

ANNEX TO THE ANALYSIS OF CONSULTATION RESPONSES

Proposed changes to the assessment of GCSEs, AS and A levels in 2021

Proposals to modify the assessment requirements for some GCSEs, AS and A levels in response to disruption to education caused by the coronavirus (COVID-19) pandemic

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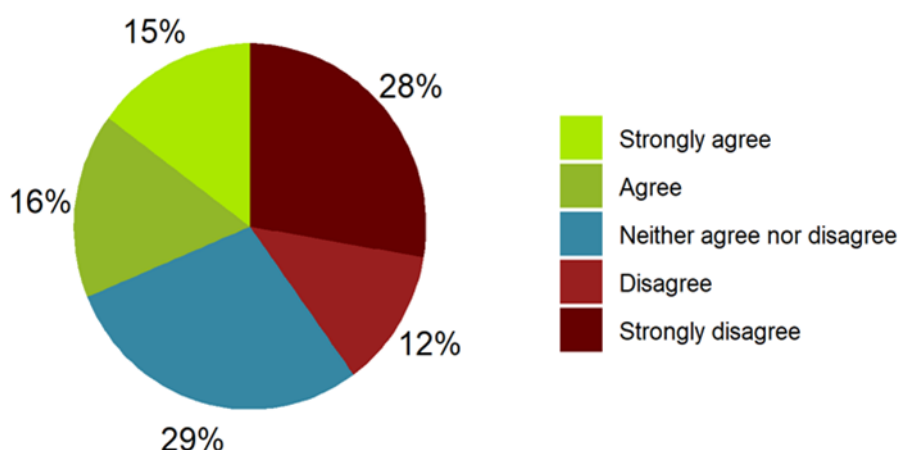
Annex to the Consultation Analysis

Accounting

Q14. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level accounting in 2021?

Q15. Do you have any comments on the proposed assessment arrangements for AS and A level accounting in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 26.



Q14 responses	Count	Percentage
Strongly Agree	29	15%
Agree	32	16%
Neither Agree nor Disagree	56	29%
Disagree	24	12%
Strongly Disagree	54	28%
Q14 total responses		195
No response		28,777
Survey total responses		28,972

Thirty-one per cent of the responses to this question agreed or strongly agreed with the proposal and 40% disagreed or strongly disagreed. Teachers, senior leadership teams and those responding as schools or colleges were more in support than against the proposal. However, those who identified as students mostly disagreed.

There were 74 comments. Whether agreeing or disagreeing, the difficulty of making up for lost teaching time was raised by most who commented. A few respondents suggested elements of the content should be made optional so they would not have to be taught. Some favoured different methods of assessment, including teacher assessment, predicted grades or coursework.

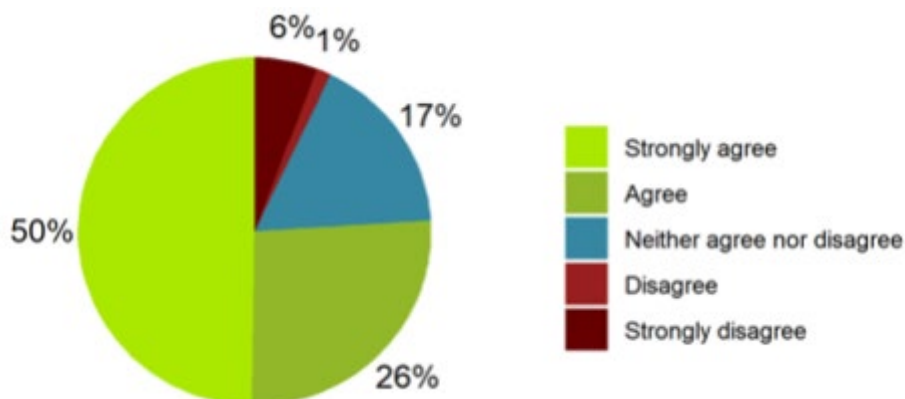
“It would be beneficial for the students to have reduction in the content, or the structure of the exams” (Teacher - responding in a personal capacity)

“Use a blend of exams and teachers predicted grades.” (Student)

Ancient history

Q16. To what extent do you agree or disagree that centres should have a choice of topics on which their students will answer questions for GCSE ancient history exams in 2021?

For details of the proposals for this qualification, please see the consultation document, page 16 and page 55.



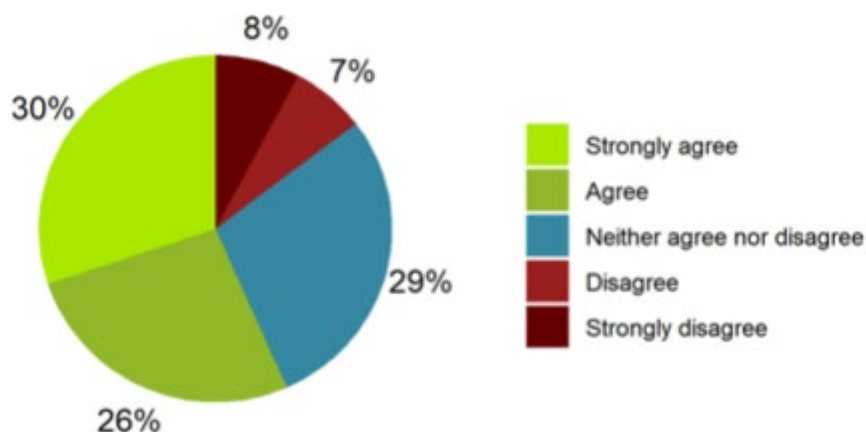
Q16 responses	Count	Percentage
Strongly Agree	112	50%
Agree	59	26%
Neither Agree nor Disagree	38	17%
Disagree	3	1%
Strongly Disagree	13	6%
Q16 total responses	225	
<i>No response</i>	28,747	
Survey total responses	28,972	

Seventy-six per cent of the responses to this question agreed or strongly agreed with the proposal to allow a choice of topics and 7% disagreed or strongly disagreed. All respondent groups had a majority in support of the proposal.

