good preparation for work (38%).
- Roughly four in ten stakeholders (38%) believed that Applied General qualifications develop a broad range of skills for students.

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

- In wave 16, GCSEs and AS/A are equally well understood. Applied General qualifications are less well understood<sup>2</sup>.
- Stakeholders indicated higher levels of trust in AS/A levels than in GCSEs in wave 16. Levels of agreement for trust in Applied General qualifications were lower than for AS/A level and GCSE qualifications.
- Overall levels of agreement that standards are maintained year on year were higher for AS/A levels than for GCSEs this wave. Levels of agreement that standards are maintained year on year were lower for Applied General qualifications than for both AS/A levels and GCSEs.
- This wave, overall levels of agreement that marking is accurate were higher for AS/A levels than for GCSEs. Levels of agreement with this statement were lower for Applied General qualifications than for both AS/A levels and GCSEs.
- In the current wave, overall levels of agreement that the qualification is good preparation for further study were higher for AS/A levels than for GCSEs and Applied General qualifications. Levels of agreement with this statement were lowest regarding Applied General qualifications.
- In wave 16, there were equal levels of agreement that AS/A levels, GCSEs and Applied General qualifications are good preparation for work.
- 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 this wave. Overall levels of agreement were lowest for Applied General qualifications.

---

<sup>2</sup> Perceptions of Applied General qualifications were gathered for the first time in wave 16. Comparisons with previous waves are therefore not available.

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

- Eight in ten stakeholders (83%) were aware of the new 9 to 1 grading scale used in new GCSEs and a similar proportion (82%) correctly identified that 9 is the best grade that students can get.
- Almost half of the stakeholders (47%) said they were aware of when the 9 to 1 grading will be used for all GCSE subjects. Whilst most GCSE subjects will use the 9 to 1 grading scale from either 2018 or 2019, there is a handful of subjects that will not be using the 9 to 1 scale until 2020. As such, most stakeholders who said they were aware, believed that the 9 to 1 grading scale will be used for all GCSEs in 2018 or 2019. We therefore expect that the responses here likely reflect the reform timetable of the subjects the respondents are most closely involved with.

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

- Four in ten stakeholders (42%) were aware that there is a review of marking, moderation and appeals (ROMMA) services for GCSE and AS/A level results. A similar proportion (39%) agreed that they have adequate information about the review of marking, moderation and appeals system for GCSEs and AS/A levels.
- Of those aware of the ROMMA services, four in ten stakeholders (42%) agreed that the review of marking, moderation and appeals system was fair for GCSEs and AS/A levels.
- About four in ten stakeholders (39%) also agreed that have adequate information about the review of marking, moderation and appeals system for GCSEs and AS/A levels.
- Of those aware of the ROMMA service, four in ten (40%) were also aware that in 2017, if a school or college whose concerns about marking in an AS or A level were not addressed during a review of marking, they could appeal on the grounds of a marking error, as well as on the grounds of a procedural failing by the exam board.

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

- Roughly seven in ten head teachers and teachers (74%) 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. There was an increase in levels of agreement with this statement among teachers compared with wave 15 (68%).
- Levels of agreement that special consideration makes the qualification system fairer for all GCSE and AS/A level students this wave (59%) were consistent with wave 15.
- Five in ten head teachers and teachers (54%) agreed that in the current special consideration system, the right arrangements are made for the right GCSE and AS/A level students, and levels of agreement remained higher among head teachers (63%) than teachers (43%) again this wave.

- In wave 16, approximately seven in ten (68%) head teachers and teachers agreed that they have adequate information about the adjustments that are available for a GCSE or AS/A level disabled<sup>3</sup> student who is eligible for reasonable adjustments, more than that in wave 15.
- Half of stakeholders (50%) agreed in wave 16 that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students, consistent with wave 15.
- Overall levels of agreement that reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students (63%) remained steady in wave 16 compared with wave 15. There was an increase in levels of agreement with this statement among teachers this wave.
- The majority of head teachers and teachers (86%) agreed that they have adequate information about what constitutes malpractice for GCSEs and AS/A levels, consistent with wave 15.
- Consistent with wave 15, in wave 16, nine in ten teachers and head teachers (89%) agreed that they know to whom they should report an incident of malpractice to for GCSEs and AS/A levels.
- Overall levels of agreement that respondents are confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels were consistent across waves 15 and 16 (68% in wave 16 and 67% in wave 15).
- Approximately, six in ten head teachers and teachers (57%) agreed that they are confident malpractice is properly reported when it happens in GCSEs and AS/A levels.

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

- Seven in ten stakeholders (74%) were *not* aware of the appeals against results process for Applied General qualifications in schools and colleges. Levels of awareness were higher among head teachers (41%) and teachers (20%) than other stakeholders.
- Six in ten stakeholders (62%) agreed that they have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges, and a similar proportion agreed that they are confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges (59%).

---

<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.

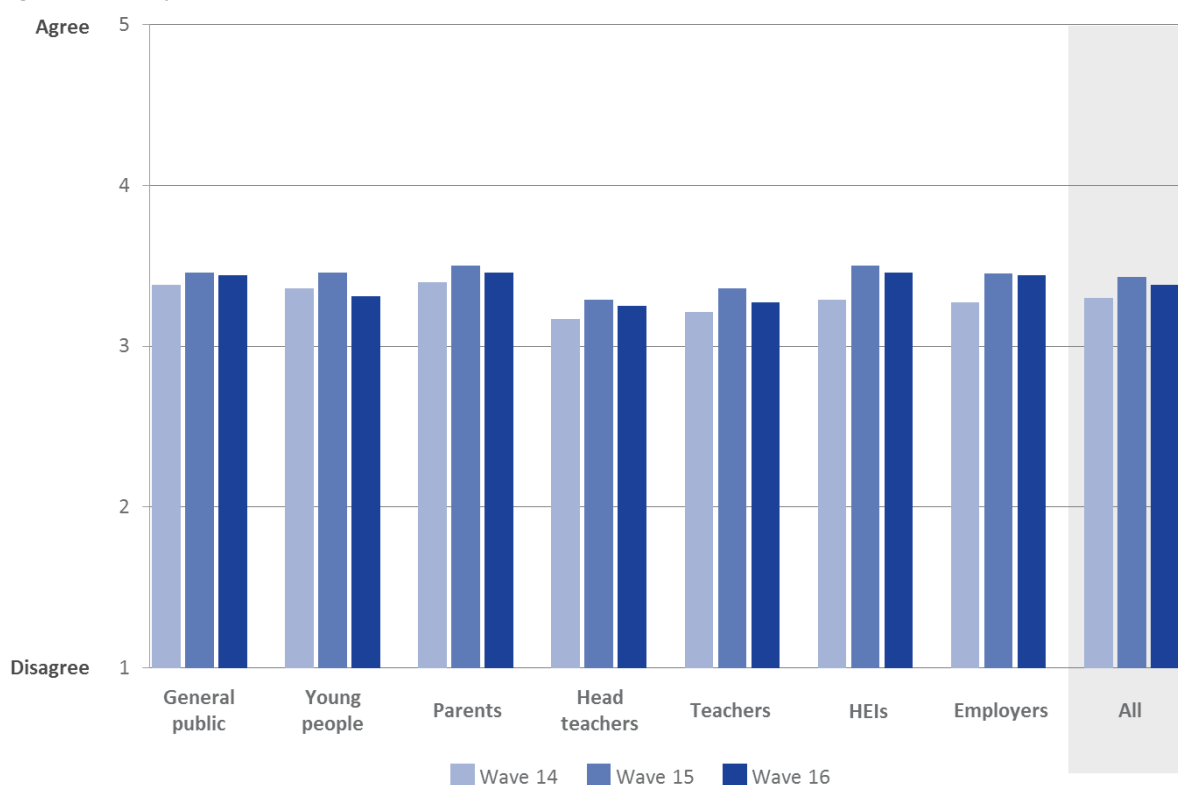
## Section 1: Composite confidence measure

### Composite confidence in GCSEs

For the following figure the wave 16 base is: All responses 2,926; General public 977; Parents 267; Young people 273; Teachers 638; Head teachers 261; HEIs 250; Employers 260.

Overall, while there was a decrease in confidence in GCSE qualifications in wave 16 compared with wave 15, confidence in wave 16 remained higher than in wave 14. Confidence among young people in particular decreased in wave 16 compared 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.

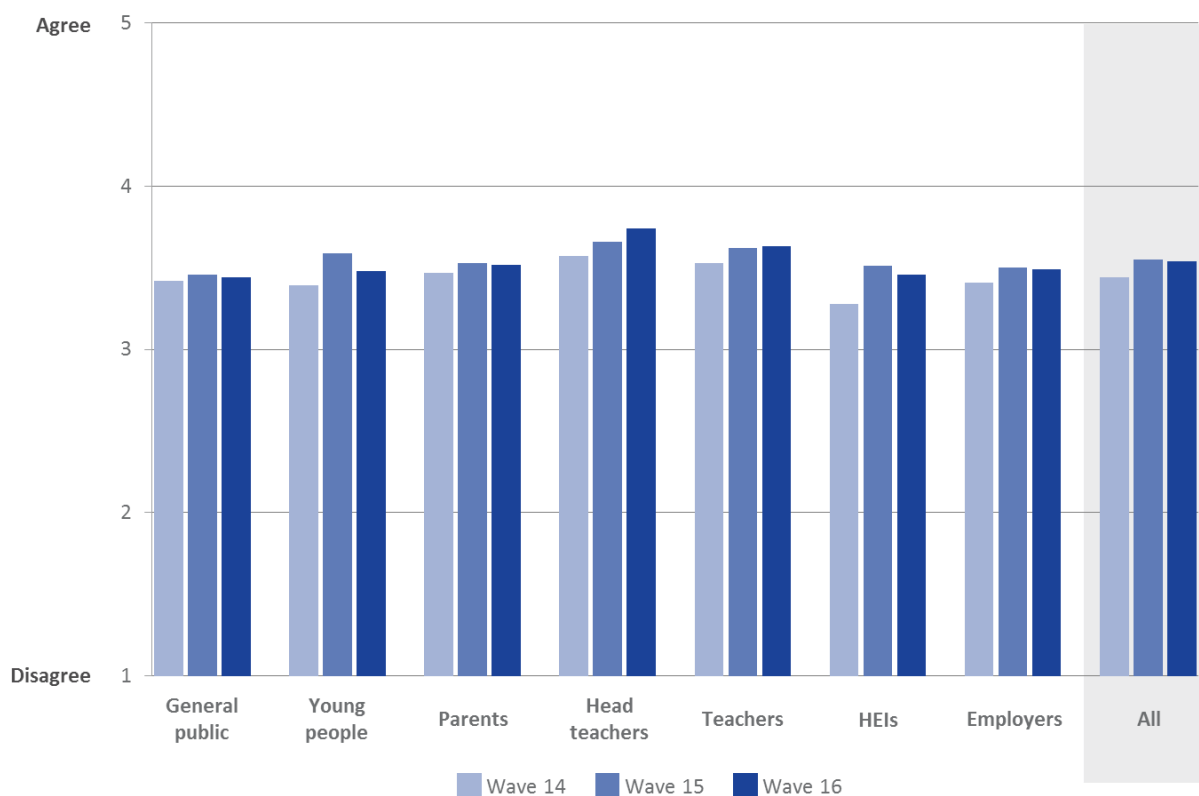


### Composite confidence in AS/A levels

For the following figure the wave 16 base is: All responses 2,877; General public 960; Parents 264; Young people 267; Teachers 627; Head teachers 251; HEIs 249; Employers 259.

Overall, confidence in AS/A levels in wave 16 remained broadly consistent with wave 15, but was higher than in wave 14. Among young people, while confidence in wave 16 was lower than in wave 15, it was higher than in wave 14.

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



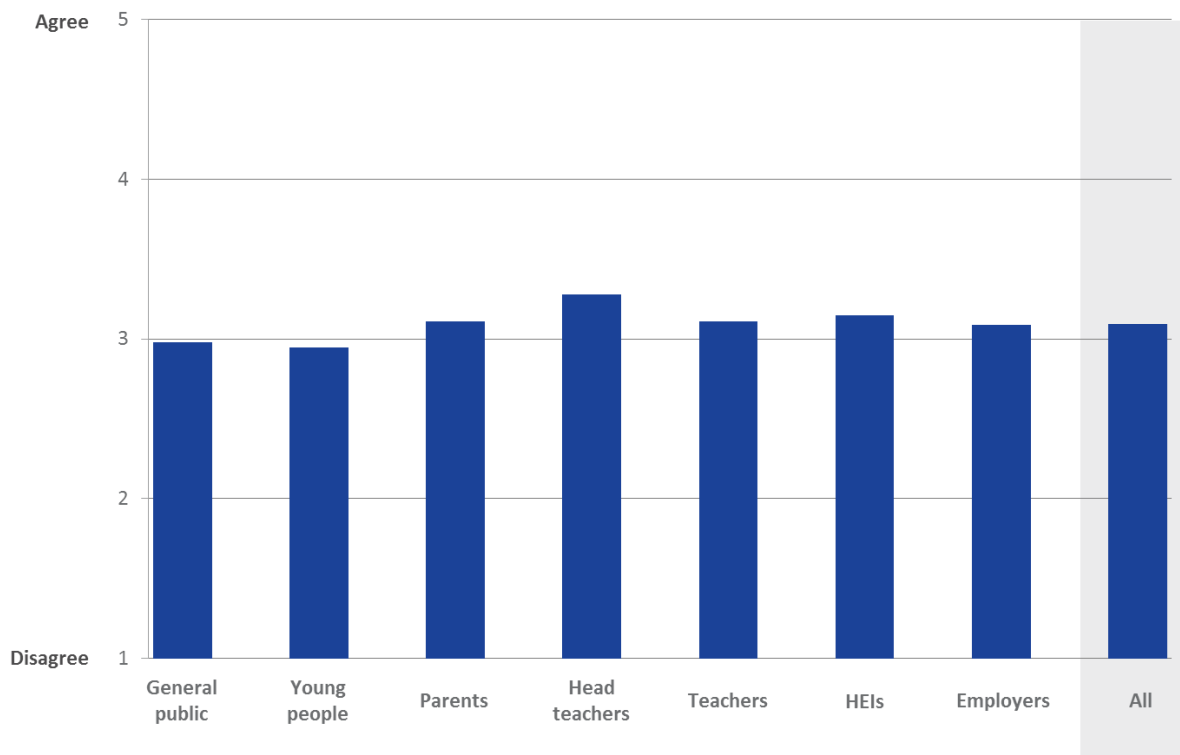
Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1. 'Don't know' responses have been excluded.

### Composite confidence in Applied General qualifications

For the following figure the wave 16 base is: All responses 2,176; General public 729; Parents 201; Young people 190; Teachers 482; Head teachers 200; HEIs 182; Employers 192.

Confidence in Applied General qualifications was higher among head teachers than any other stakeholder group.

**Figure 3. Composite confidence in Applied General qualifications**



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

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

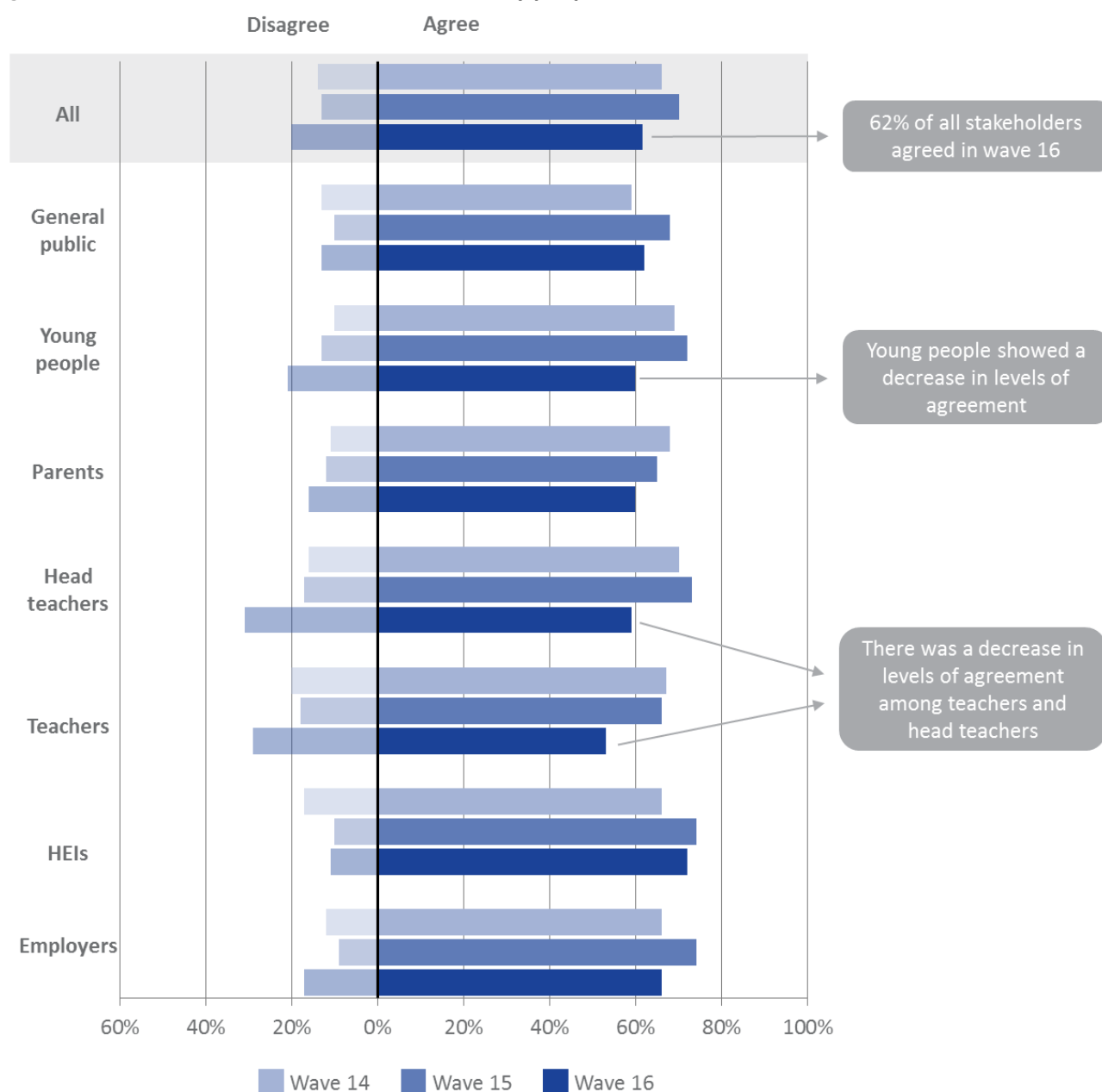
## Section 2: Perceptions of GCSEs

### Overall perceptions

For the following 7 survey items the wave 16 effective base is: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

Approximately six in ten stakeholders agreed in wave 16 that GCSEs are well understood by people. This is lower than waves 15 and 14, and may reflect the introduction of reformed qualifications in 2017.

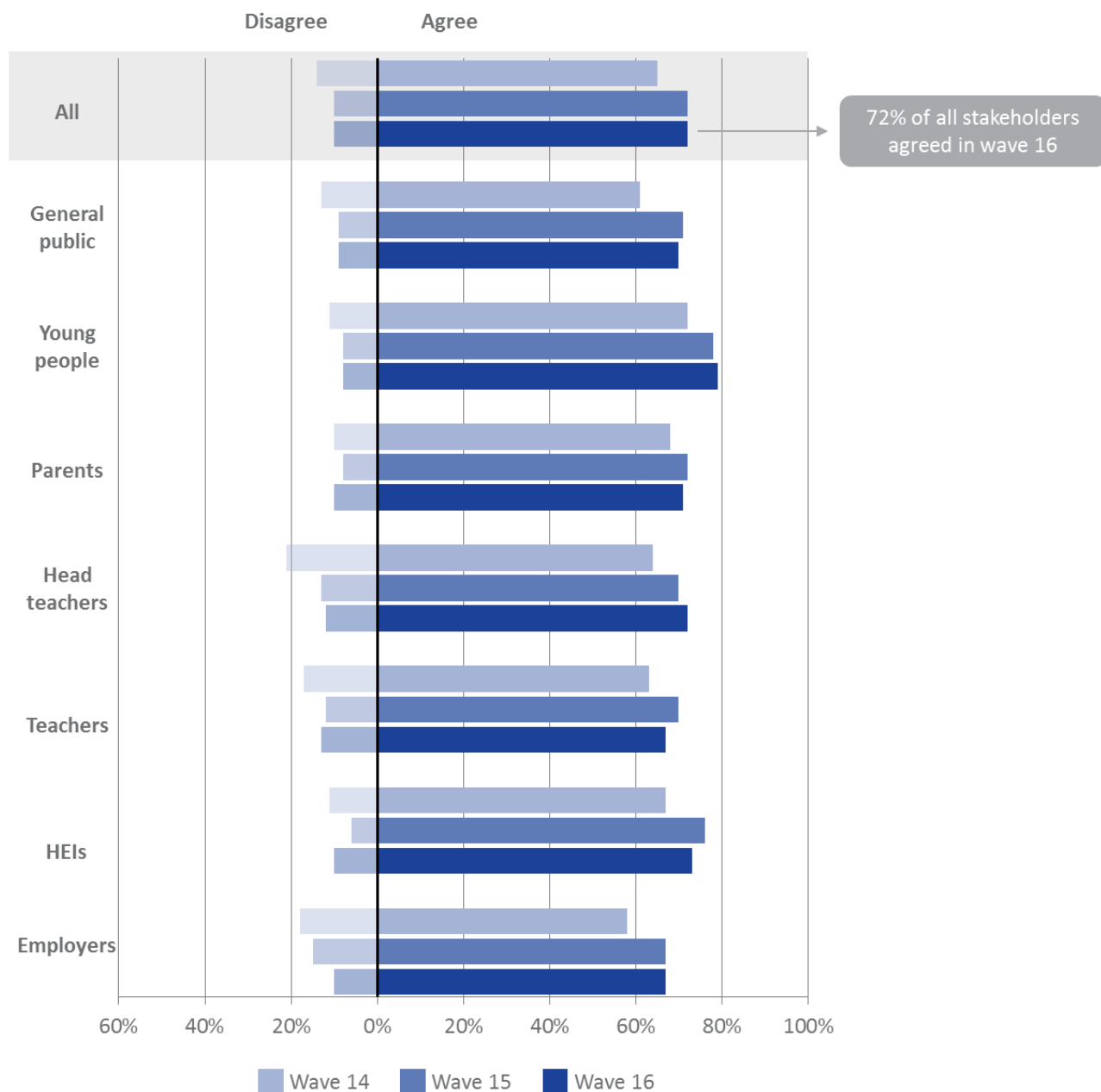
**Figure 4. Results for “GCSEs are well understood by people.”**



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

Overall, trust in GCSEs remained steady in wave 16 in comparison with wave 15 but is higher than the levels reported in wave 14.