Q17. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE ancient history exams in 2021?

Q18. Do you have any comments on the proposed assessment arrangements for GCSE ancient history exams in 2021?

For details of the proposals for this qualification, please see the consultation document, page 16 and page 55.



Q17 responses	Count	Percentage
Strongly Agree	66	30%
Agree	58	26%
Neither Agree nor Disagree	63	29%
Disagree	15	7%
Strongly Disagree	17	8%
Q17 total responses	219	
No response		28,753
Survey total responses	28,972	

Fifty-six per cent of the responses to this question agreed or strongly agreed with the proposal and 15% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 75 comments in relation to this qualification.

Most welcomed the proposal, with many stating the changes should help both students and teachers, without affecting educational outcomes

“I think that sampling content in this way and allowing for optional routes through the qualification is an excellent way to ease the pressure on teachers and students. In simplistic terms, there will have been less effective teaching time available, and so there should also be less material students are expected to know. Keeping the compulsory period studies means that the board has sufficient entries to ensure reliability and they can use these to “pin” the other awarding if (as is inevitable) some of the depth studies end up with really tiny cohorts. This also means that students still have to study Greece and Rome, and so breadth is not lost, which is educationally important.” (University or higher education institution)

Many respondents commented that the reduced workload would not affect the skills targeted in the revised assessments.

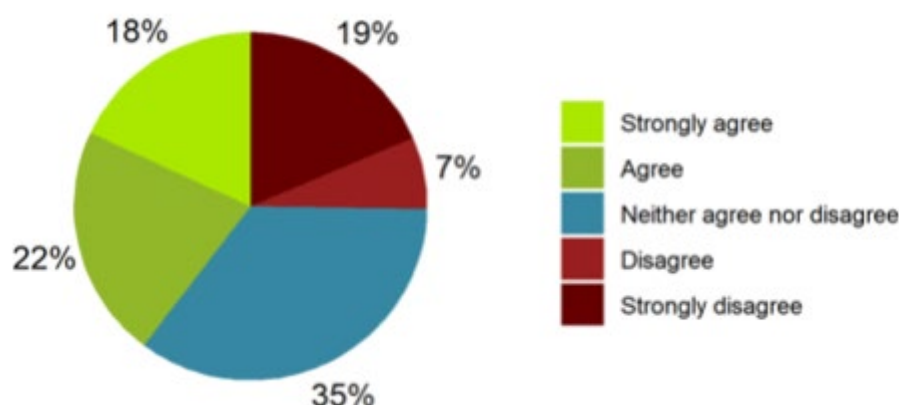
“It is already a content heavy course - the same assessment objectives can be assessed from having one fewer depth study and thus pupils have an easier experience, immensely benefiting their wellbeing.” (Teacher – responding in a personal capacity)

Those who disagreed argued against the topics chosen to be optional, or in favour of coursework or teacher assessed grades.

Q19. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level ancient history in 2021?

Q20. Do you have any comments on the proposed assessment arrangements for AS and A level ancient history in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 26.



Q19 responses	Count	Percentage
Strongly Agree	35	18%
Agree	42	22%
Neither Agree nor Disagree	68	35%
Disagree	13	7%
Strongly Disagree	36	19%
Q19 total responses	194	
<i>No response</i>		28,778
Survey total responses	28,972	

Forty per cent of the responses to this question agreed or strongly agreed with the proposal and 26% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 57 comments.

Many commented on the difficulties of covering the content given the lost teaching time and suggested some content should become optional by giving students a choice of questions.

“Ensure full range of questions available. Choice is essential. This would negate any possibility of content not being covered.” (Teacher – responding in a personal capacity)

Some respondents suggested the proposals for GCSE in the subject should apply to AS and A level, too.

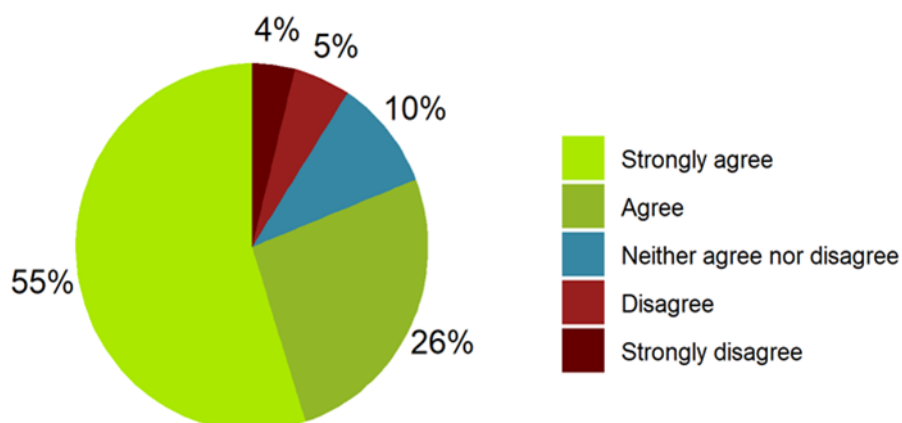
“That content adjustments are not being made for AS and A Levels seems totally bizarre. If we are admitting that the disruption has meant that GCSE students have had insufficient preparation for their qualifications then surely this is also true at AS and A Level? The students might be older, but the courses are harder and often circumstances will have meant that the most vulnerable have had dreadful levels of disengagement. This really should be acknowledged and boards permitted to allow consideration in terms of the examined content. A similar plan to GCSE (with one type of module being made optional) could work well.” (University or higher education institution)

Art and design

Q21. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE art and design in 2021?

Q22. Do you have any comments on the proposed assessment arrangements for GCSE art and design in 2021?

For details of the proposals for this qualification, please see the consultation document, page 16.



Q21 responses	Count	Percentage
Strongly Agree	1,318	55%
Agree	626	26%
Neither Agree nor Disagree	237	10%
Disagree	125	5%
Strongly Disagree	94	4%
Q21 total responses	2,400	
<i>No response</i>	26,572	
Survey total responses	28,972	

Eighty-one per cent of the responses to this question agreed or strongly agreed with the proposal and 9% disagreed or strongly disagreed. We received 1,049 comments in relation to this qualification. All groups agreed to a similarly high level.

Many respondents noted the proposal would support students to complete good quality portfolios demonstrating depth and technical skills. Many believed the proposal would be fair and allow students, including those with special education needs and disabilities (SEND), to catch up and create time that could be diverted to other subjects.

“I feel that this would be a fair and reasonable response to the situation. This would offer students and teachers greater flexibility and time to build a meaningful body of work. This would allow for all schools to have the time to submit a quality portfolio of work and would not disadvantage those who were severely affected by remote learning.” (Teacher - responding in a personal capacity)

“We strongly agree – this supports all students including disadvantaged students with lack of art and design materials at home.” (Awarding body or exam board)

“This would greatly relieve stress and improve grades in a way that is still representative of what the student is capable of. This would ensure that the results are a fair reflection of each student's artistic capabilities and not linked to unnecessary time pressures.” (Student)

A few respondents were concerned that the proposals will make the qualification seem easier and, devalue it.

Many respondents commented that the proposal to permit (although not require) a digital portfolio could be burdensome for teachers. Many suggested that digital images are not the same quality and may disadvantage some students. While some would prefer moderation visits to continue, others acknowledged an alternative might be needed due to public health restrictions. Some thought a digital portfolio would help students prepare for university, reduce pressure and increase time for teaching. Some felt that exam boards should restrict the amount of evidence to submit to make it manageable and fair.

“I would prefer exam boards to visit rather than moderate by digital portfolio. The preparation of digital portfolios will be a massive extra burden on schools and it can be detrimental to accuracy of assessment.” (Teacher - responding in a personal capacity)

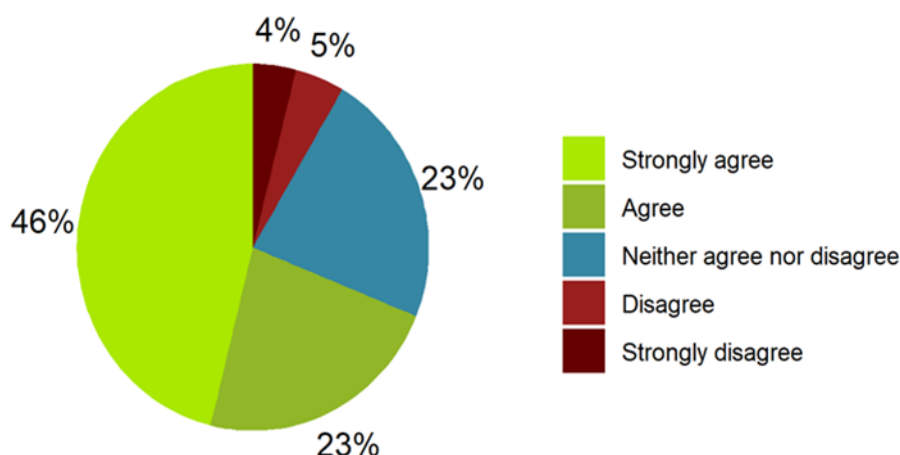
"I worry that a digital portfolio won't showcase a student's work effectively. Lots of students present 3D or textured work that can't easily be replicated in a photograph. I also worry that this collating of a digital portfolio would increase the teachers' workload." (Teacher - responding in a personal capacity)

"The more digital tech can be used to support examinations moderation and reduce teacher workload, the better." (SLT – Senior leadership team)

Q23. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level art and design in 2021?

Q24. Do you have any comments on the proposed assessment arrangements for AS and A level art and design in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 26.