**Figure 5. Results for “GCSEs are a trusted qualification.”**

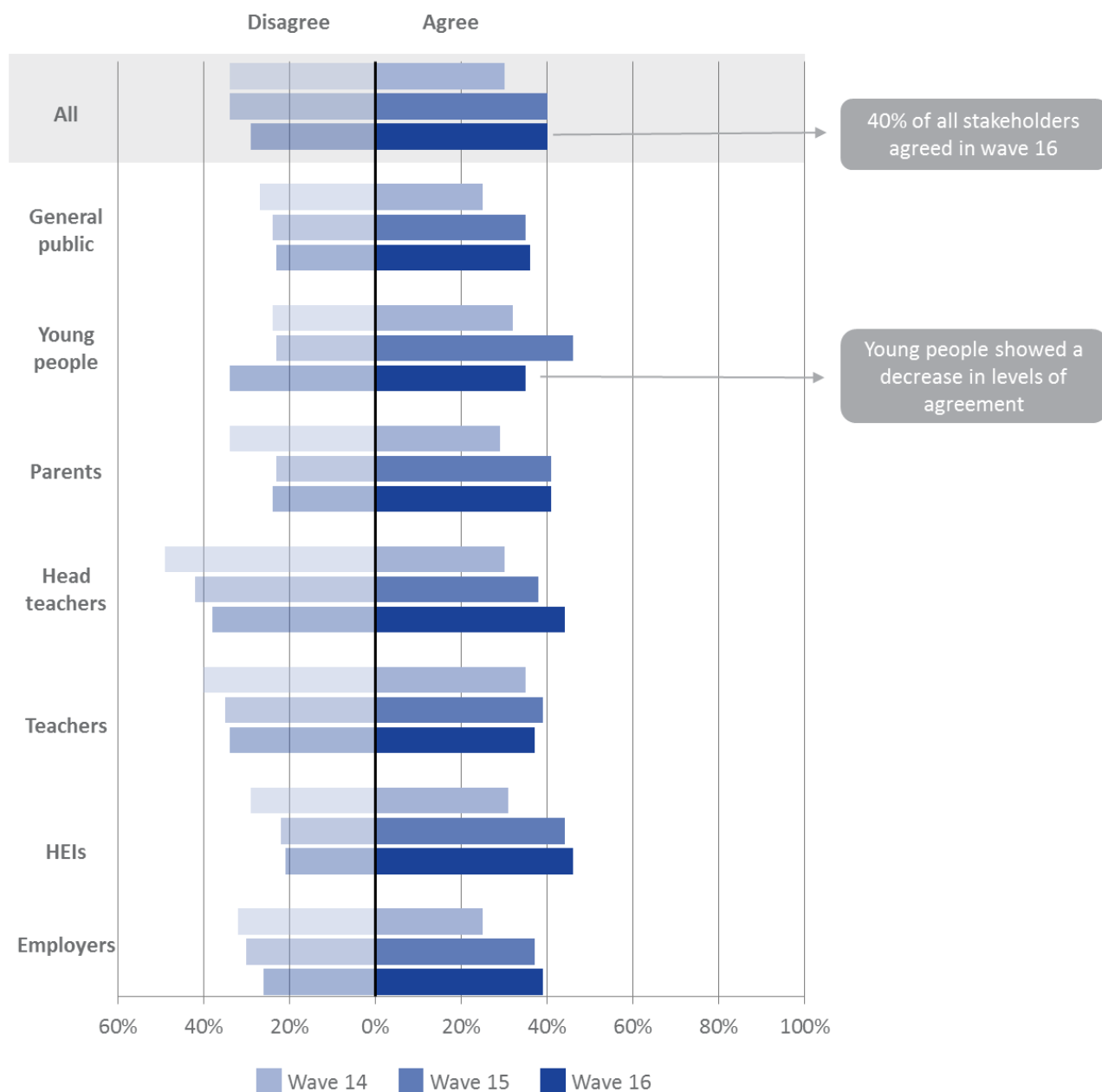


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Confidence in standards and marking

Four in ten of all stakeholders agreed that GCSE standards are maintained year-on-year, consistent with wave 15 but higher than wave 14. Overall levels of disagreement saw a decrease compared with waves 15 and 14.

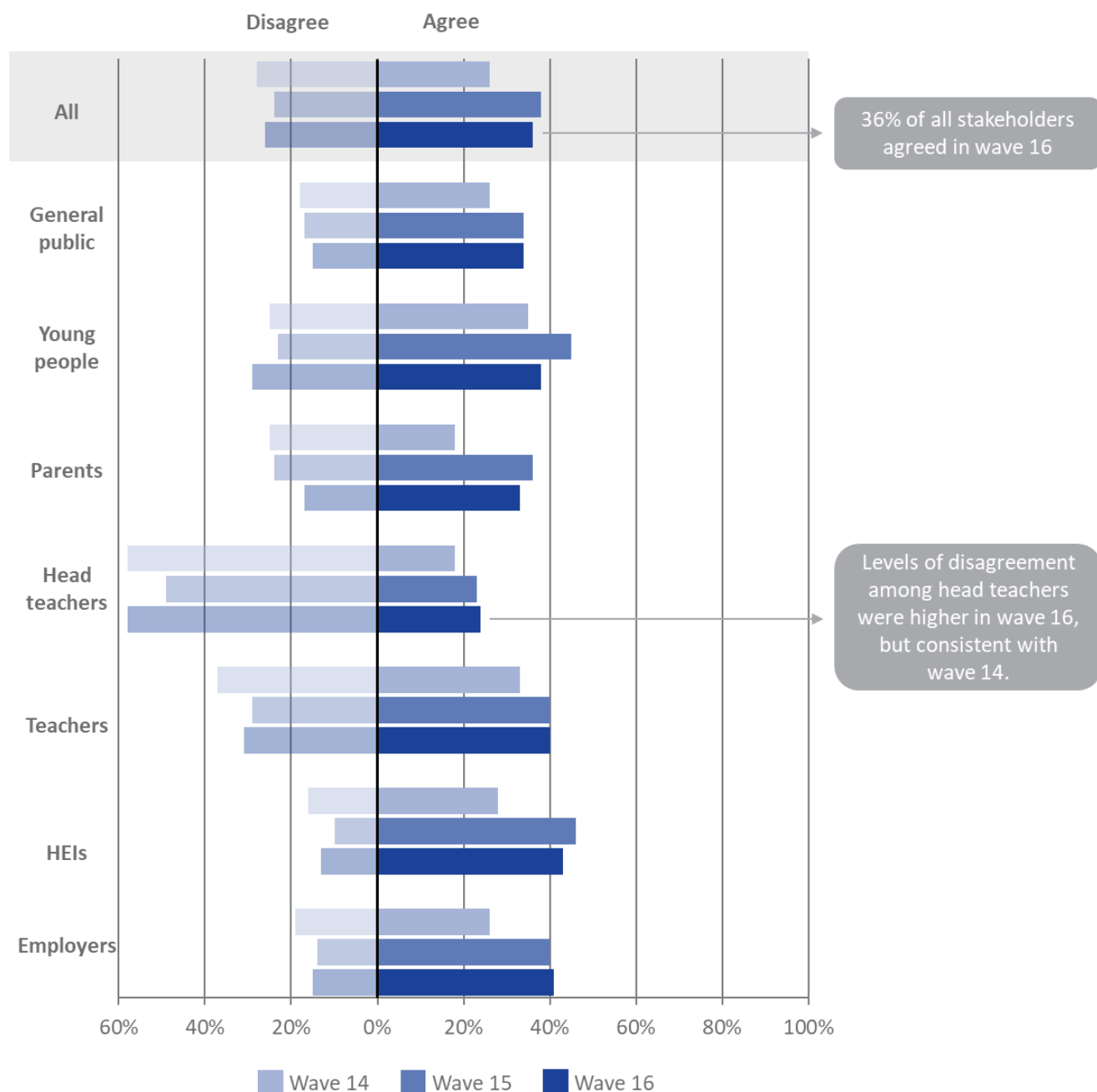
**Figure 6. Results for “GCSE standards are maintained year on year.”**



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.

Overall, the perception of GCSE marking being accurate remained consistent with wave 15 but has increased compared with wave 14.

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

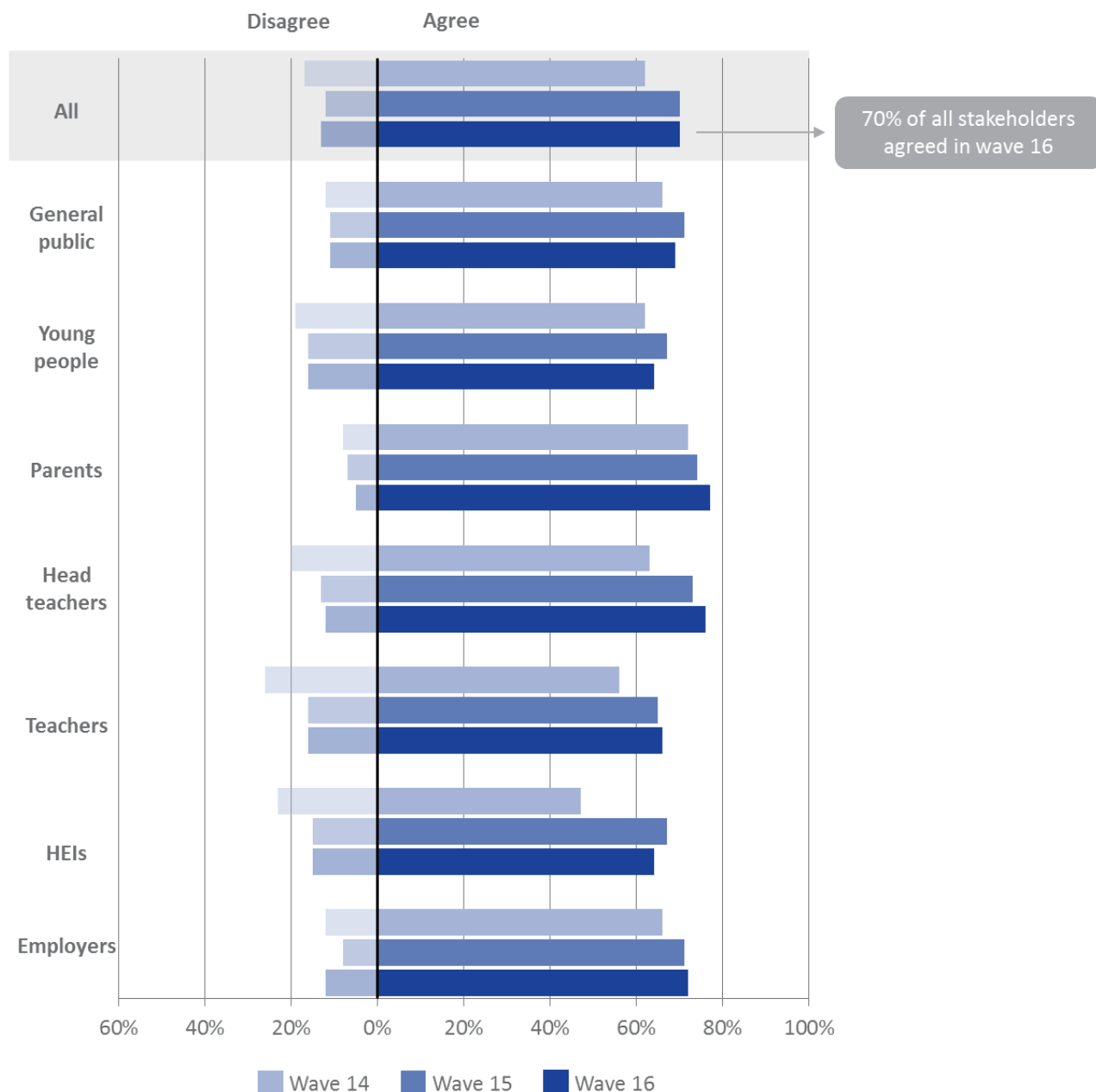


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Skills and preparation

Seven in ten stakeholders agreed that GCSEs are good preparation for further study, which is consistent with wave 15 but higher than wave 14.

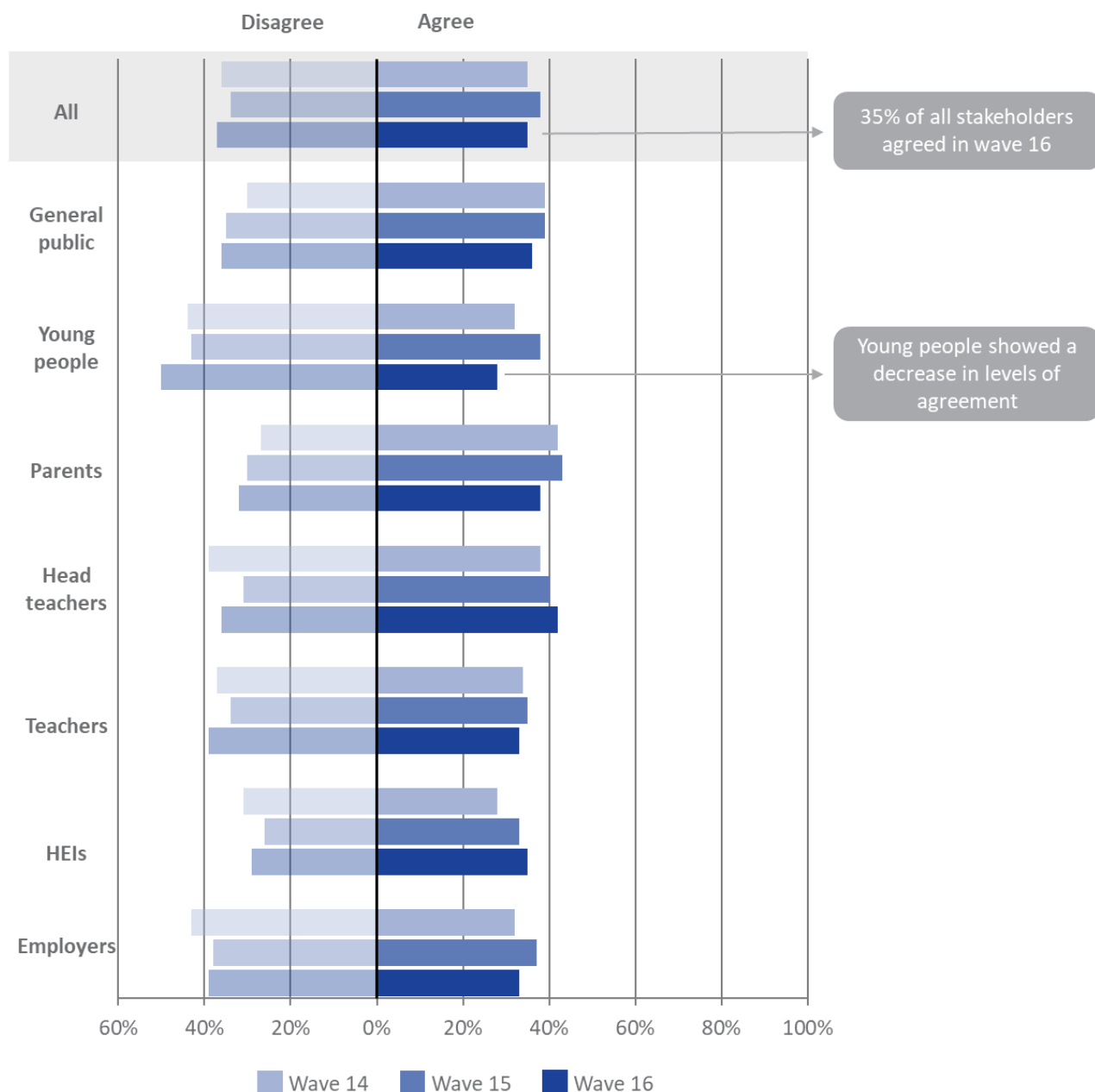
**Figure 8. Results for “GCSEs are good preparation for further study.”**



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

Overall, there was a decrease in levels of agreement that GCSEs are good preparation for work in wave 16 compared with wave 15, but these levels in wave 16 similar to with wave 14.

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

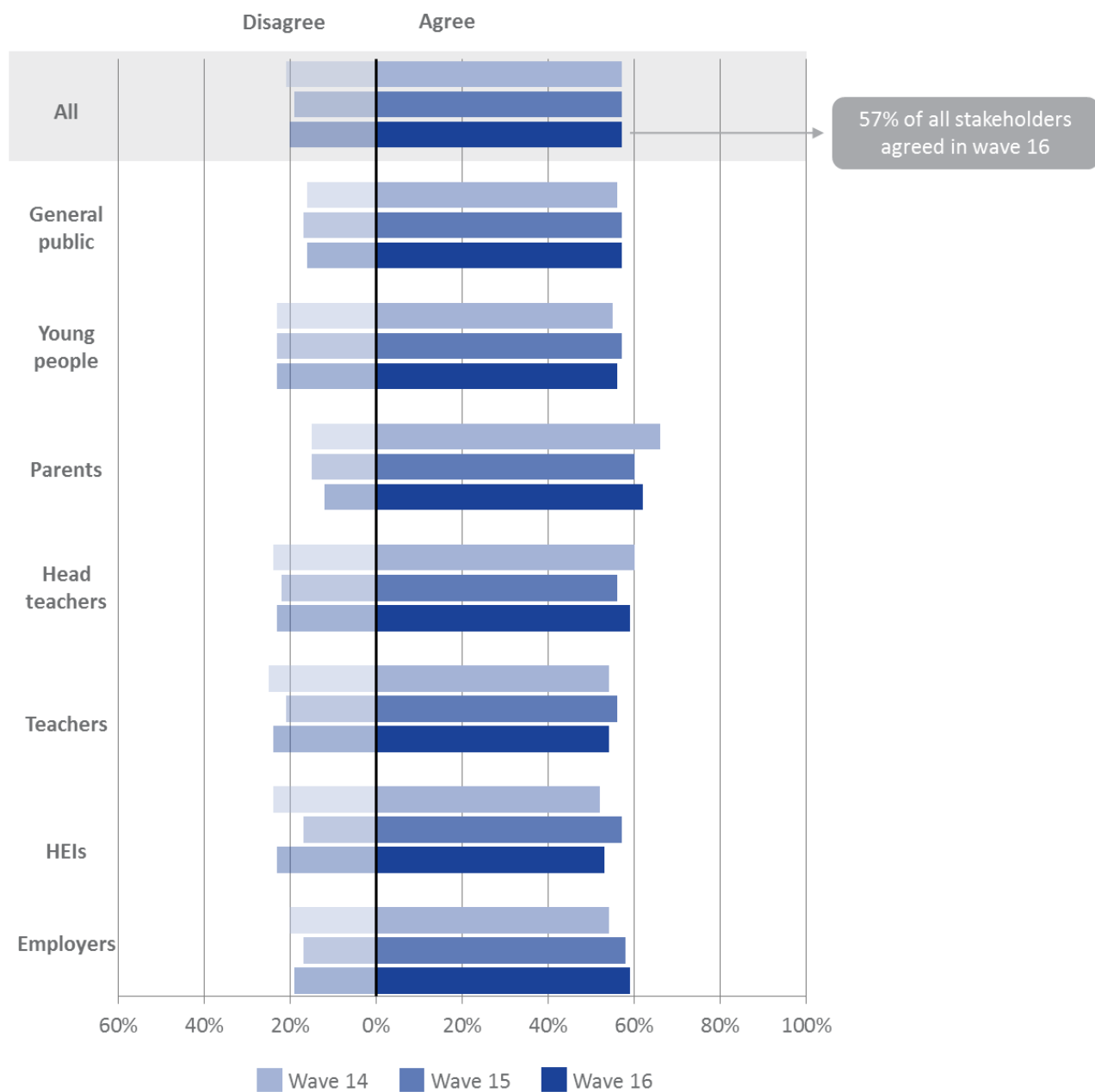


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.



Overall, perceptions that GCSEs develop a broad range of skills for students in wave 16 were consistent with waves 15 and 14.

**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.

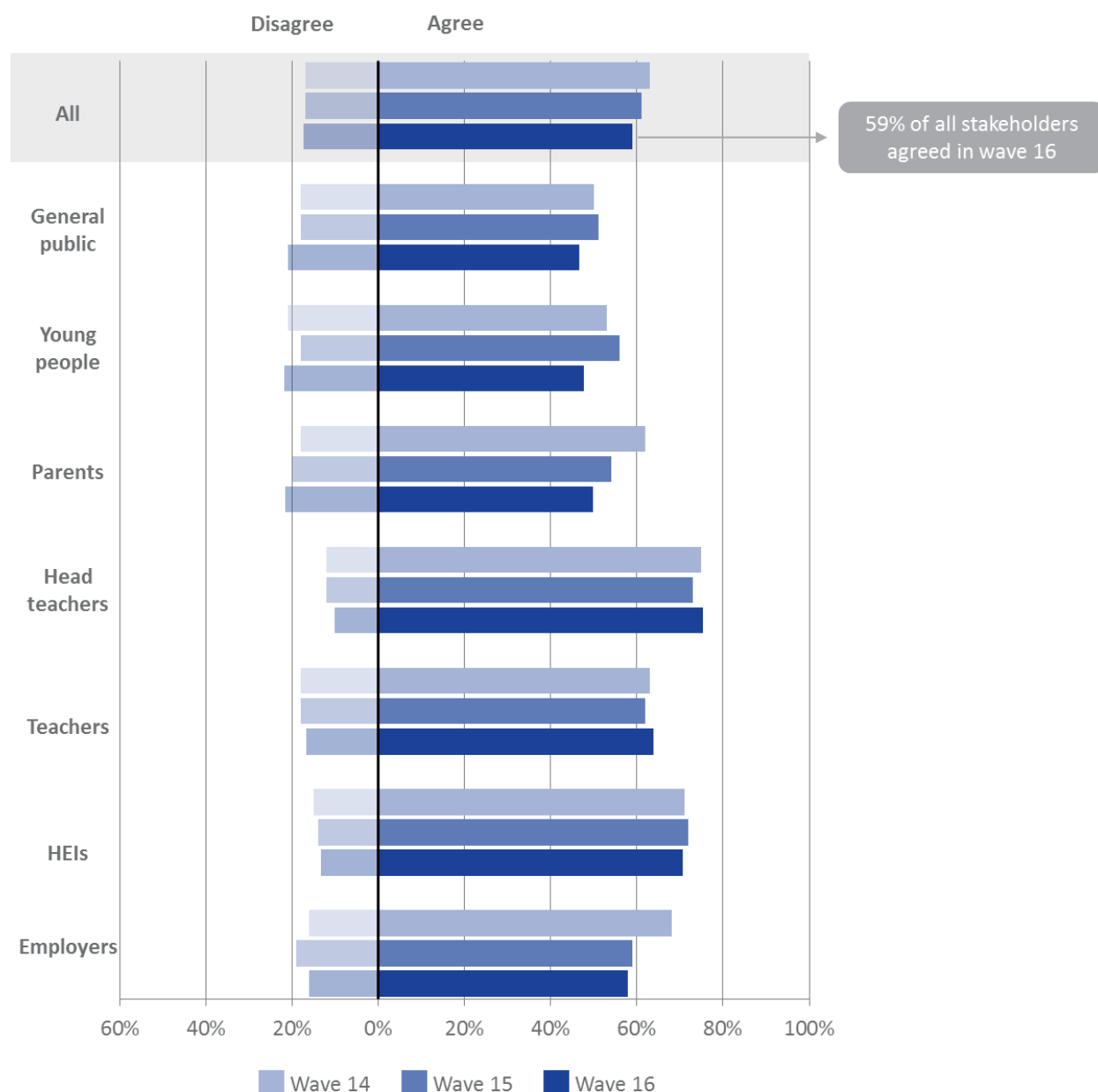
## Section 3: Perceptions of AS/A levels

### Overall perceptions

For the following 7 survey items the wave 16 effective base is: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

Approximately six in ten stakeholders agreed in wave 16 that AS/A levels are well understood by people, which is consistent with wave 15 but lower than wave 14.

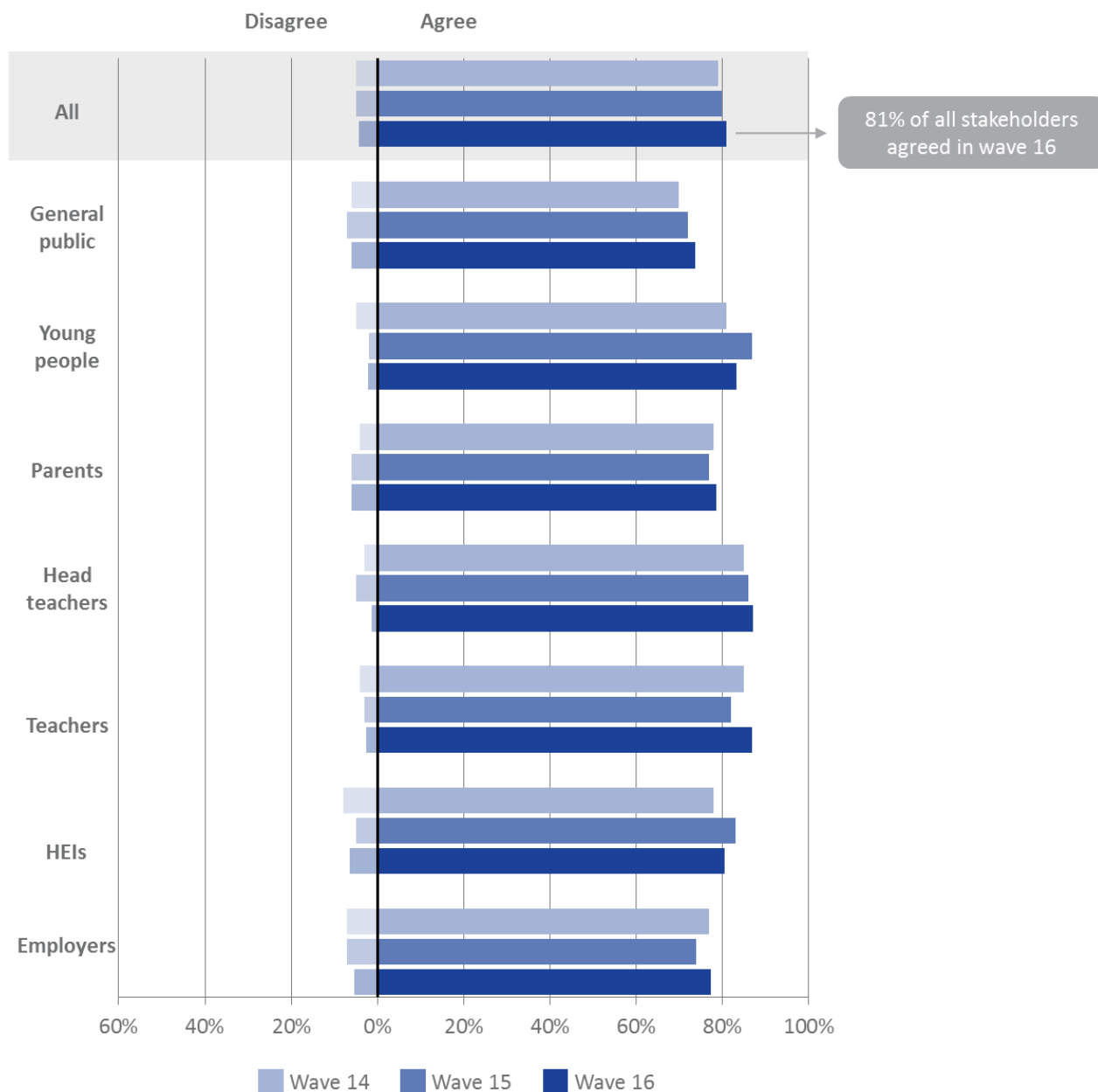
**Figure 11. Results for “AS/A levels are well understood by people.”**



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.

Eight in ten stakeholders believed AS/A levels were a trusted qualification, this is consistent with waves 15 and 14.

**Figure 12. Results for “AS/A levels are a trusted qualification.”**

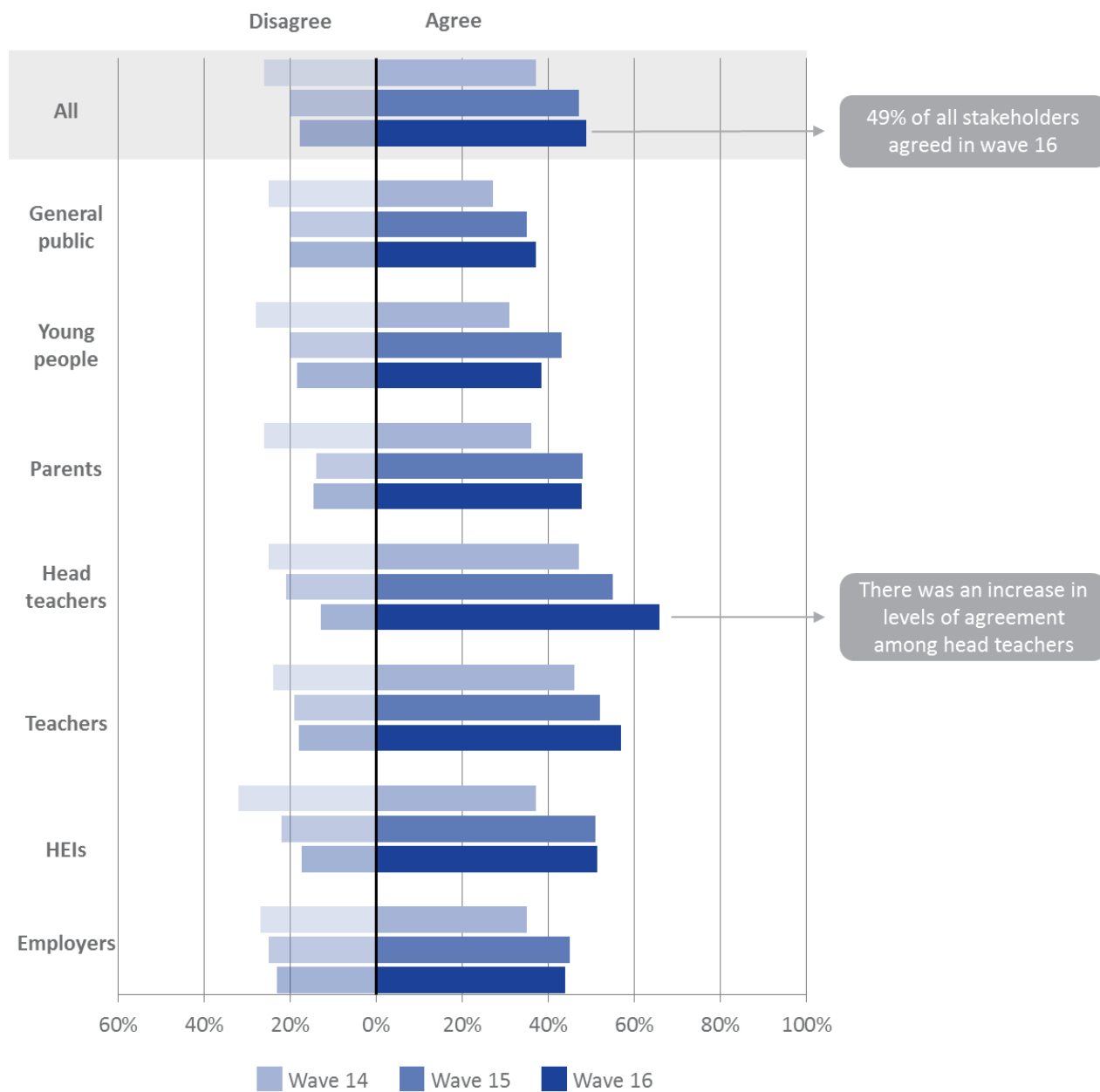


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Confidence in standards and marking

Approximately five in ten of all stakeholders agreed that AS/A level standards are maintained year on year, consistent with wave 15 but higher than wave 14.

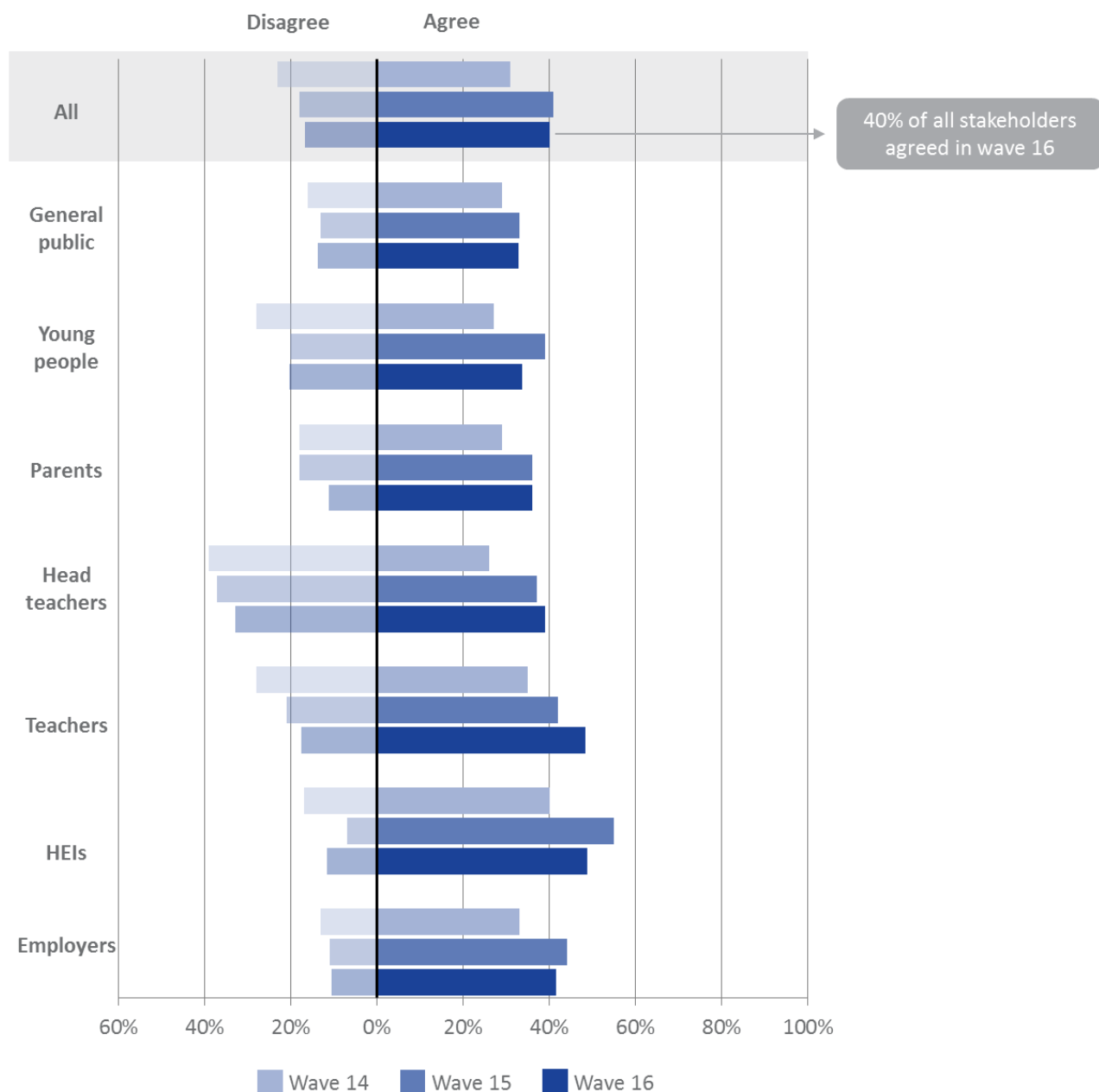
**Figure 13. Results for “AS/A level standards are maintained year-on-year.”**



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

**Figure 14. Results for “The marking of AS/A levels is accurate.”**

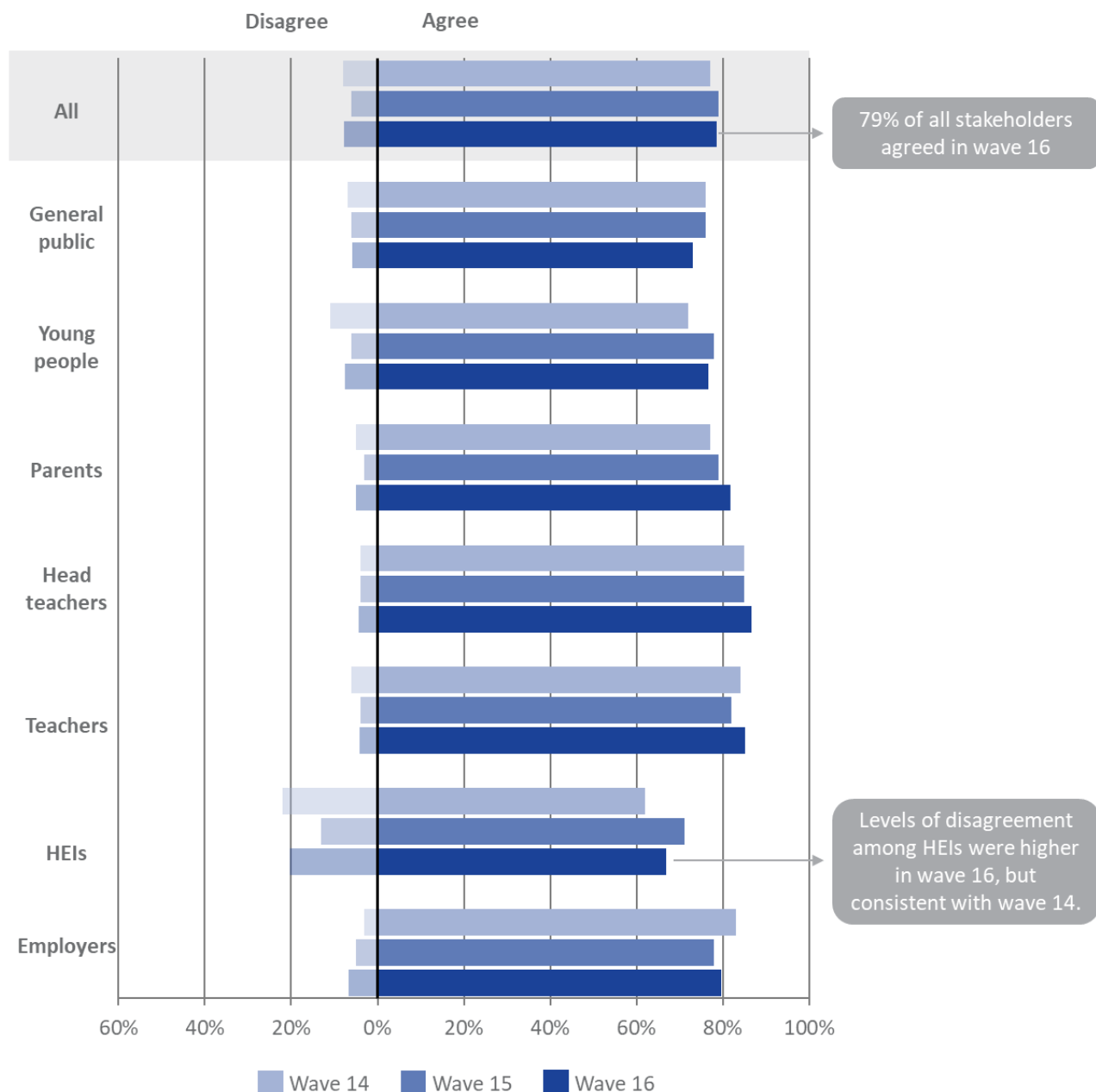


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

### Skills and preparation

Among all stakeholders, levels of agreement that AS/A levels are good preparation for further study remained steady when compared with waves 15 and 14.