Q23 responses	Count	Percentage
Strongly Agree	983	46%
Agree	485	23%
Neither Agree nor Disagree	482	23%
Disagree	97	5%
Strongly Disagree	84	4%
Q23 total responses	2,131	
No response	26,841	
Survey total responses	28,972	

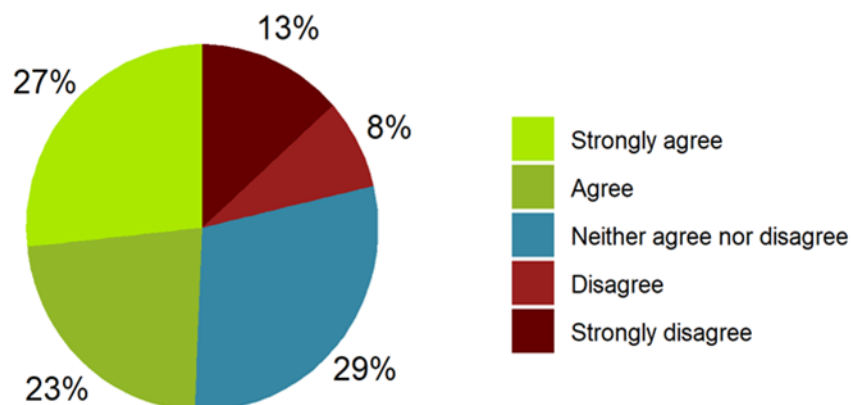
Sixty-nine per cent of the responses to this question agreed or strongly agreed with the proposal and 9% disagreed or strongly disagreed. We received 691 comments in relation to these qualifications. All groups showed a similarly high level of agreement. Comments received mirrored those made for GCSE art and design as summarised above.

Astronomy

Q25. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE astronomy in 2021?

Q26. Do you have any comments on the proposed assessment arrangements for GCSE astronomy in 2021?

For details of the proposals for this qualification, please see the consultation document, page 16.



Q25 responses	Count	Percentage
Strongly Agree	40	27%
Agree	34	23%
Neither Agree nor Disagree	44	29%
Disagree	12	8%
Strongly Disagree	20	13%
Q25 total responses		150
No response		28,822
Survey total responses		28,972

Fifty per cent of respondents supported our proposals for this qualification and 21% disagreed. We received 33 comments in relation to this qualification.

Some respondents suggested that teacher assessment should be used instead of exams.

There were some comments about modifications to the requirements for the observational activities that are part of this qualification.

“With the risk of local lockdowns in the future we would propose that the observational activities for GCSE Astronomy are modified in the same way as practical work has been for GCSE Sciences where allowance has been made for candidates to observe practical activities rather than the requirement to conduct them themselves.” (Awarding body or exam board)

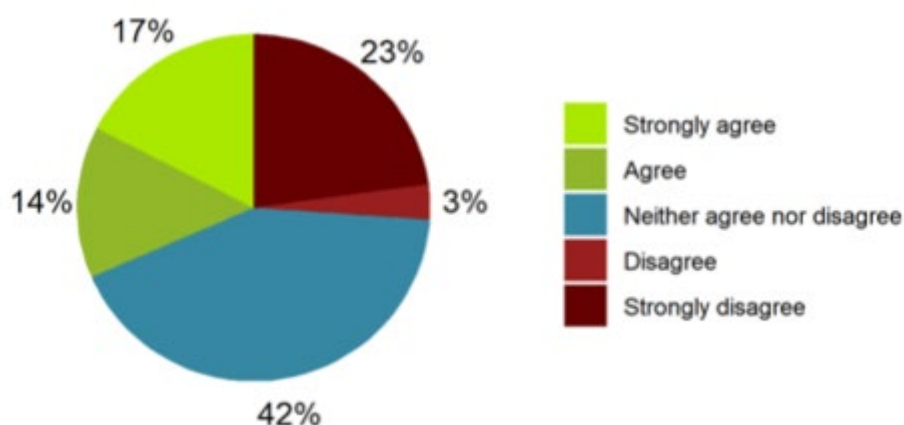
“I was surprised that there was no clarity over the requirement for students to conduct practical work and for this be confirmed in writing by the school. Effectively the same requirement has been relaxed for Combined Science etc. Why not for Astronomy?” (Teacher – responding in a personal capacity)

Biblical Hebrew

Q27. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE biblical Hebrew in 2021?

Q28. Do you have any comments on the proposed assessment arrangements for GCSE biblical Hebrew in 2021?

For details of the proposal for this qualification, please see the consultation document, page 16.



Q27 responses	Count	Percentage
Strongly Agree	16	17%
Agree	13	14%
Neither Agree nor Disagree	39	42%
Disagree	3	3%
Strongly Disagree	21	23%
Q27 total responses	92	
No response		28,880
Survey total responses	28,972	

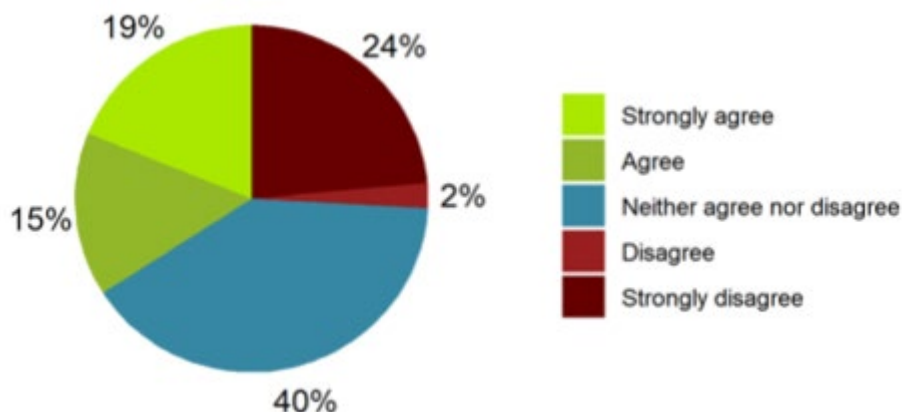
Thirty-one per cent of responses to this question agreed or strongly agreed with the proposal and 26% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement.