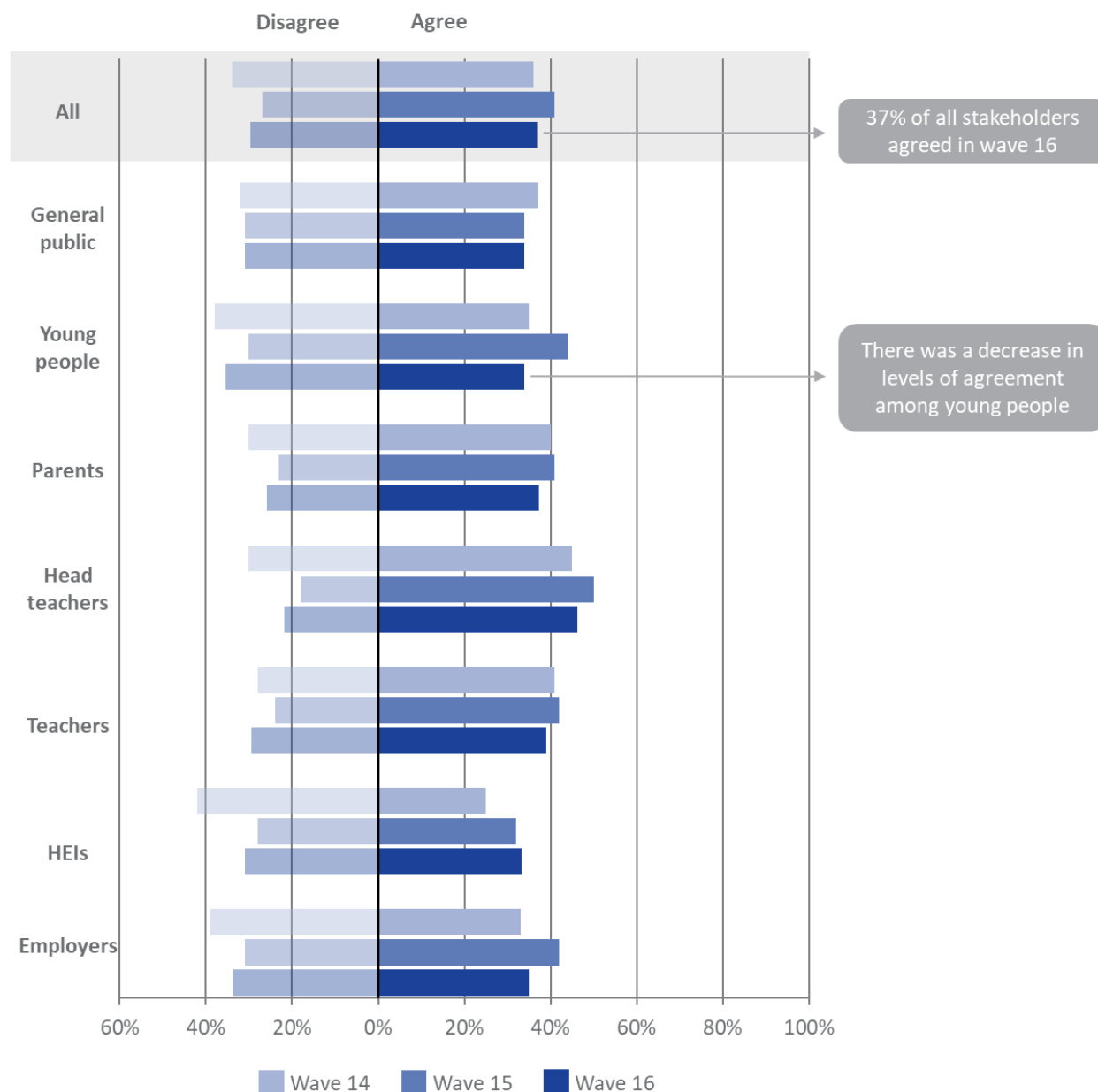
**Figure 15. Results for “AS/A levels are good preparation for further study.”**



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.

Overall, the perception that AS/A levels are good preparation for work fell back in wave 16 compared with wave 15. These levels in wave 16 were consistent with that in wave 14.

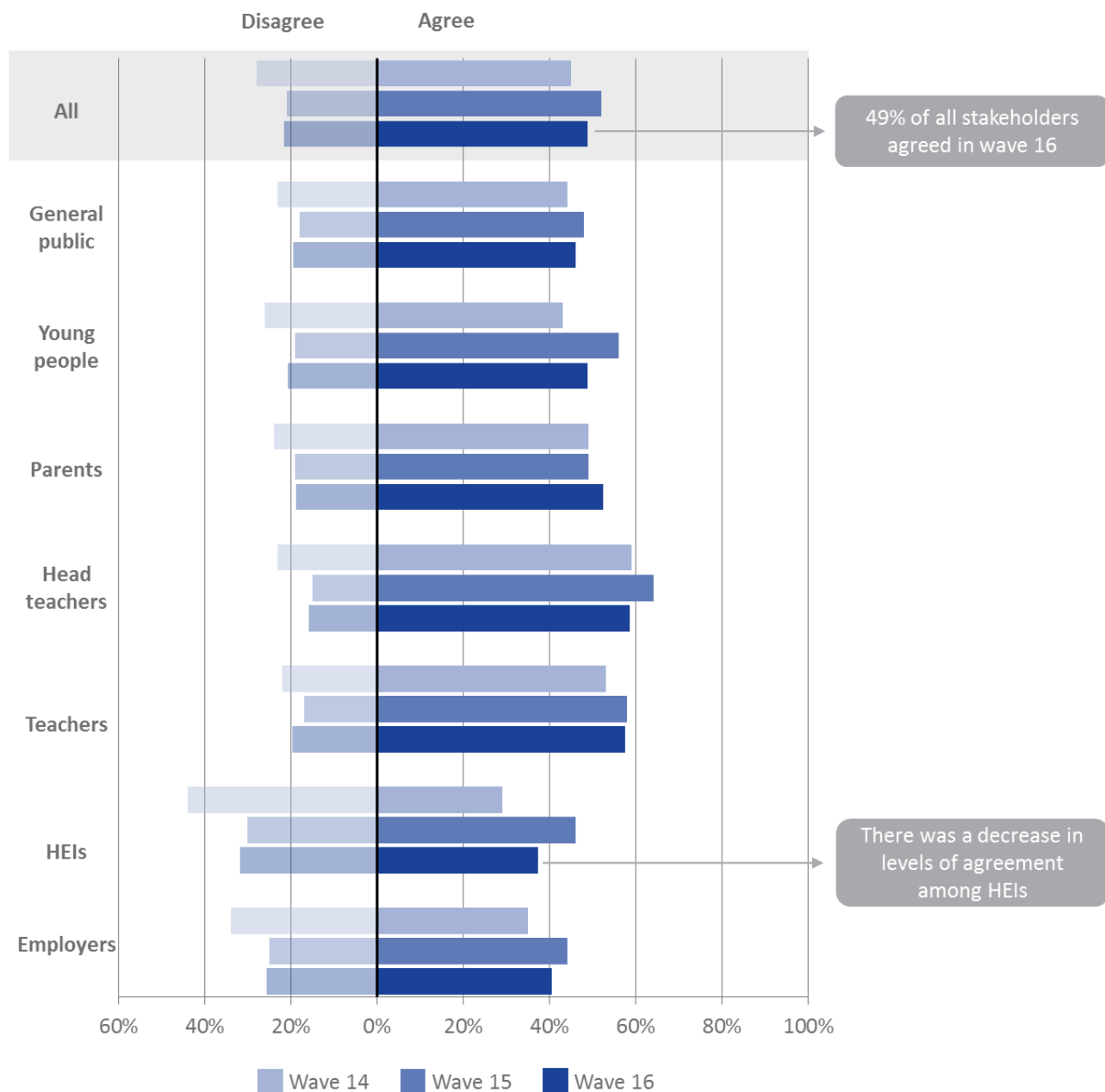
**Figure 16. Results for “AS/A levels are good preparation for work.”**



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.

Overall, in wave 16 there was a decline in levels of agreement that AS/A levels develop a broad range of skills for students compared with wave 15, but remain higher than in wave 14.

**Figure 17. 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.



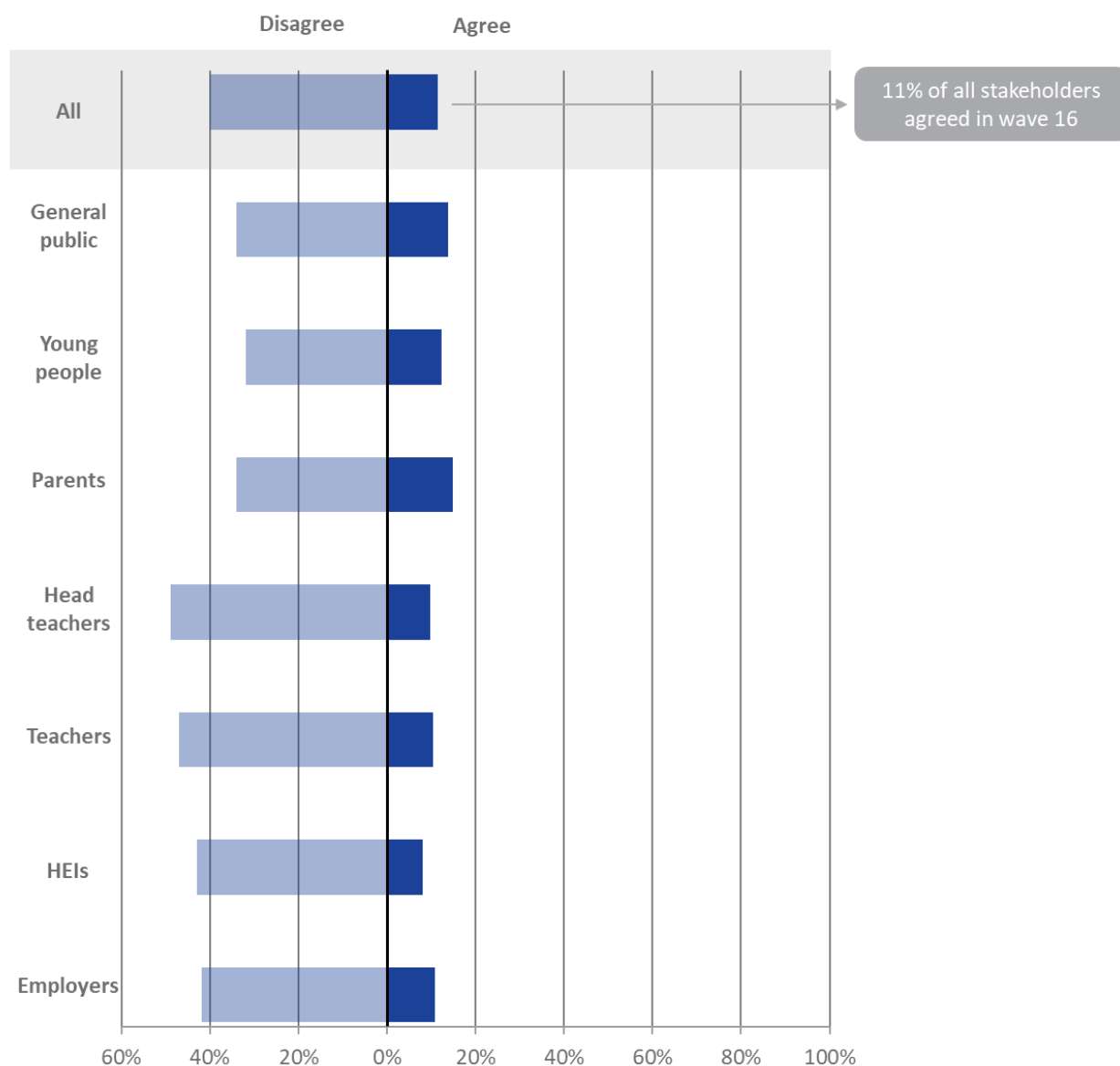
## Section 4: Perceptions of Applied General qualifications

### Overall perceptions

For the following 7 survey items the wave 16 effective base is: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

In wave 16, approximately one in ten stakeholders agreed that Applied General qualifications are well understood by people, while a higher proportion disagreed.

**Figure 18. Results for “Applied General qualifications are well understood by people.”**

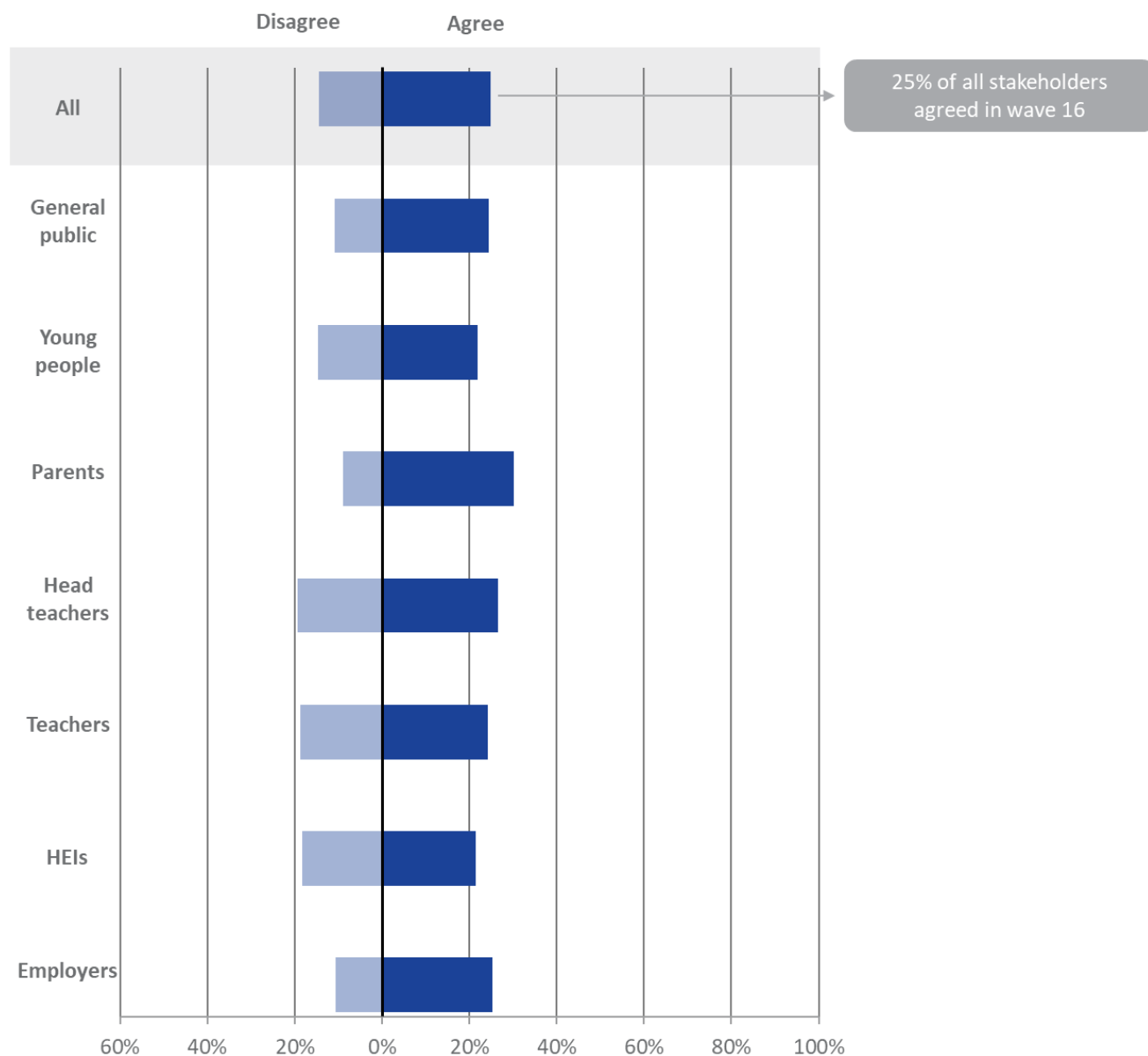


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

Overall, one in four stakeholders agreed that Applied General qualifications are trusted, higher than the proportion who disagreed.

**Figure 19. Results for “Applied General qualifications are trusted qualifications.”**



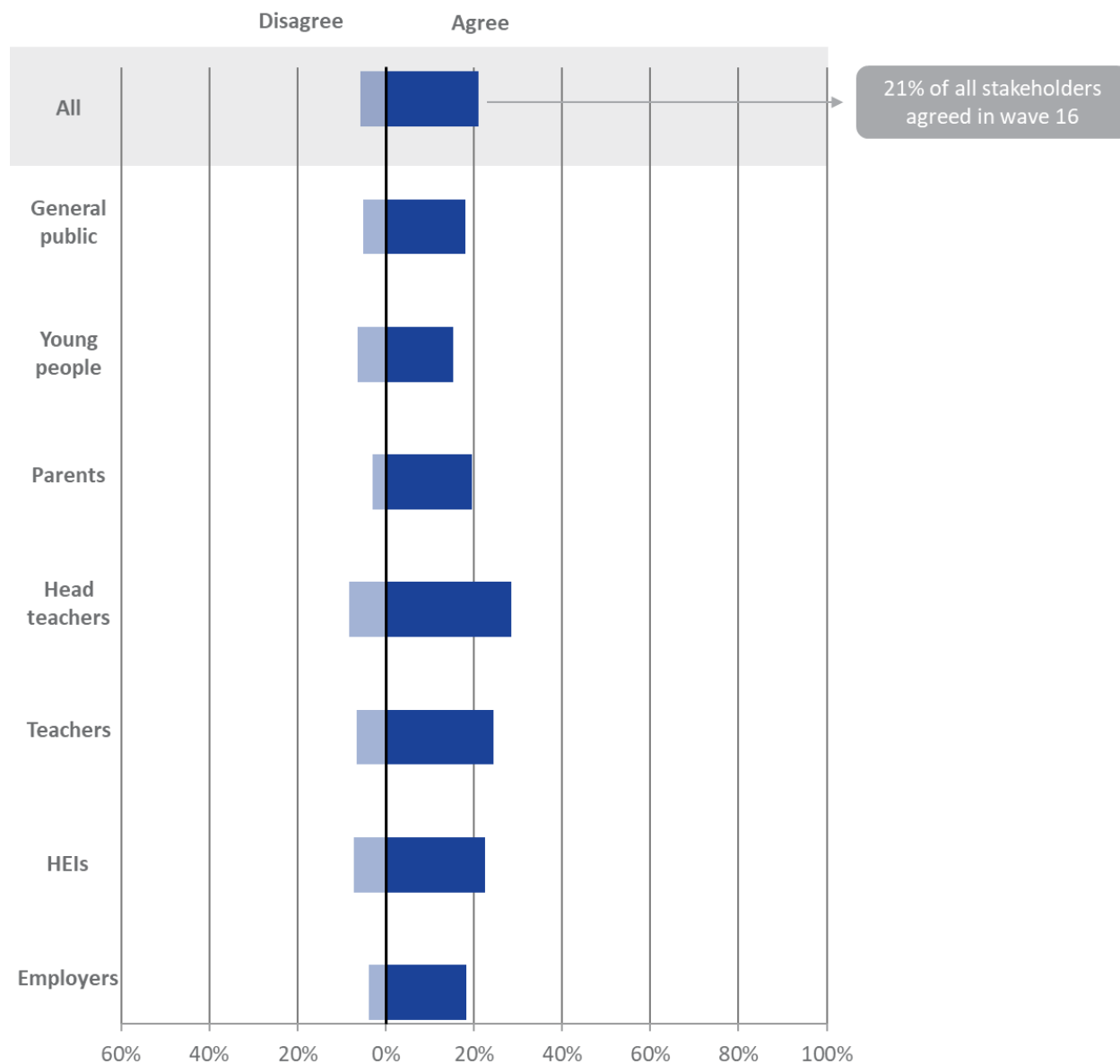
Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

### Confidence in standards and marking

Of all stakeholders, two in ten agreed that Applied General qualifications standards are maintained year on year, higher than the proportion who disagreed.

**Figure 20. Results for “Applied General qualifications standards are maintained year-on-year.”**

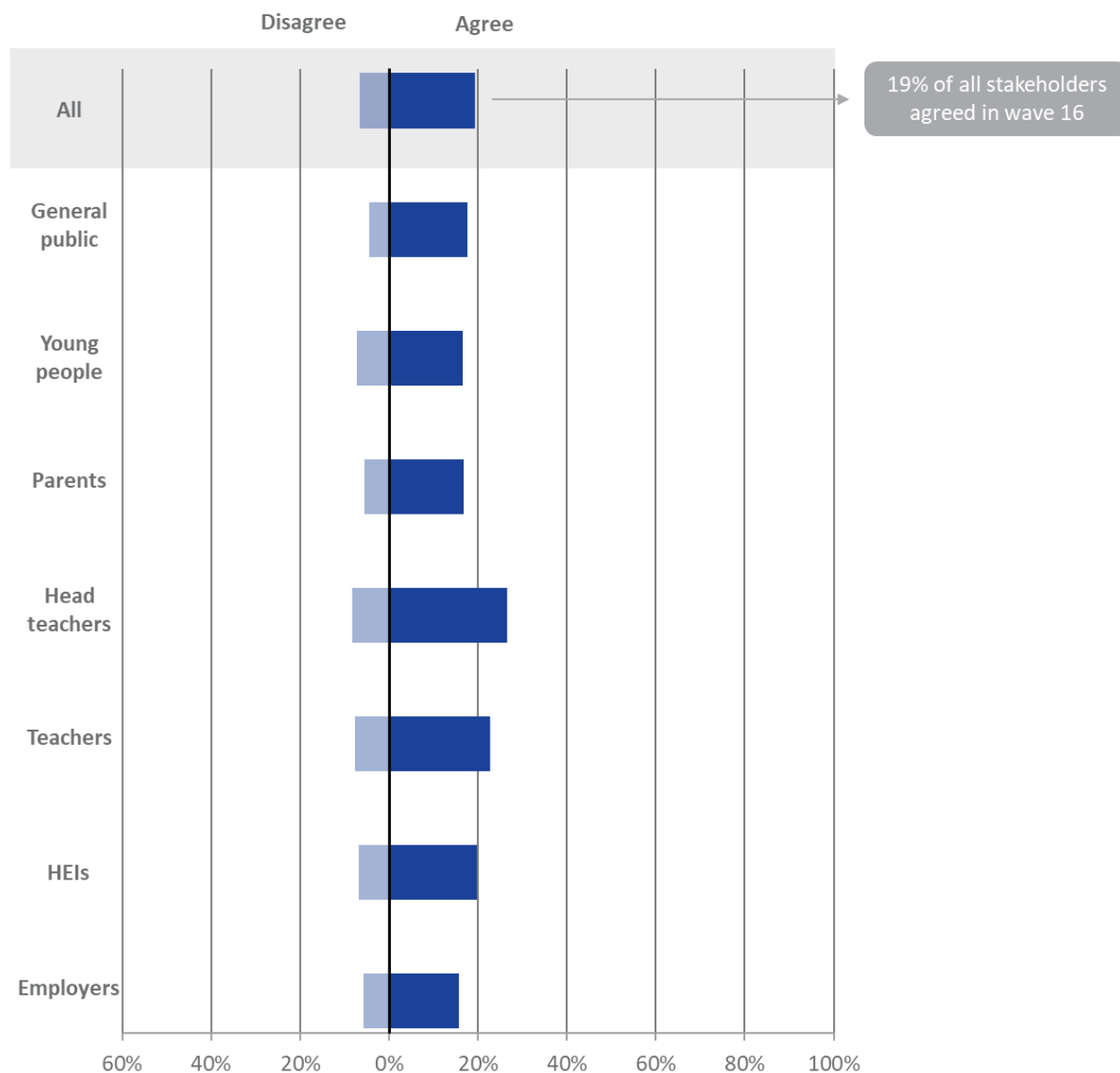


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

Overall, two in ten stakeholders in wave 16 agreed that the marking of Applied General qualifications is accurate, a higher proportion than those who disagreed.

**Figure 21. Results for “The marking of Applied General qualifications is accurate.”**



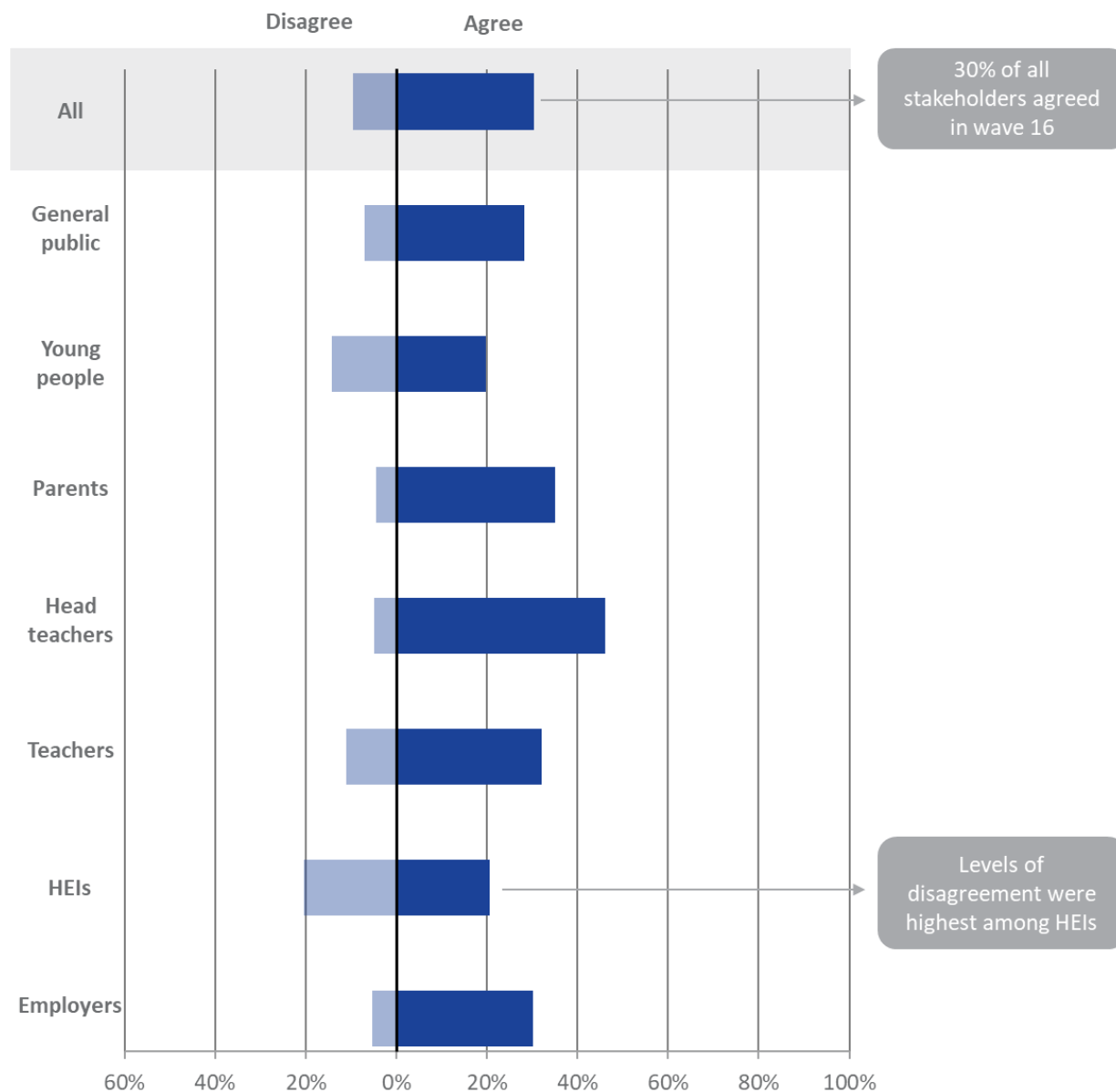
Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

### Skills and preparation

Overall, three in ten agreed that Applied General qualifications are good preparation for further study - more than those who indicated levels of disagreement.

**Figure 22. Results for “Applied General qualifications are good preparation for further study.”**

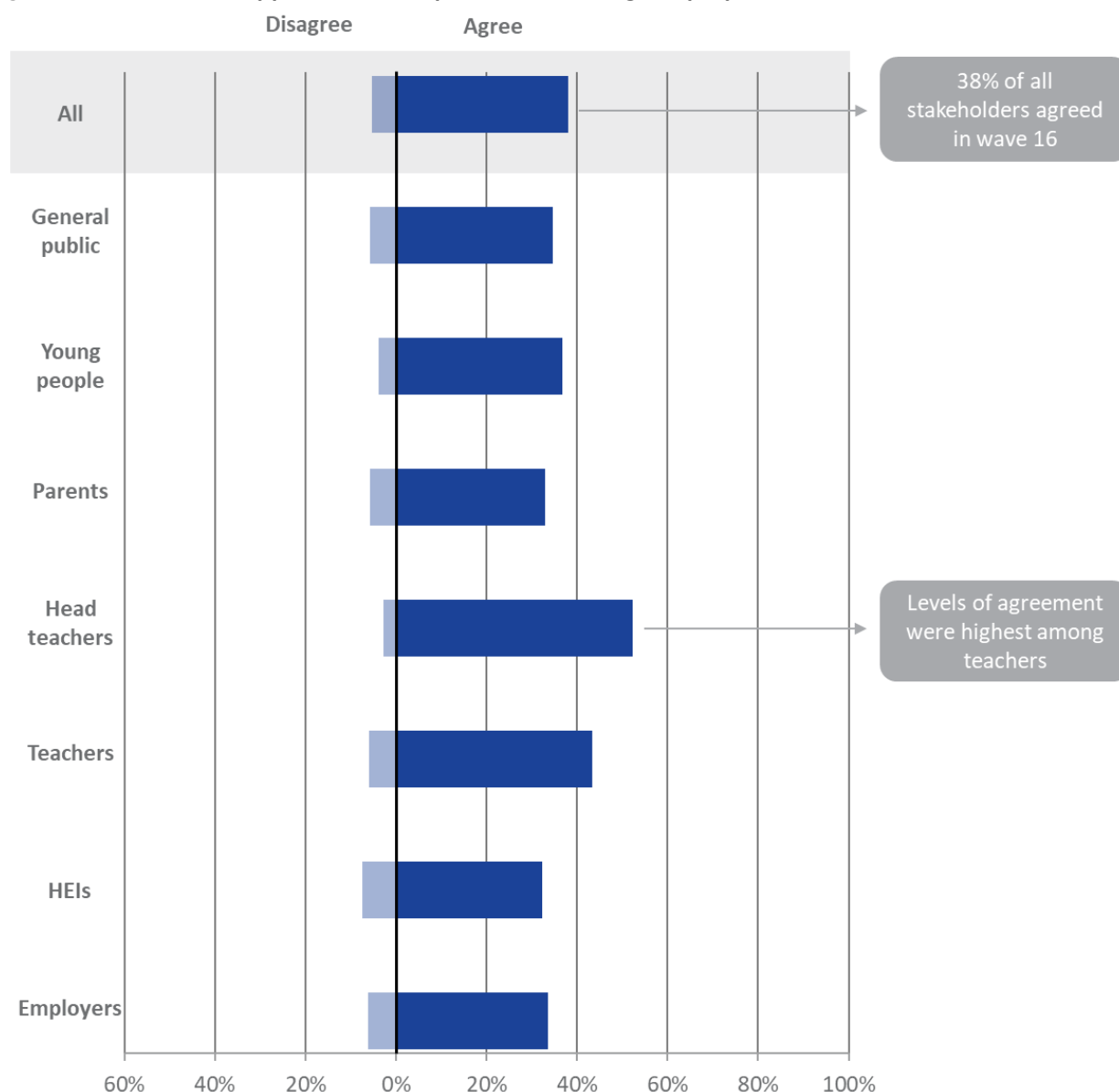


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

Approximately four in ten stakeholders agreed that Applied General qualifications are good preparation for work – a higher proportion than those who agreed that they are good preparation for further study.

**Figure 23. Results for “Applied General qualifications are good preparation for work.”**

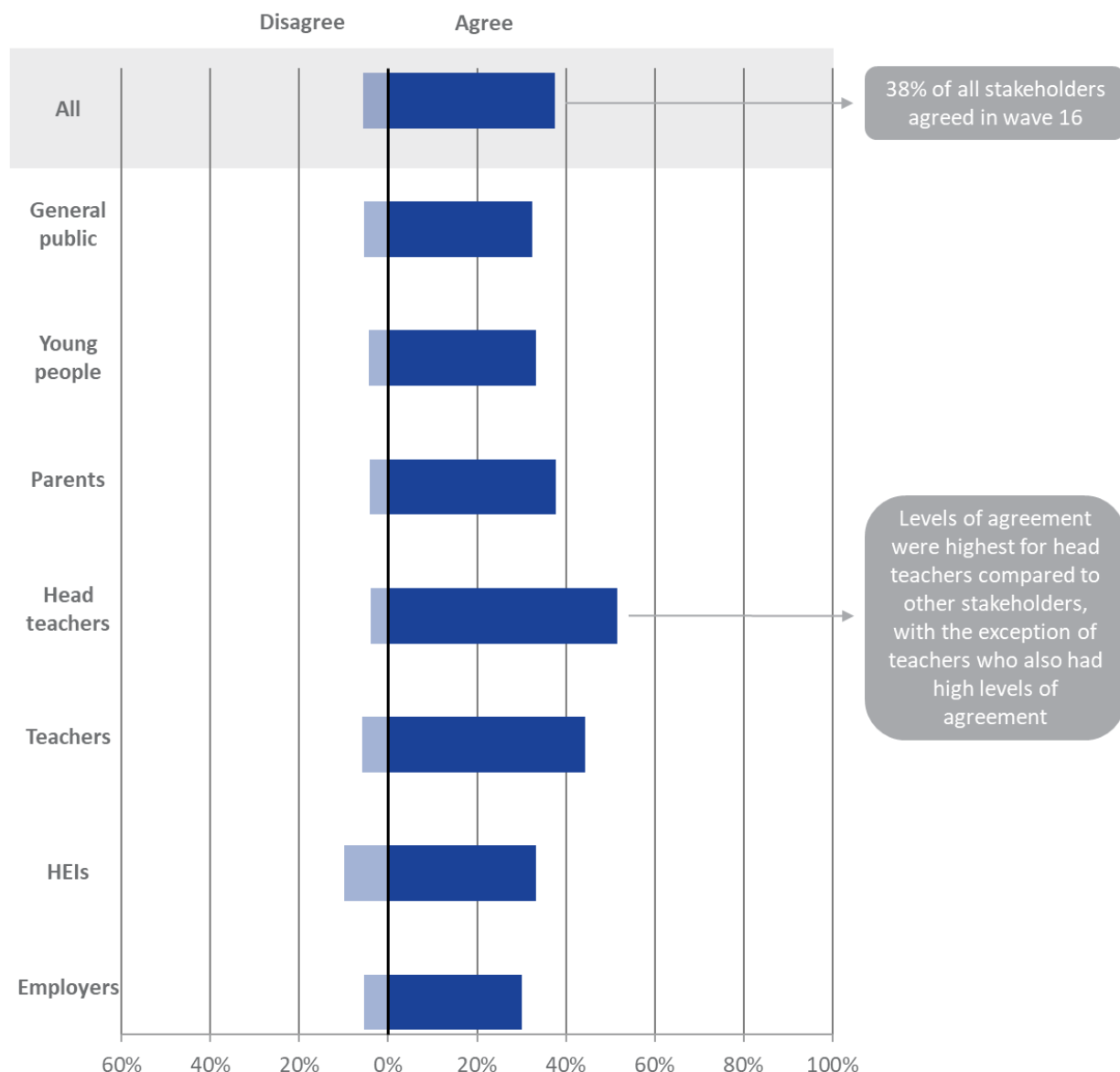


Respondents were shown a 5-point agreement scale. Agree is an aggregation of strongly agree and agree and disagree an aggregation of strongly disagree and disagree.

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

Approximately four in ten stakeholders believed that Applied General qualifications develop a broad range of skills for students, while only a relatively small proportion disagreed.

**Figure 24. 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.

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

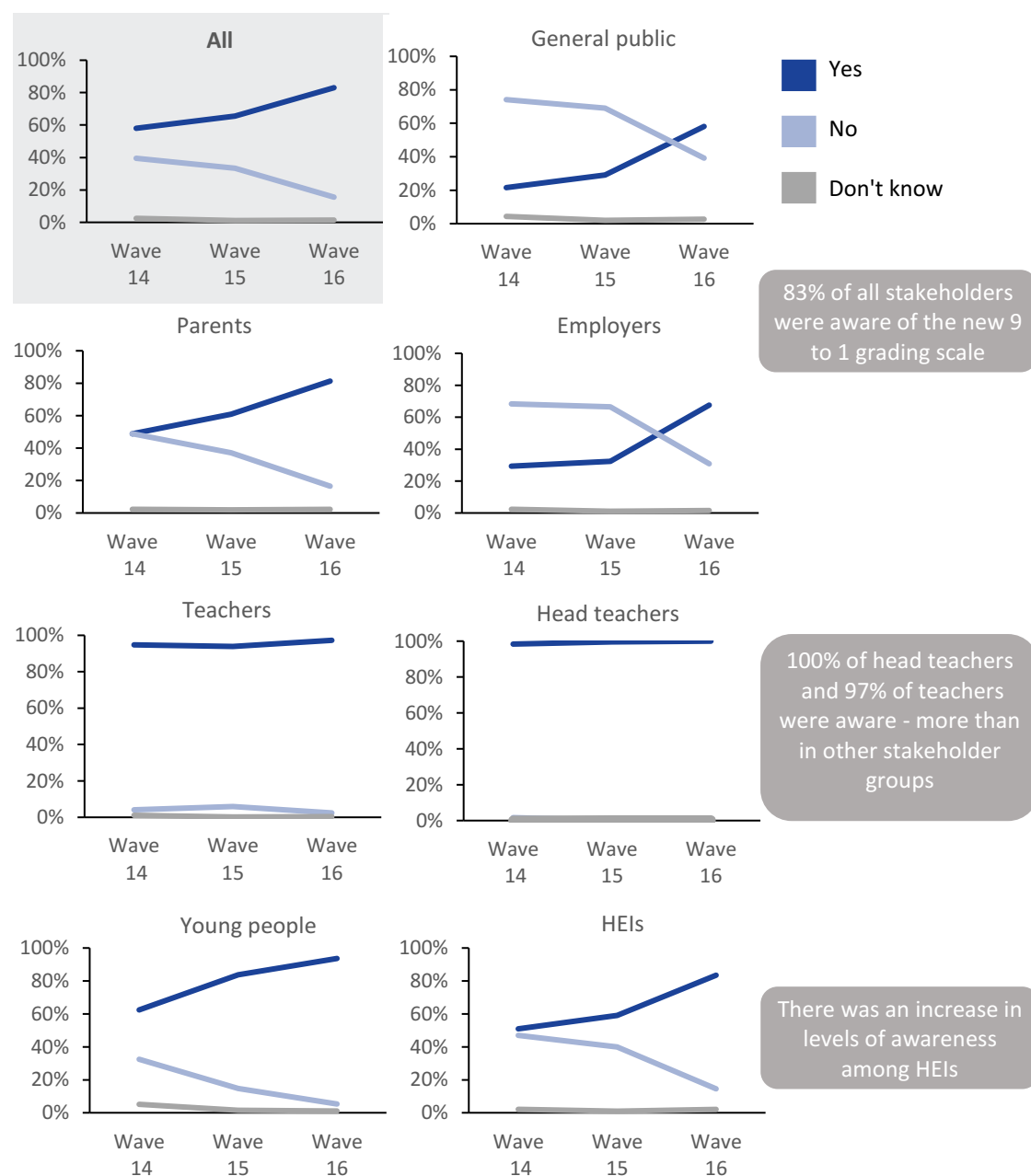
## Section 5: GCSE 9 to 1 grading scale

### Awareness

For the following survey item the wave 16 effective base was: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

In wave 16, overall, there was an increase in levels of awareness of the new 9 to 1 grading scale used in new GCSEs compared with waves 15 and 14.

**Figure 25. Results for “Are you aware of the new 9 to 1 grading scale used in new GCSEs?”**

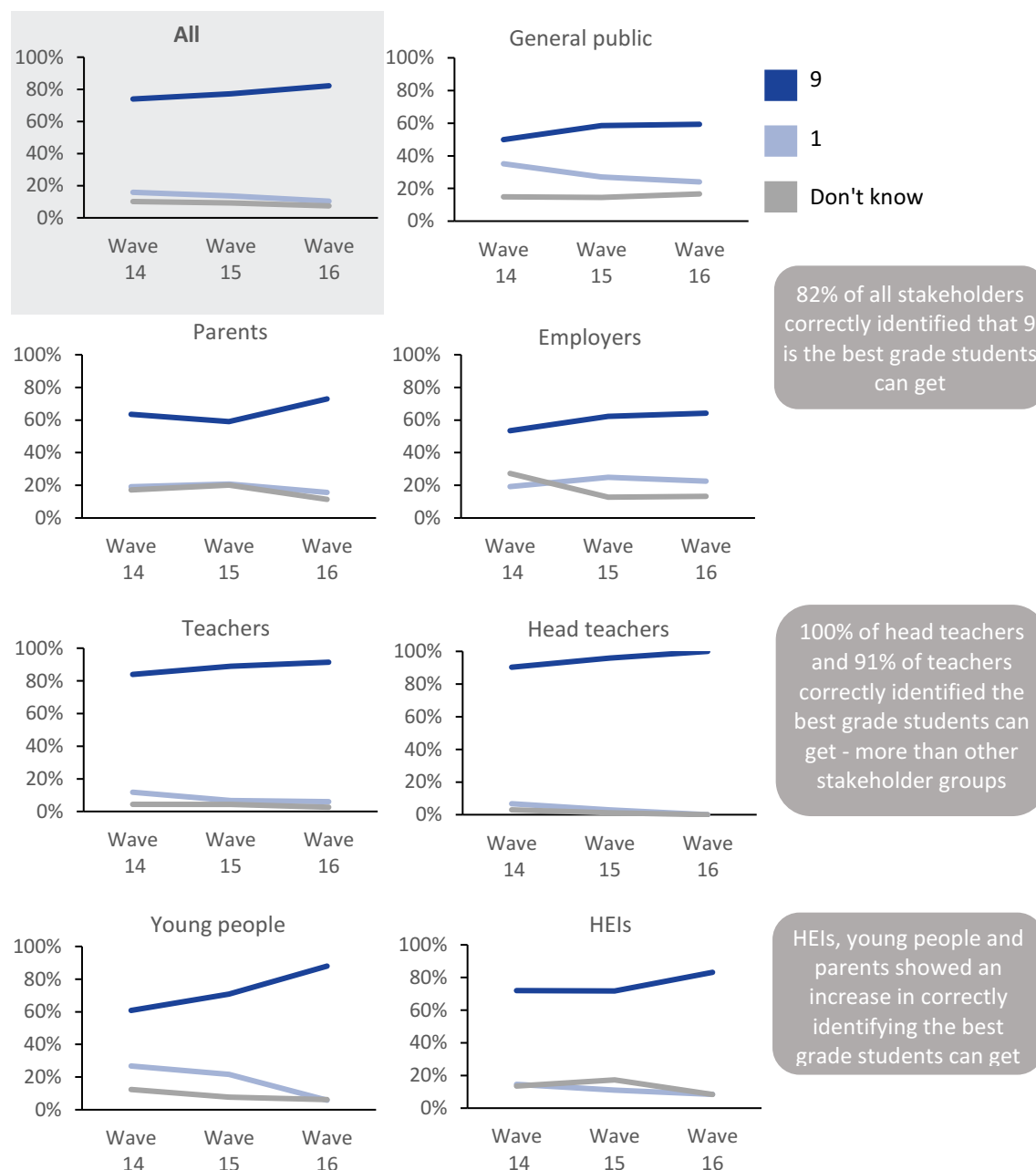




For the following 2 survey items the wave 16 effective base was: All responses 1,691; General public 573; Parents 220; Young people 256; Teachers 551; Head teachers 199; HEIs 199; Employers 168.