We received 21 comments in relation to this qualification. Many suggested that the content should be reduced or that other forms of assessment should be used, such as coursework.

Q29. To what extent do you agree or disagree with the proposed assessment arrangements for A level biblical Hebrew in 2021?

Q30. Do you have any comments on the proposed assessment arrangements for A level biblical Hebrew in 2021?

For details of the proposal for this qualification, please see the consultation document, page 26.



Q29 responses	Count	Percentage
Strongly Agree	16	19%
Agree	13	15%
Neither Agree nor Disagree	34	40%
Disagree	2	2%
Strongly Disagree	20	24%
Q29 total responses	85	
<i>No response</i>	28,887	
Survey total responses	28,972	

Thirty-four per cent of responses to this question agreed or strongly agreed with the proposal and 26% disagreed or strongly disagreed. All groups responded in similar ways. We received 20 comments in relation to this qualification, mainly arguing that content should be reduced, elements made optional or that other forms of assessment should be used, such as coursework.

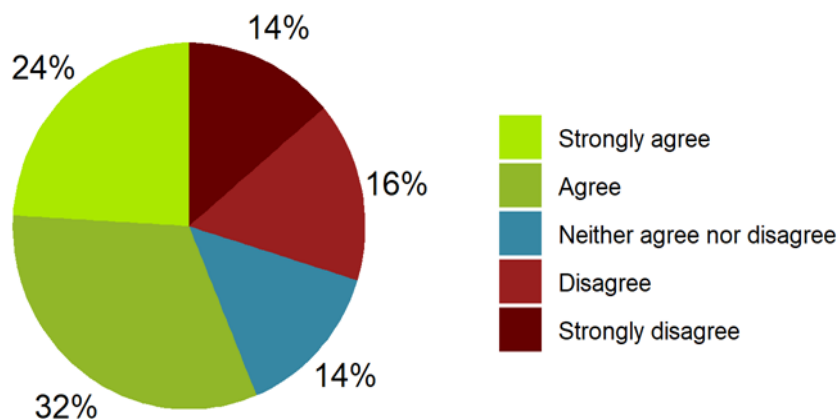
“Optional questions should be available to mitigate against the lost teaching. Otherwise, schools will struggle to deliver the full curriculum.” (SLT - Senior leadership team)

Biology

Q31. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE biology in 2021?

Q32. Do you have any comments on the proposed assessment arrangements for GCSE biology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 16-17.



Q31 responses	Count	Percentage
Strongly Agree	1,178	24%
Agree	1,577	32%
Neither Agree nor Disagree	683	14%
Disagree	780	16%
Strongly Disagree	678	14%
Q31 total responses	4,896	
<i>No response</i>		24,076
Survey total responses	28,972	

Fifty-six per cent of respondents supported our proposals for this qualification. Support increased to 70% among those identifying themselves as school or college. We received 2,339 comments in relation to this qualification, many agreeing that while it would be preferable for students to undertake practical activities themselves, demonstrations might be preferable given public health safeguards.

“Taking away the requirement to do practicals is key - we can't be sure with potential changes to social distancing regulations, local or national, that all students will have the opportunity to do them all.” (Teacher - responding in a personal capacity)

Many respondents argued for reduced subject content and for optional questions in the exams. Some suggested that students should be able to take notes into the exams or teacher assessment should be included in the final grade.

“I strongly believe that there should be a high proportion of teacher assessment throughout the year with a much shorter exam at the end of the

summer term. The teacher assessment should make up at least 50% of the grade awarded.” (Parent or carer)

Many respondents, particularly teachers, commented that practical work was still going to be a challenge. Some argued for either fewer practicals or the removal of this part of the qualification.

“I believe that as an exception, you should remove the practical requirement. This will free up teaching time both in terms of conducting the demo but also in the teaching around the practical.” (SLT – Senior leadership team)

Many respondents were concerned that students would not be able to answer the questions that indirectly assess practical skills on the exam papers if they had not undertaken practical work themselves.

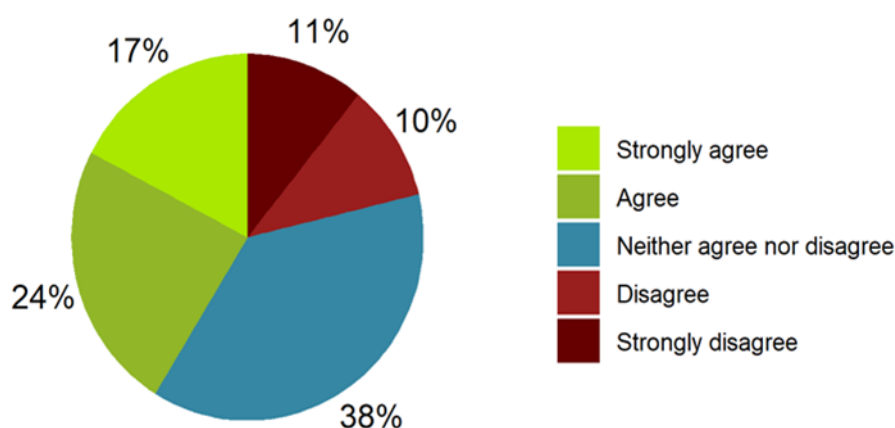
“The practical work is always examined in the written papers. It is much easier for students to answer these questions if they have actually done the practical. Therefore, taking out the requirement to do the practical also requires taking out the questions that refer to those practicals.” (Teacher – responding in a personal capacity)