There has been an increase in the proportion of stakeholders overall who correctly identified that 9 is the best grade that students can get compared with wave 15 and wave 14.

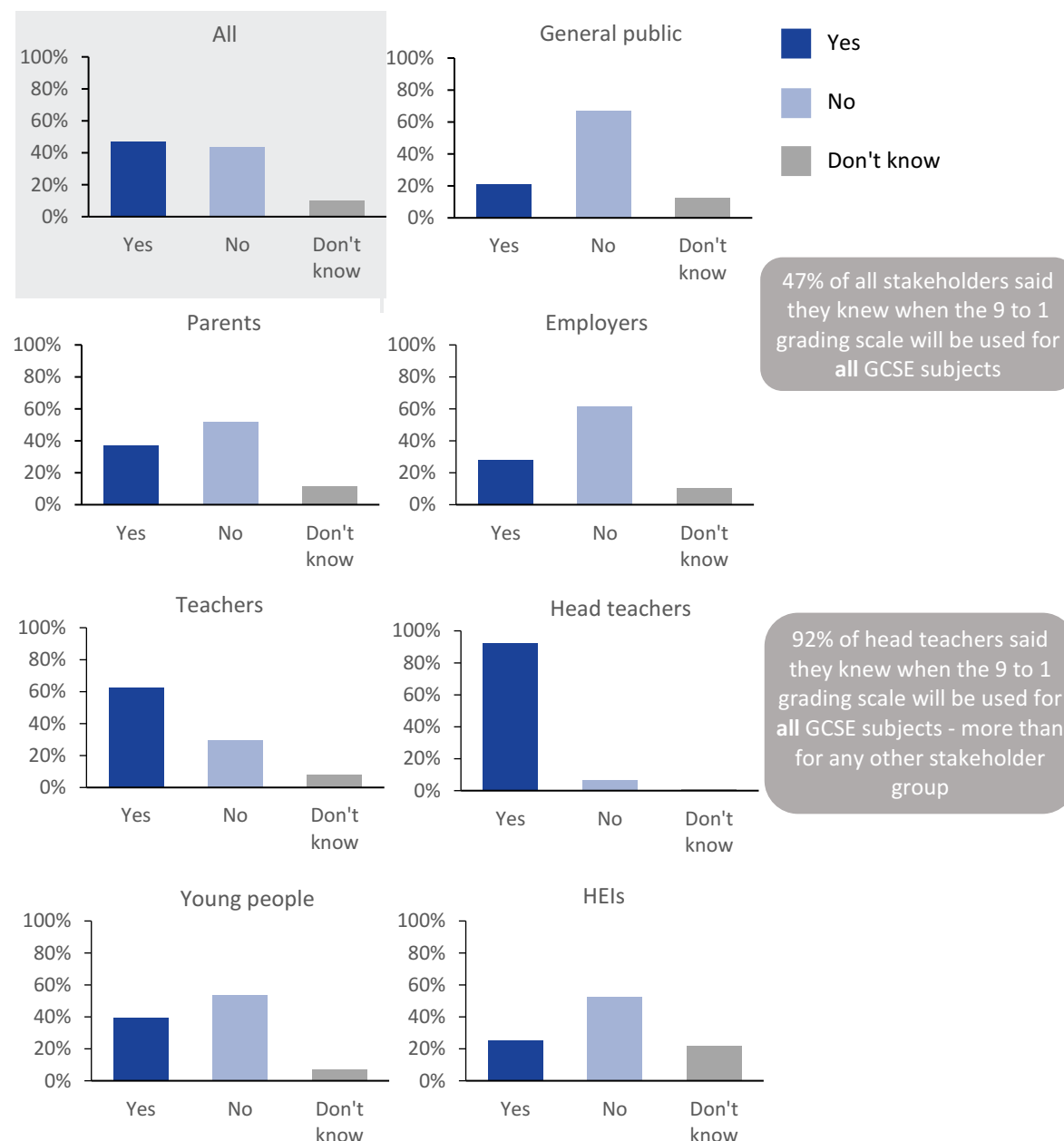
**Figure 26. Results for “Based on your understanding of the 9 to 1 grading scale, what is the best grade that students can get?”**



*Note: This question was asked only to those who were aware of the new 9 to 1 grading scale used in new GCSEs.*

When the survey was administered in autumn 2017, almost half of respondents stated that they were aware of when the 9 to 1 grading scale will be used for all GCSE subjects. Since the autumn, we have continued our engagement campaigns to raise awareness about the 9 to 1 scale and as such we expect that the awareness of when the 9 to 1 grading scale will be used for all GCSEs is likely now greater.

**Figure 27. Results for “Do you know when the 9 to 1 grading scale will be used for all GCSE subjects?”**

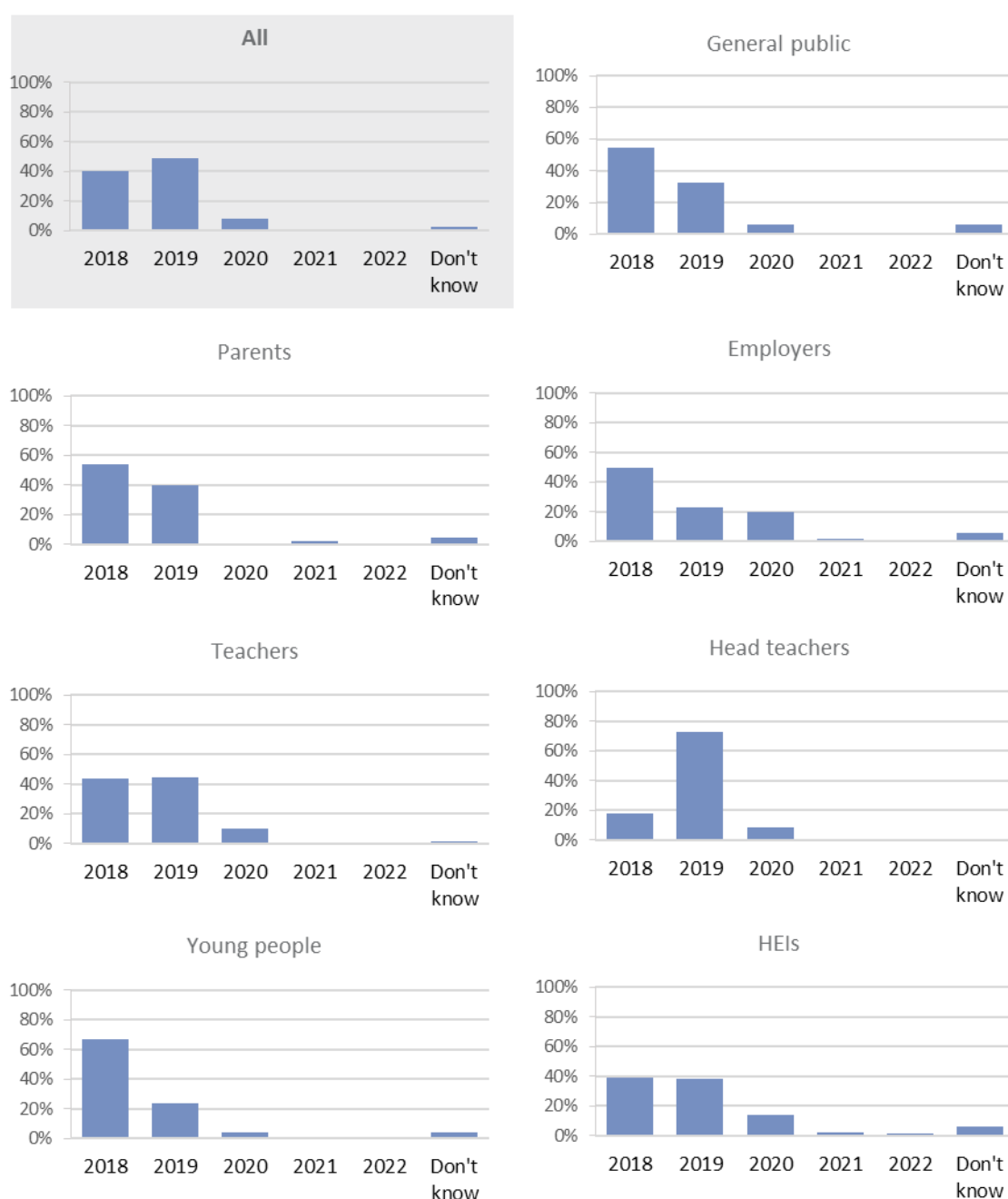


*Note: This question was asked only to those who were aware of the new 9 to 1 grading scale used in new GCSEs and was included for the first time in wave 16.*

For the following survey item the wave 16 effective base was: All responses 751; General public 119; Parents 82; Young people 100; Teachers 356; Head teachers 186; HEIs 51; Employers 47.

Whilst most GCSE subjects will use the 9 to 1 grading scale from either 2018 or 2019, there is a handful of subjects that will not be using the 9 to 1 scale until 2020. As such, most stakeholders believed that the 9 to 1 grading scale will be used for all GCSEs in 2018 or 2019. We therefore expect that the responses here likely reflect the reform timetable of the subjects the respondents are most closely involved with.

**Figure 28. Results for “Please select the year in which you think the 9 to 1 grading scale will be used for all GCSEs.”**



*Note: This question was asked only to those who were aware of the new 9 to 1 grading scale used in new GCSEs. This survey item was included for the first time in wave 16.*

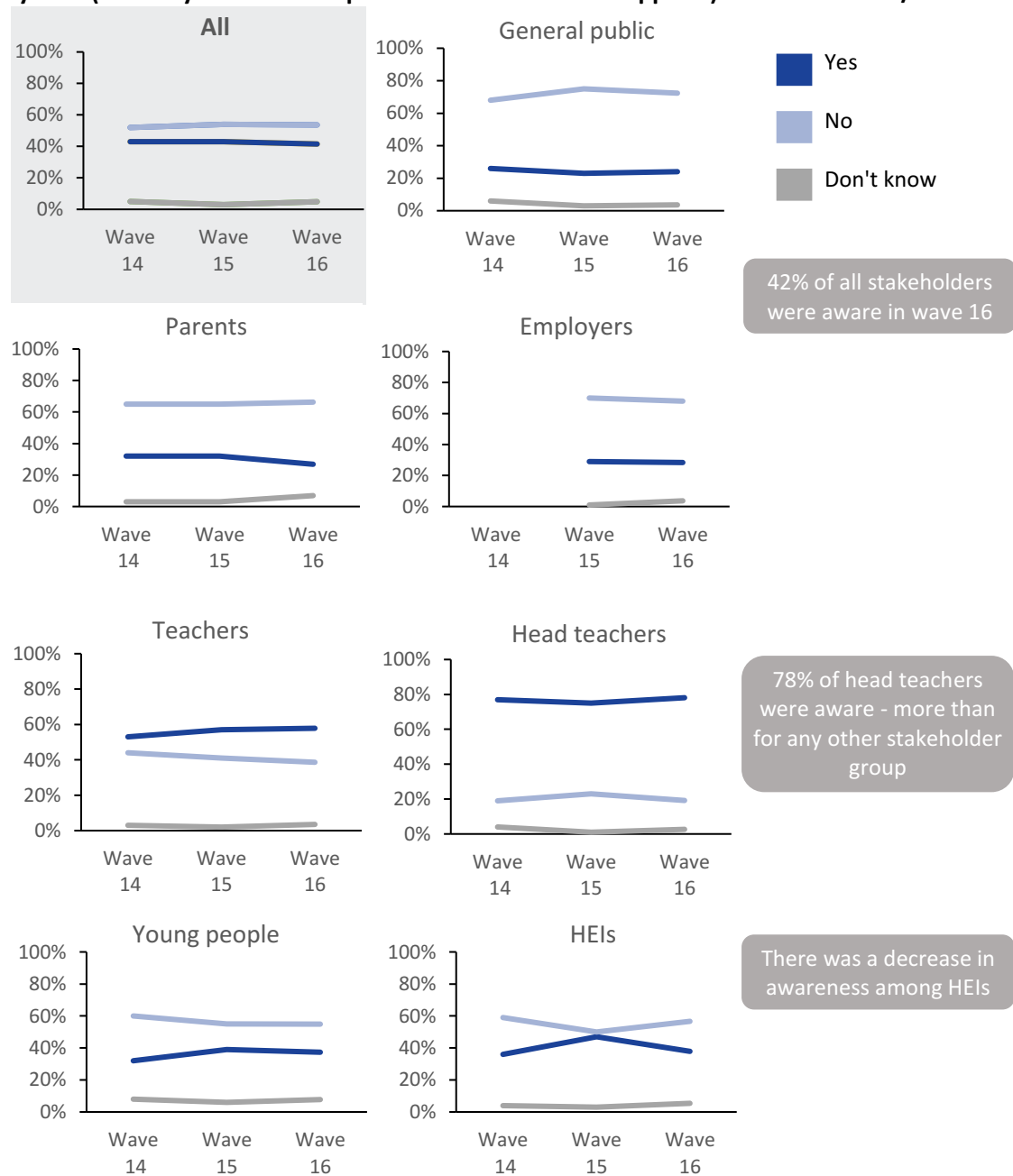
## Section 6: The review of marking, moderation and appeals against results for GCSEs and AS/A levels

### Awareness and perceptions

For the following survey item the wave 16 effective base was: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

Four in ten stakeholders were aware that there is a review of marking, moderation and appeals system for GCSE and AS/A level results, broadly consistent with waves 14 and 15.

**Figure 29. Results for “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?”**

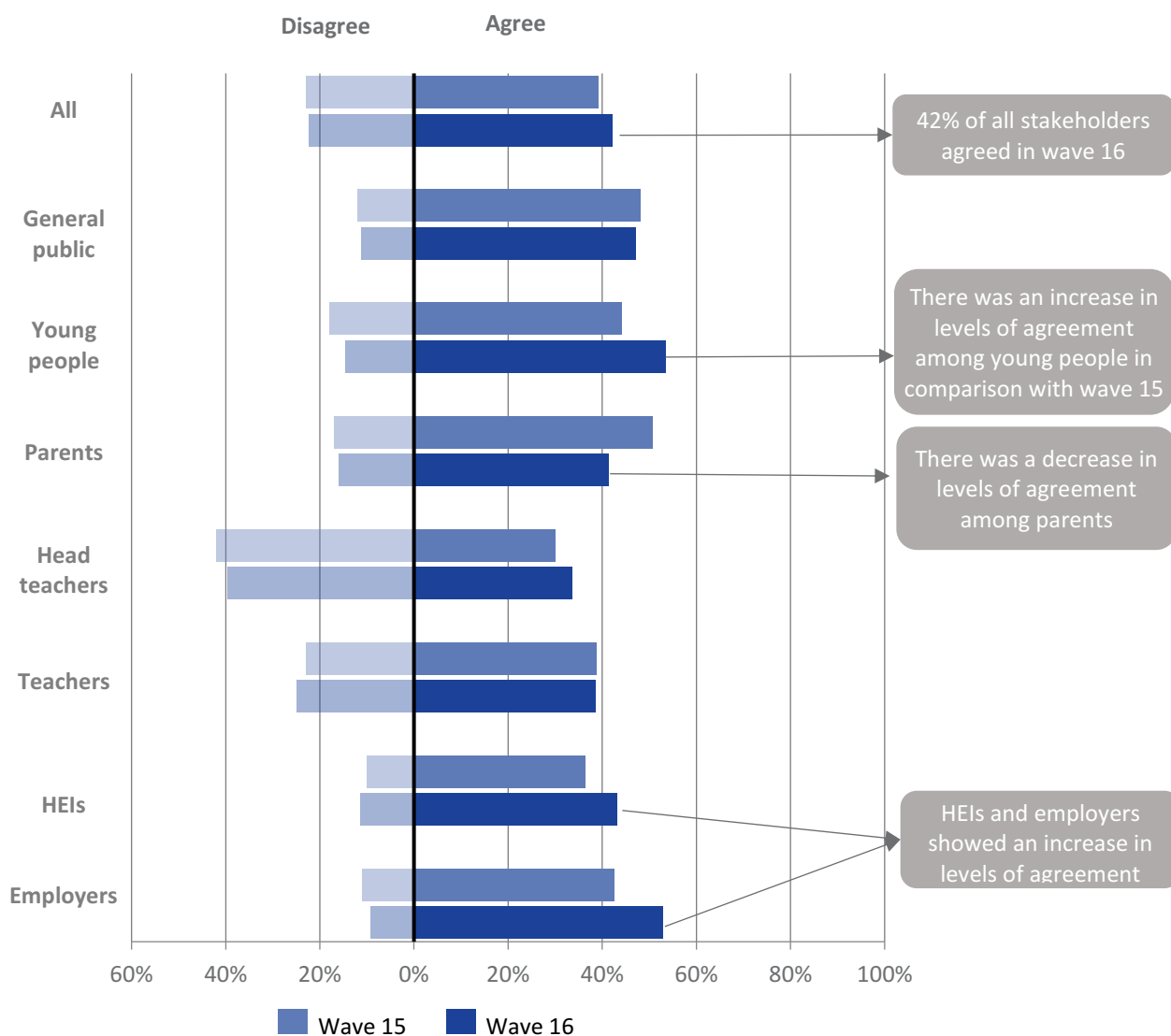


Note: Employers were not included in the sample for this question in wave 14.

For the following 4 survey items the wave 16 effective base was: All responses 816; General public 238; Parents 73; Young people 103; Teachers 331; Head teachers 152; HEIs 93; Employers 70.

Four in ten stakeholders agreed that the review of marking, moderation and appeals system for GCSEs was fair, consistent with wave 15

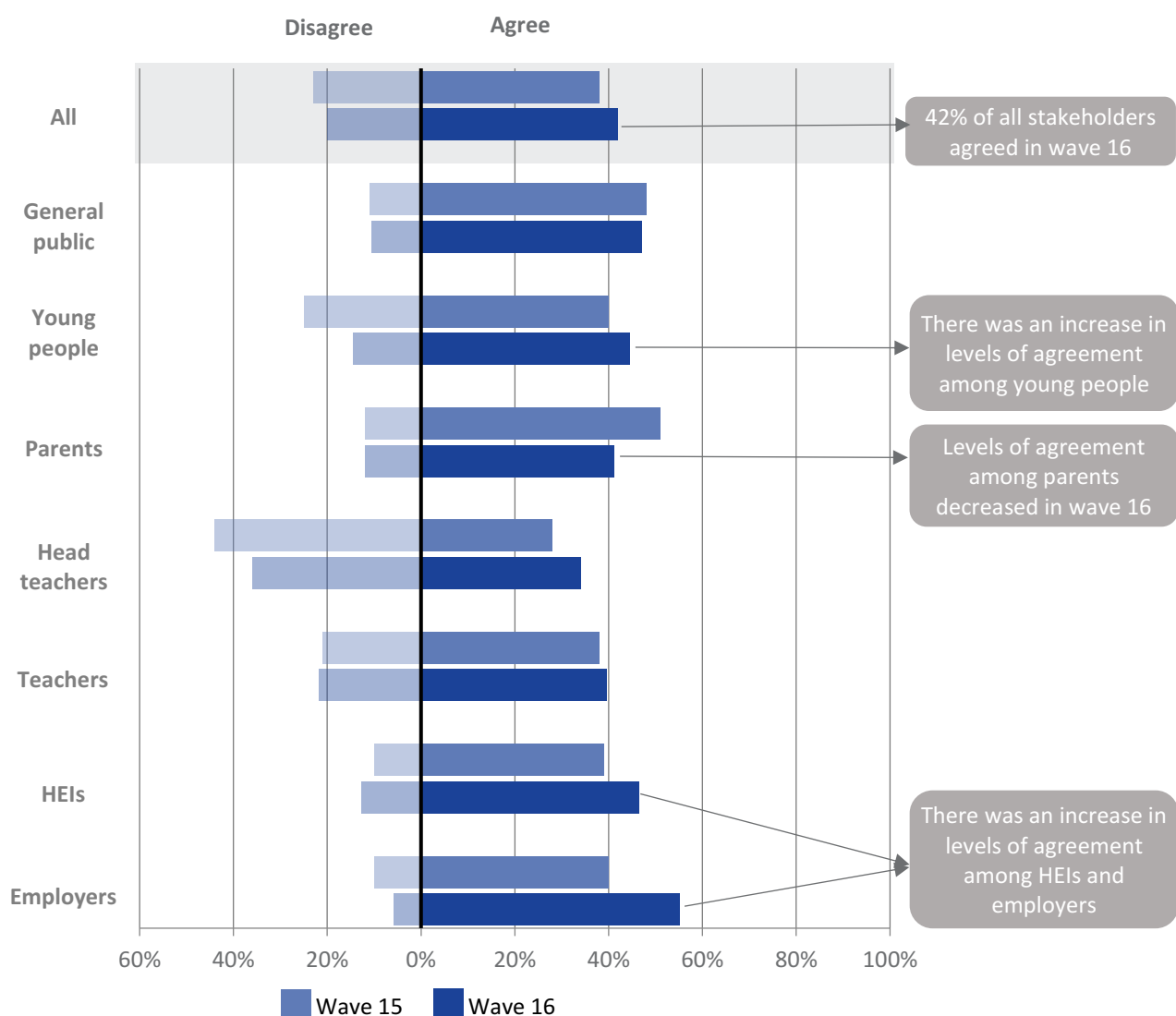
**Figure 30. Results for “The review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSEs is fair.”**



*Note: This survey item was available only to those who were aware that there is a review of marking, moderation and appeals system for GCSE and AS/A level results. This survey item was included for the first time in wave 15.*

Overall, there has been an increase in levels of agreement that the review of marking, moderation and appeals system for AS/A levels is fair in comparison with wave 15.