“We believe that there is no substitute for practical hands on science which underpins the subject. Practical skills cannot be learned by observing others, but are developed by firsthand experiences and practice. Practical science skills are not an added extra.” (Other representative or interest group)

Q33. To what extent do you agree or disagree with the proposed assessment arrangements for AS biology in 2021?

Q34. Do you have any comments on the proposed assessment arrangements for AS biology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 26.



Q33 responses	Count	Percentage
Strongly Agree	718	17%
Agree	988	24%
Neither Agree nor Disagree	1,552	38%
Disagree	430	10%
Strongly Disagree	448	11%
Q33 total responses		4,136
No response		24,836
Survey total responses		28,972

Forty-one per cent of respondents supported our proposals for this qualification and 21% strongly disagreed or disagreed. Respondents agreed that although it would be preferable for students to undertake practical activities, the ability to use demonstrations or simulations would allow teachers to adhere to public health restrictions. We received 1,167 comments in relation to this qualification.

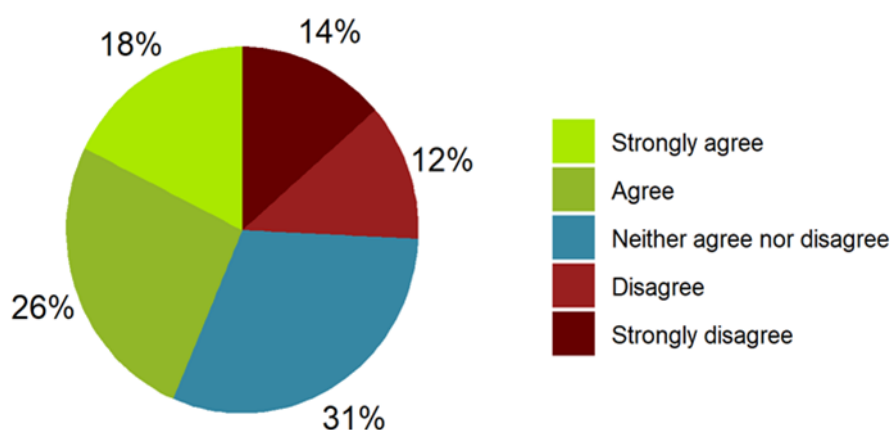
“Strongly agree as practicals may be hard to complete with social distancing.”
(Student)

All comments mirrored those seen above for GCSE biology.

Q35. To what extent do you agree or disagree with the proposed assessment arrangements for A level biology in 2021?

Q36. Do you have any comments on the proposed assessment arrangements for A level biology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 27.



Q35 responses	Count	Percentage
Strongly Agree	760	18%
Agree	1,119	26%
Neither Agree nor Disagree	1,323	31%
Disagree	523	12%
Strongly Disagree	588	14%
Q35 total responses		4,313
No response		24,659
Survey total responses		28,972

Forty-four per cent of respondents supported our proposals for this qualification and 26% strongly disagreed or disagreed. Fifty per cent of teachers and 53% of schools and colleges expressed more support than seen from the overall respondents. We received 1,689 comments in relation to this qualification.

Comments about content, optionality, non-exam assessment and a teacher grade as described for GCSE and AS biology were echoed by respondents commenting on A level biology. Comments about the challenges that public health restrictions would place on the ability to complete practical work were also made.

Many respondents expressed concern about the ability of schools to meet the requirements of the Practical Endorsement. This comment was made in light of public health restrictions and time lost due to school and college closures. Teachers asked for more guidance on how many practical activities will need to be completed.

“The requirement for a reduced number of practicals will be very difficult to offer within the significant changes to our school schedule required for September reopening. Access to laboratories will be restricted once students are taught in bubbles and use of equipment will be restricted.” (SLT – Senior leadership team)

“It must be made clear what the minimum number of activities are to demonstrate competence.” (Teacher – responding in a personal capacity)

Some respondents suggested that it would be safer and fairer to remove the Practical Endorsement for the 2021 cohort.

“Removing the CPAC assessment requirements and instead replacing this with a teacher assessed practical endorsement as this year will help free up much time to recoup lost teaching time.” (SLT – Senior leadership team)

“We feel strongly that the practical endorsement should be removed completely. Schools are far behind on required practicals having not done any since 20 March. Doing practical work will be onerous from a health and safety perspective. Pupils who are required to self-isolate or shield will be disadvantaged by missing practicals, but not in terms of access to the rest of the syllabus via remote learning. It is far fairer/more consistent to reduce the practical requirement and to allow all schools time to teach and finish the specification in a full and effective way, with no abridged papers or optional questions.” (School or college)

As for GCSE and AS biology, respondents expressed concern about the ability of A level students to answer questions on the exam papers that indirectly assess practical skills if requirements for practical work have been reduced.

“Reducing the number of practicals required results in students gaining less understanding of the practical work and being less likely to do well in exam questions about the practical techniques. The change must be accompanied by a change in the exam in order to be helpful.” (Teacher – responding in a personal capacity)

Some respondents commented that monitoring visits for the Practical Endorsement should be suspended for 2020/2021.

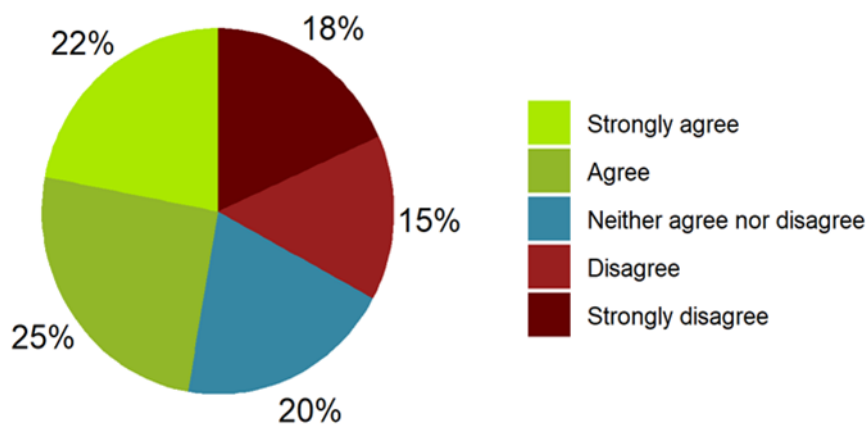
“Monitoring should be removed for this year to reduce workload.” (Teacher – responding in a personal capacity)

Business

Q37. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE business in 2021?

Q38. Do you have any comments on the proposed assessment arrangements for GCSE business in 2021?

For details of the proposal for this qualification, please see the consultation document, page 17.



Q37 responses	Count	Percentage
Strongly Agree	334	22%
Agree	385	25%
Neither Agree nor Disagree	302	20%
Disagree	222	15%
Strongly Disagree	278	18%
Q37 total responses		1,521
No response		27,451
Survey total responses		28,972

Forty-seven per cent of the responses to this question agreed or strongly agreed with the proposal and 32% disagreed or strongly disagreed. Sixty-one per cent of teachers and 59% of senior leadership teams agreed or strongly agreed. However, 44% of students disagreed or strongly disagreed.

We received 635 comments in relation to this qualification. Many commented on the difficulties of covering the content given the lost teaching time. Some respondents argued that some of the content should be made optional to allow centres to choose which topics to focus on and which they could leave out. Many respondents argued that teacher assessment or coursework/controlled assessment should count towards final grades.

“I agree that this should still be examined, however, consideration needs to be given to the amount of missed content in terms of the demands of the papers.” (Teacher responding in a personal capacity)

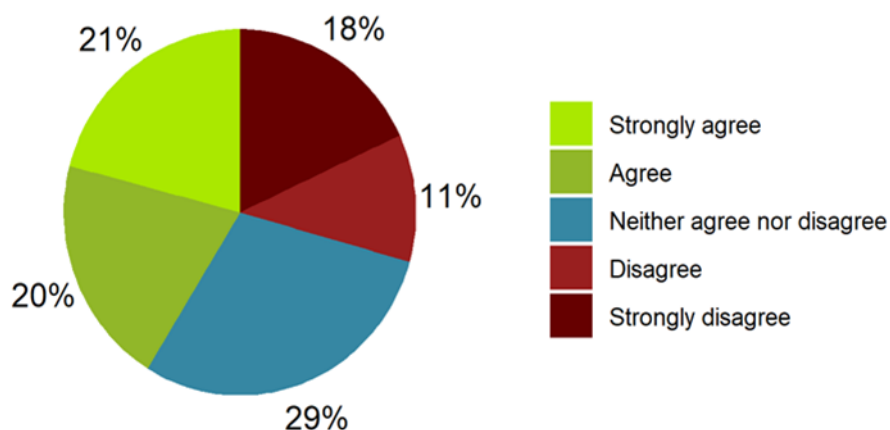
“Grossly unfair to not allow some reduction in content for students and teachers - it will lead to discrimination for more disadvantaged students who have had NO access to online learning during the 4 month lockdown.” (SLT - Senior leadership team)

“I think it should be a combination of written examination and teacher assessed work during Y11. The written examination should focus on Units 1 and 2 which are usually tested over both papers.” (Teacher - responding in a personal capacity)

Q39. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level business in 2021?

Q40. Do you have any comments on the proposed assessment arrangements for AS and A level business in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 27.



Q39 responses	Count	Percentage
Strongly Agree	289	21%
Agree	281	20%
Neither Agree nor Disagree	407	29%
Disagree	156	11%
Strongly Disagree	250	18%
Q39 total responses		1,383
<i>No response</i>		27,589
Survey total responses		28,972

Forty-one per cent of the responses to this question agreed or strongly agreed with the proposal and 29% disagreed or strongly disagreed. Teachers showed a higher level of agreement with the proposals with 68% agreeing or strongly agreeing. In contrast, 28% of students agreed or strongly agreed and 48% disagreed or strongly disagreed.

We received 462 comments in relation to these qualifications. The comments for AS and A level business mirrored those for GCSE business.