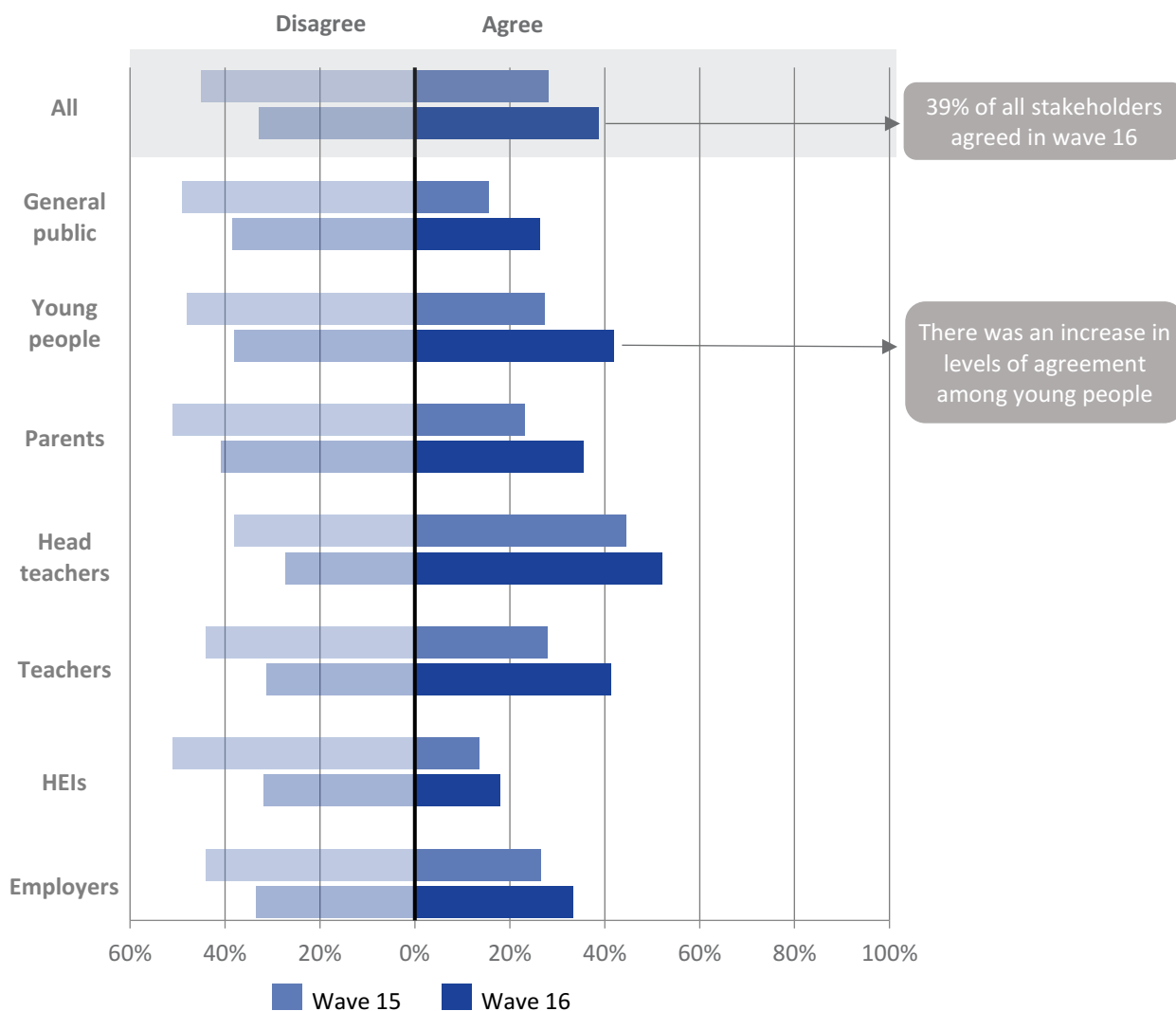
**Figure 31. Results for “The review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for AS/A levels is fair.”**



*Note: This survey item was available only to those who were aware that there is a review of marking, moderation and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 15.*

In wave 16, overall, there was an increase in levels of agreement that the stakeholders have adequate information about the review of marking, moderation and appeals system for GCSEs and AS/A levels.

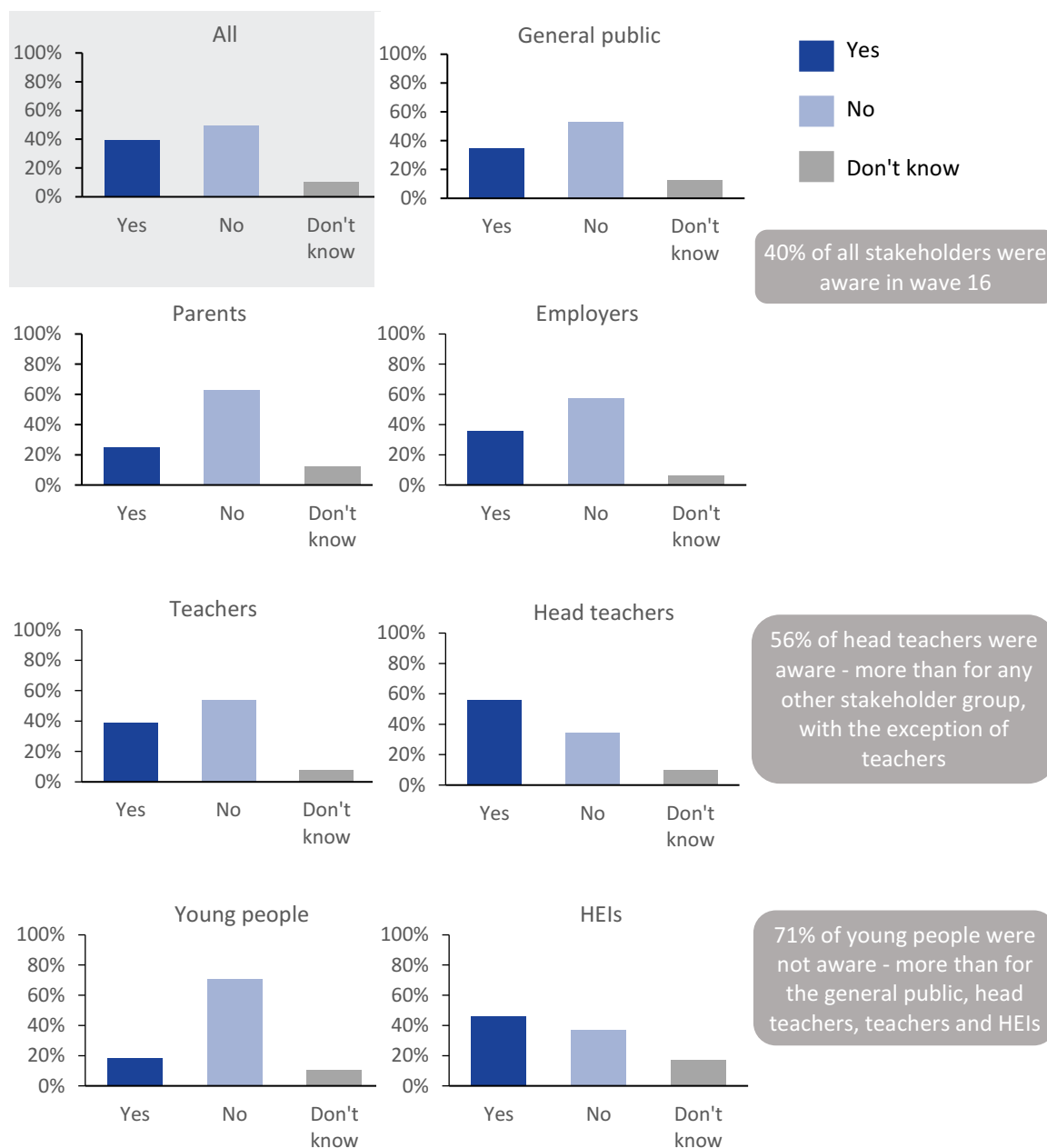
**Figure 32. Results for “I have adequate information about the review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSEs and AS/A levels.”**



*Note: This survey item was available only to those who were aware that there is a review of marking, moderation and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 15.*

Four in ten stakeholders were aware that a school or college with unaddressed concerns about marking in an AS or A level could appeal to the exam board on the grounds of a marking error or procedural failing.

**Figure 33. Results for “Are you aware that, for 2017, a school or college whose concerns about marking in an AS or A level were not addressed during a review of 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?”**



*Note: This survey item was available only to those who were aware that there is a review of marking, moderation and appeals system for GCSE and AS/A level results. This survey item was asked for the first time in wave 16.*



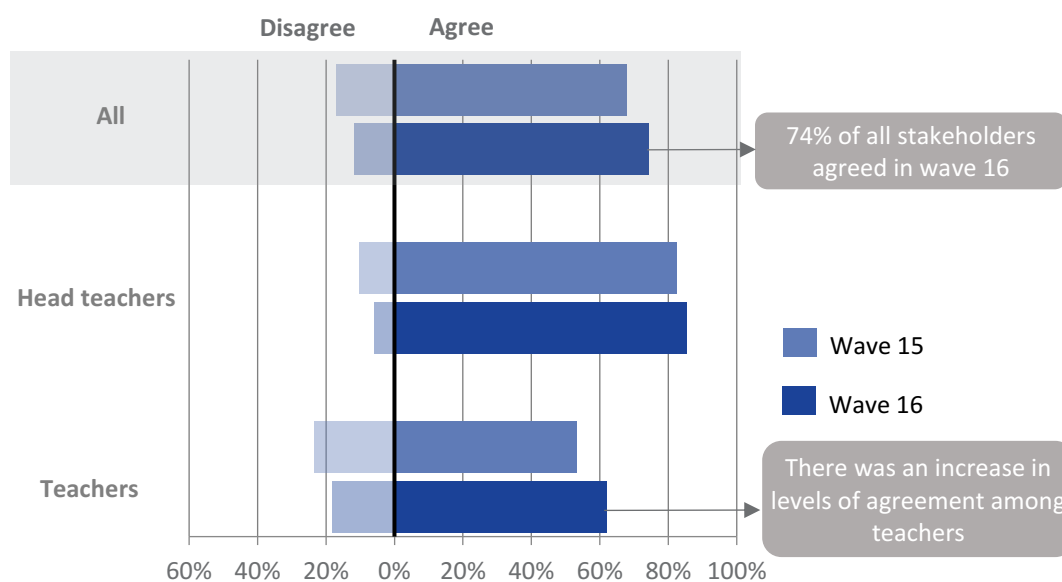
## Section 7: Special consideration, reasonable adjustments and malpractice for GCSE and AS/A level qualifications

### Special consideration

For the following 10 survey items the wave 16 effective base was: All responses 487; Teachers 467; Head teachers 172. These survey item were available only to teachers and head teachers, therefore 'All' in the following items represent only head teachers and teachers.

Overall, there was an increase in levels of agreement among head teachers and teachers that they have adequate information about the arrangements available for a GCSE or AS/A level student who is eligible for special consideration.

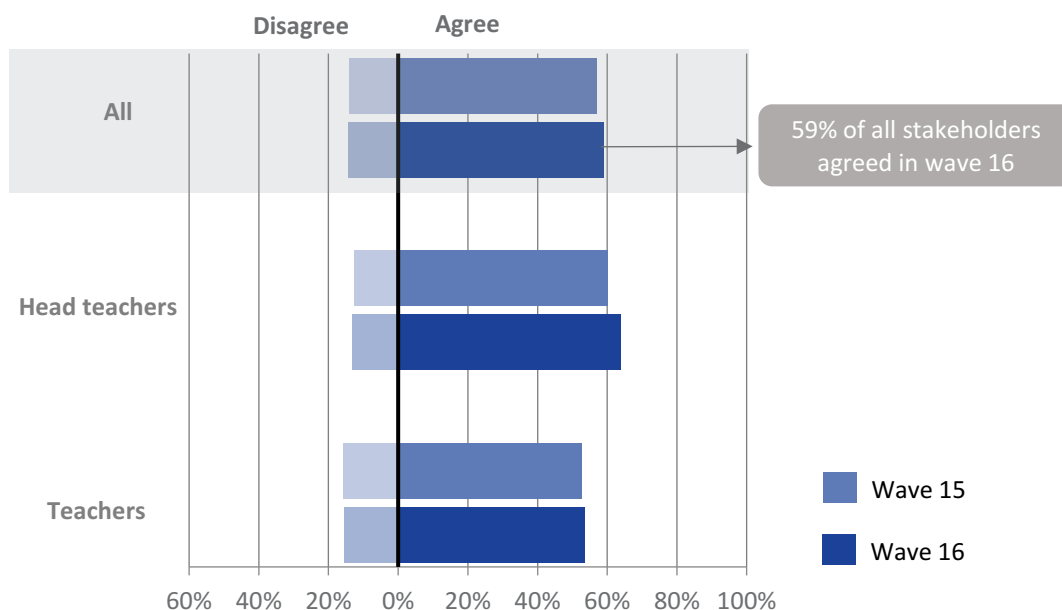
**Figure 34. Results for “I have adequate information about the arrangements that are available for a GCSE or AS/A level student that is eligible for special consideration.”**



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

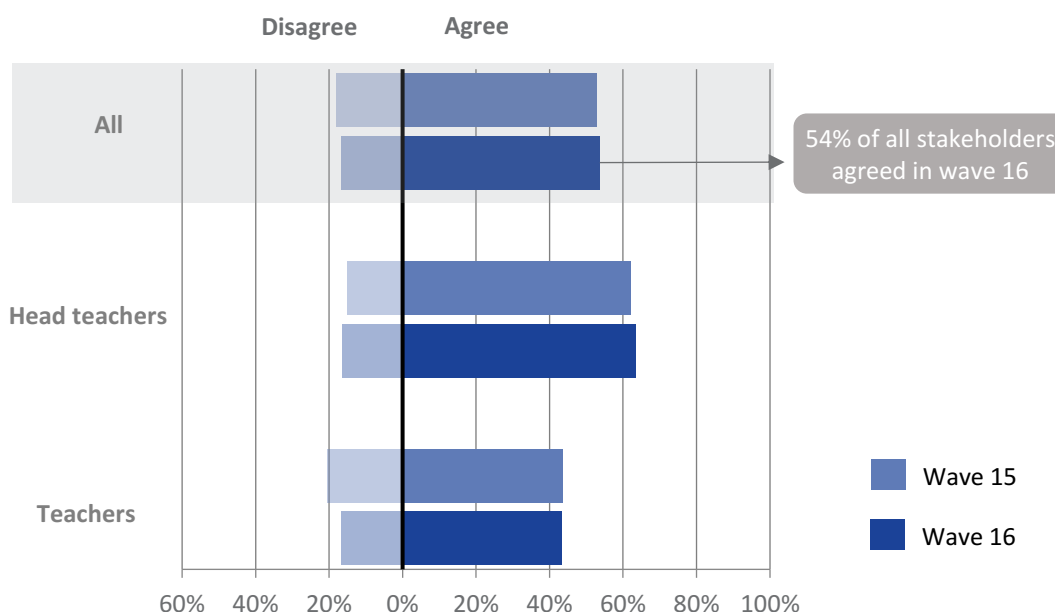
Six in ten head teachers and teachers agreed that special consideration makes the qualification system fairer for all GCSE and AS/A level students, remaining consistent with wave 15.

**Figure 35. 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 wave 15 for head teachers and teachers.

**Figure 36. Results for “In the current special consideration system, the right arrangements are made for the right GCSE and AS/A level students.”**

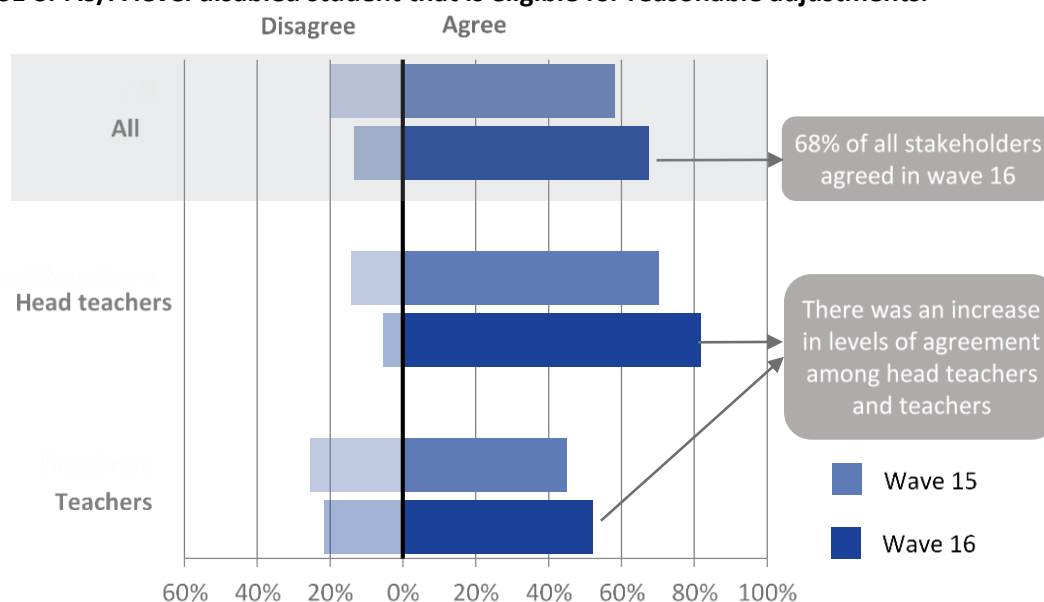


Note: these two survey items were included for the first time in wave 15.

### Reasonable adjustments

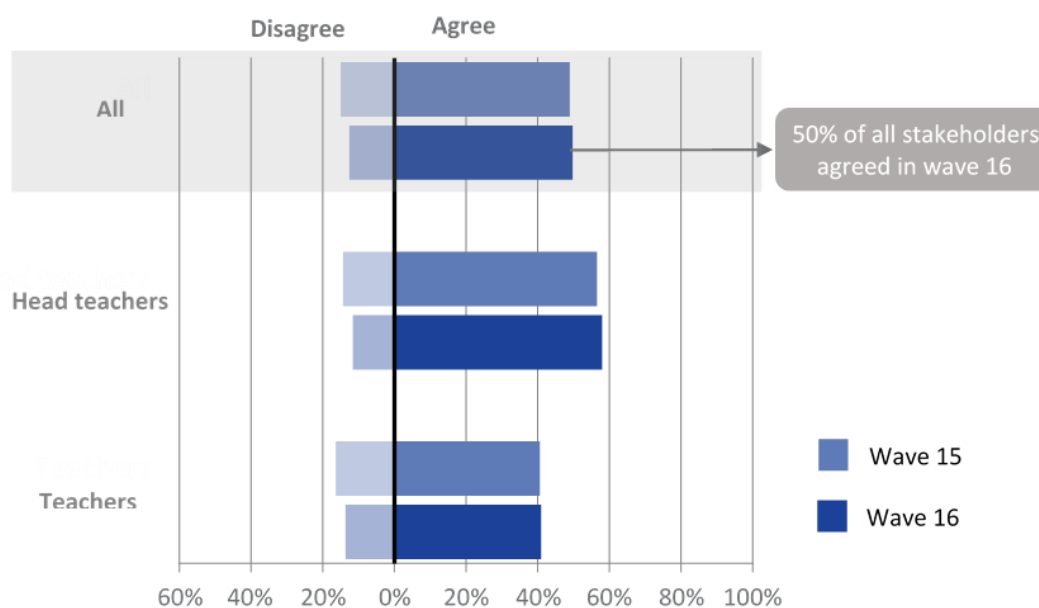
Seven in ten head teachers and teachers agreed that they have adequate information about the adjustments available for a GCSE or AS/A level disabled<sup>4</sup> student who is eligible for reasonable adjustments, an increase in comparison with wave 15.

**Figure 37. Results for “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.”**



Levels of agreement that the right reasonable adjustments are made for the right GCSE and AS/A level disabled students remained consistent with wave 15 for head teachers and teachers.

**Figure 38. Results for “Currently, the right reasonable adjustments are made for the right GCSE and AS/A level disabled students.”**

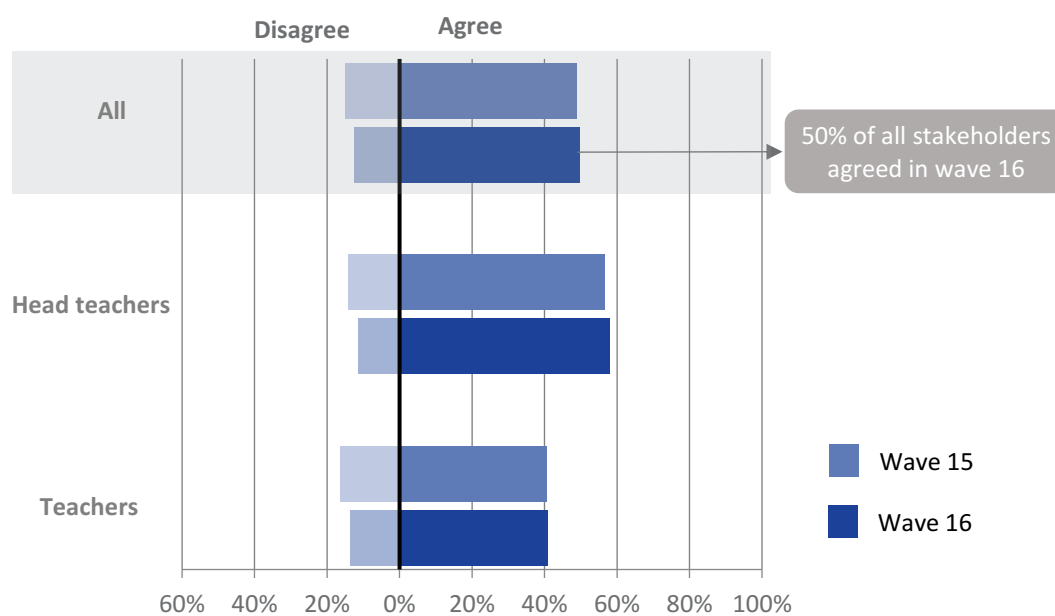


*Note: these two survey items were included for the first time in wave 15.*

<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.

Levels of agreement among head teachers and teachers that reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students remained consistent with wave 15.

**Figure 39. Results for “Reasonable adjustments make the qualification system fairer for all GCSE and AS/A level students.”**

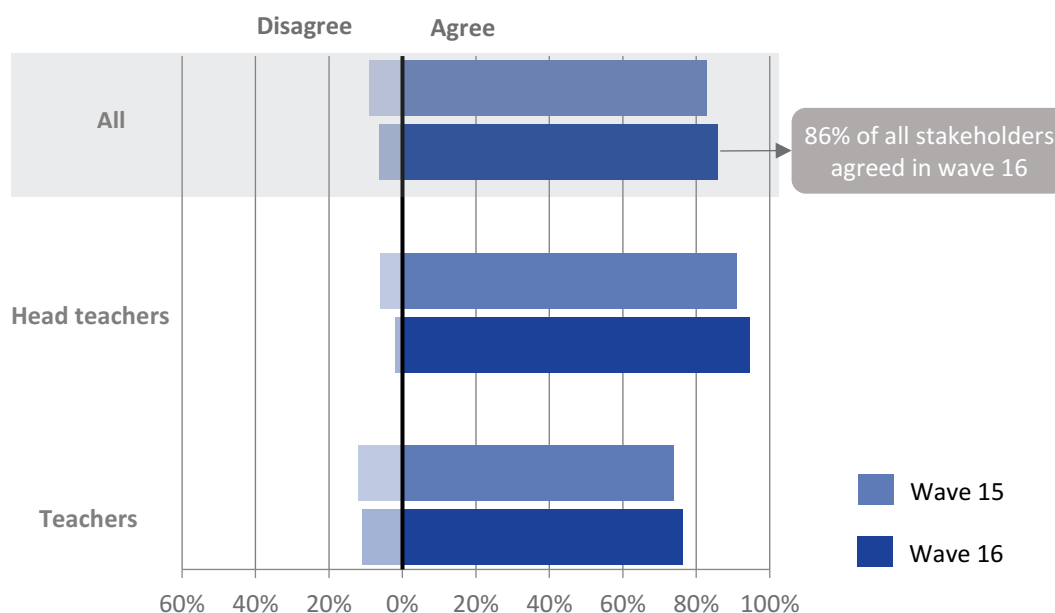


*Note: this survey item was included for the first time in wave 15.*

### Malpractice

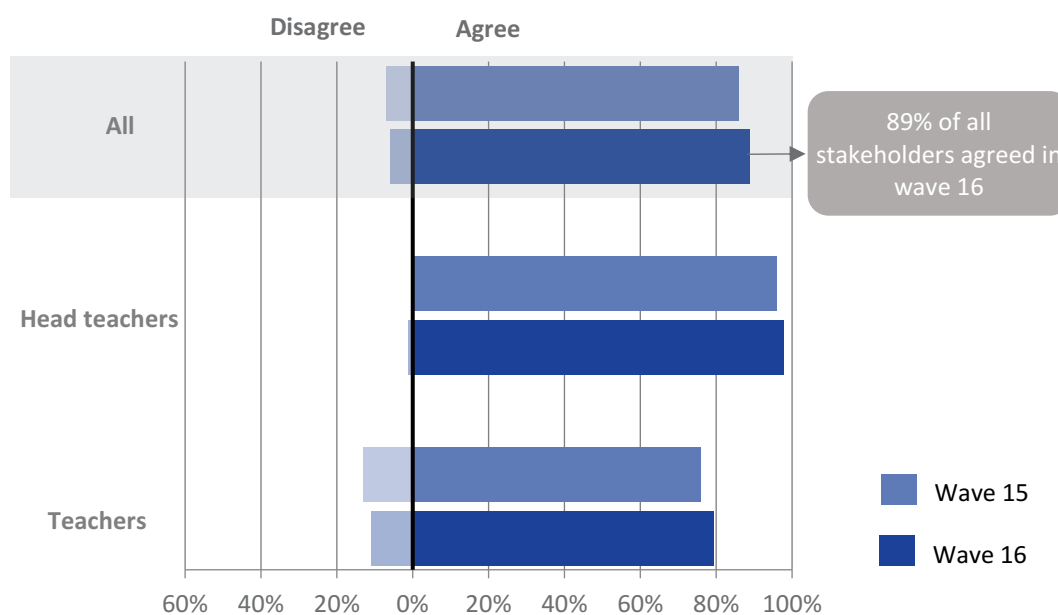
Among head teachers and teachers, levels of agreement that they have adequate information about what constitutes malpractice for GCSEs and AS/A levels were consistent with wave 15.

**Figure 40. Results for “I have adequate information about what constitutes malpractice for GCSEs and AS/A levels.”**



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, consistent with wave 15.

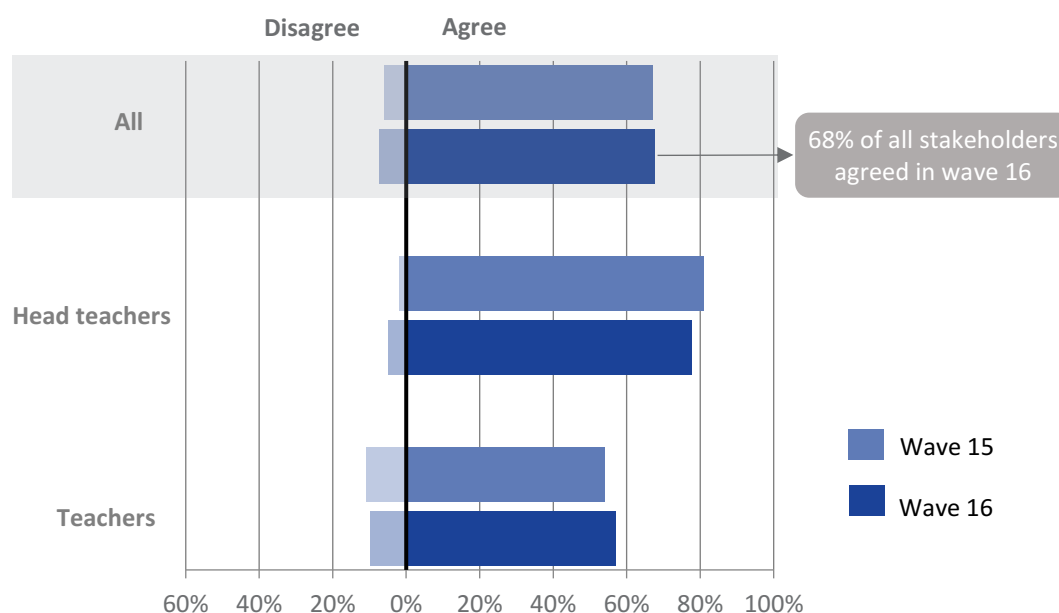
**Figure 41. Results for “I know to whom I should report an incident of malpractice for GCSEs and AS/A levels.”**



*Note: these survey items were included for the first time in wave 15.*

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

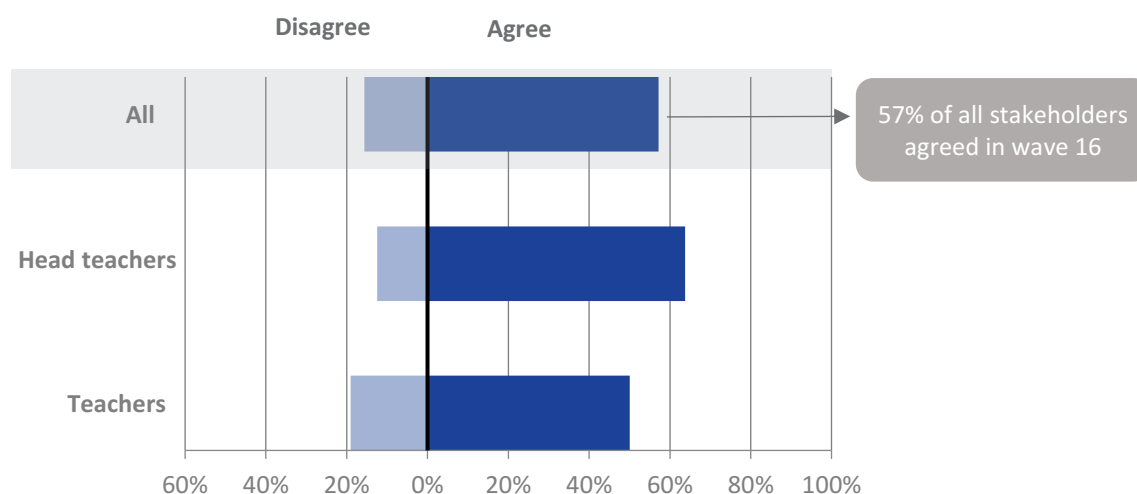
**Figure 42. Results for “I am confident that incidents of malpractice are fairly investigated for GCSEs and AS/A levels.”**



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

Nearly 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.

**Figure 43. Results for “I am confident malpractice is properly reported when it happens in GCSEs and AS/A levels.”**



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

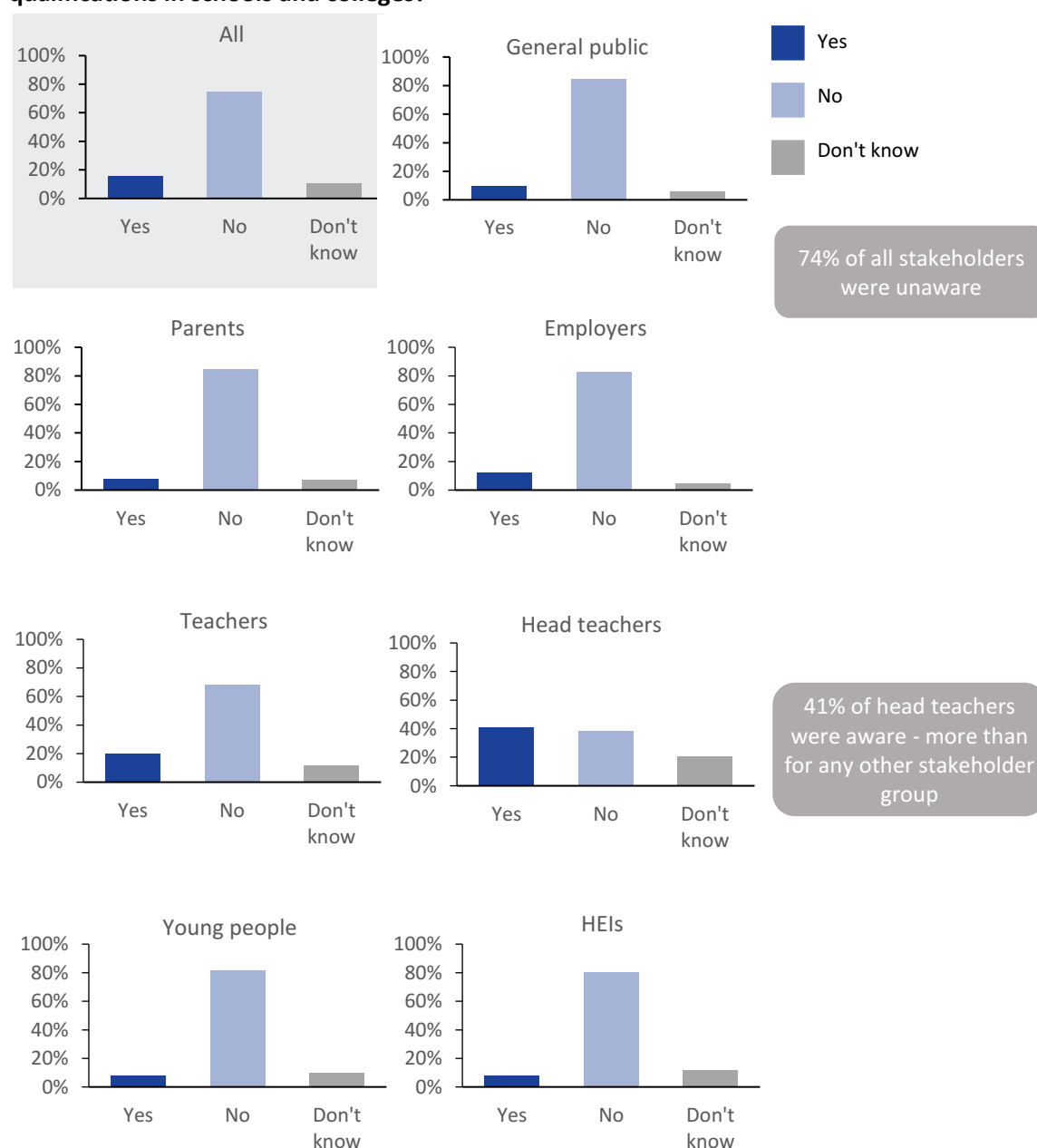
## Section 8: Appeals against results for Applied General qualifications

### Awareness and perceptions

For the following survey item the wave 16 effective base was: All responses 2,097; General public 1,002; Parents 269; Young people 274; Teachers 566; Head teachers 199; HEIs 237; Employers 251.

Three in four stakeholders were not aware of the appeals against results process for Applied General qualifications in schools and colleges.

**Figure 44. Results for “Are you aware of the appeals against results process for Applied General qualifications in schools and colleges?”**

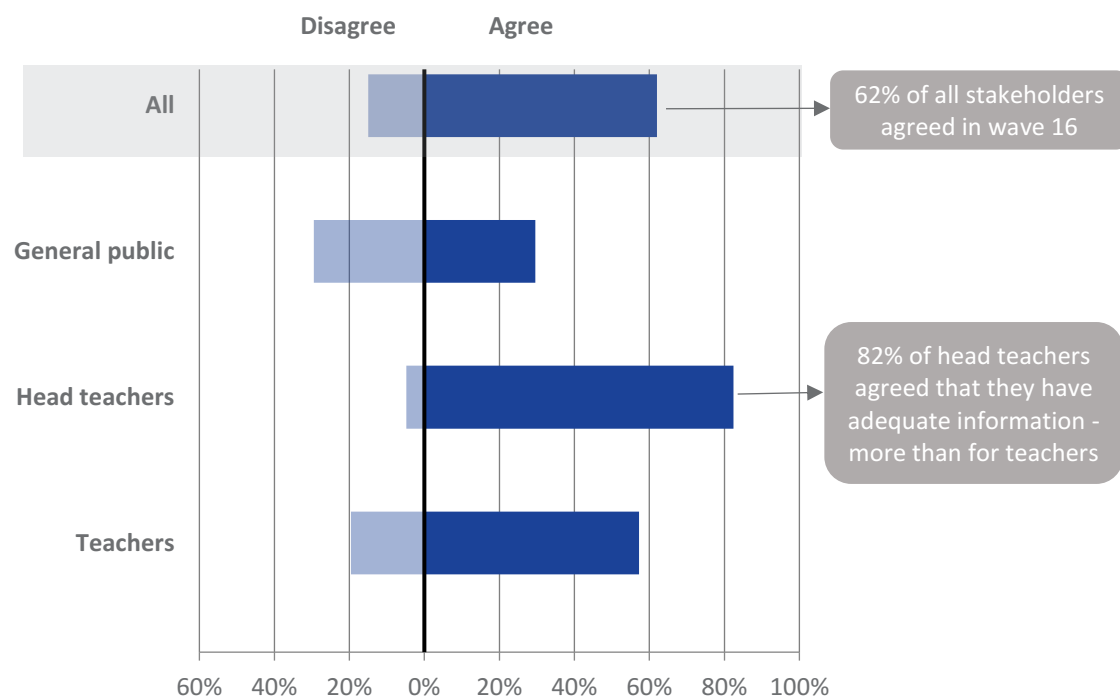


Note: This survey item was included for the first time in wave 16.

For the following 2 survey items the wave 16 effective base was: All responses 279; General public 96; Teachers 108; Head teachers 76.

Six in ten stakeholders agreed that they have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.

**Figure 45. Results for “I have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.”**

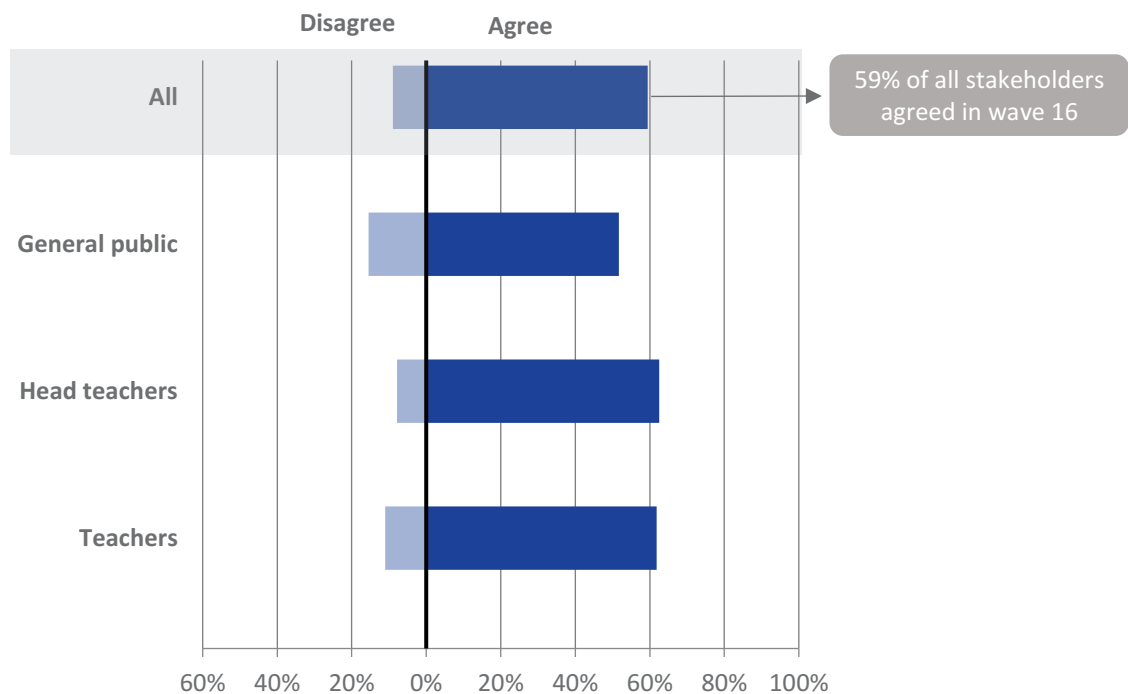


*Note: Results for young people, parents, HEIs and employers are not shown due to low base sizes. This survey item was available only to those who were aware of the appeals against results process for Applied General qualifications. This survey item was included for the first time in wave 16.*



Six in ten stakeholders agreed that they are confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.

**Figure 46. Results for “I am confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.”**



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