“Continuing to assess students by an exam is not the problem. It is the expectation that all the content still has to be taught. You have not addressed the needs of Law or Business.” (Teacher - responding in a personal capacity)

“A mixture of teacher assessment and examination would be a better balance as a huge amount of exam skills practice and the ability to sit mock exams at the usual time and learn from them, has been lost.” (Teacher - responding in a personal capacity)

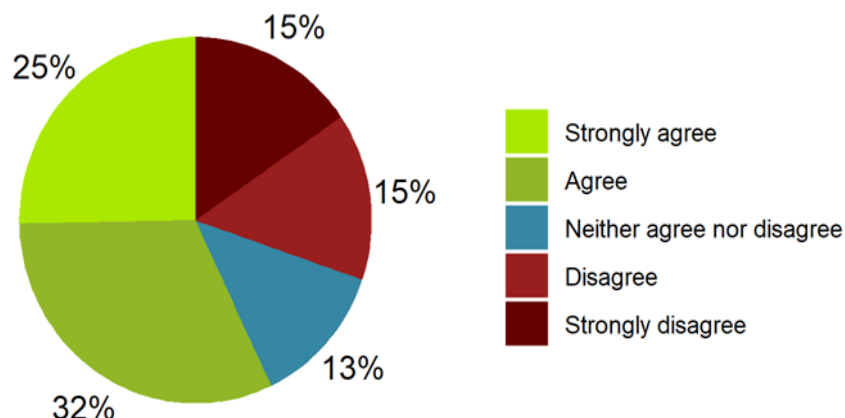
“Given the months of education we have had disrupted, I believe it would be unfair to make us carry out the same exam as we would do normally. Instead, it may be better to have reduced content on the papers” (Student)

Chemistry

Q41. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE chemistry in 2021?

Q42. Do you have any comments on the proposed assessment arrangements for GCSE chemistry in 2021?

For details of the proposals for this qualification, please see the consultation document, page 17.



Q41 responses	Count	Percentage
Strongly Agree	1,160	25%
Agree	1,458	32%
Neither Agree nor Disagree	582	13%
Disagree	679	15%
Strongly Disagree	709	15%
Q41 total responses		4,588
No response		24,384
Survey total responses		28,972

Fifty-seven per cent of respondents supported our proposals for this qualification. Support increased to 65% in the respondent group that identified themselves as school or college. We received 2,040 comments in relation to this qualification. Many agreed that although it would be preferable for students to participate directly in practical activities, the option of teacher demonstrations would help with public health restrictions.

“This adaptation to required practicals (apparatus and techniques) will reduce the risk of transmission [as students are less likely to be sharing equipment or working closely face to face at lab benches] and will enable schools to regain some teaching time.” (Teacher - responding in a personal capacity)

Many respondents suggested the need to reduce subject content and allow for optional questions in the exams. Some argued that students should have support in the exams, for example access to a formulae sheet. Others suggested the need for non-exam assessment or teacher assessment to be included in the final grade.

“100% exam means that estimated grades may become an issue with another outbreak of COVID-19 and there is very little evidence to base these on. A better scenario would be some school-based assessments in class or course work.” (Parent or carer)

Many respondents, particularly teachers, commented that practical work was still going to be a challenge with the restrictions placed on schools due to the pandemic. Some argued for either fewer practical activities or the removal of this part of the qualification.

“There would still need to be extensive time in class spent on the required practicals to make sure the students understood them, even if done as a demo or a video. It would make more sense to reduce the number of required practicals that need to be covered.” (Teacher – responding in a personal capacity)

Many respondents expressed concern about the ability of students to answer the questions that indirectly assess practical skills on the exam papers in light of the proposal to allow (although not require) demonstration of the practical activities.

“With missing out practical activities, the weighting of questions of this type in the exam should be reduced to 5%.” (Teacher – responding in a personal capacity)

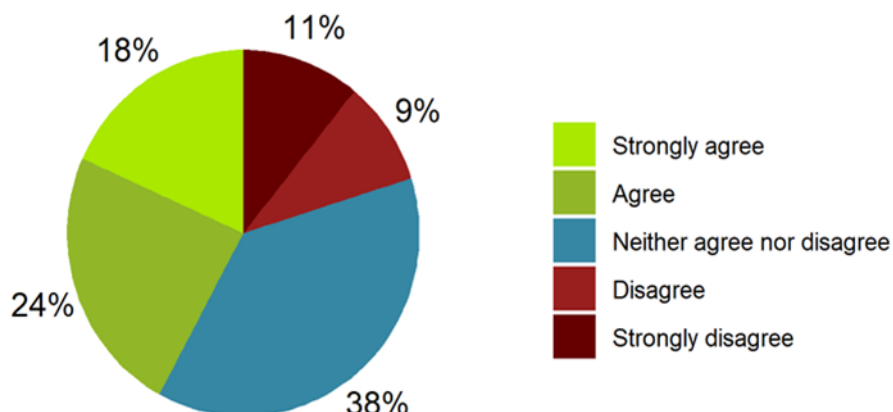
Many respondents were of the opinion that students do not learn about practical activities unless they have the opportunity to carry them out.

“Having taught all the chemistry lessons remotely it is obvious it is a far less rich experience. In particular, because no practical work has been carried out. Instead the pupils have had to watch me carrying out demos. Chemistry is a technically challenging subject and many concepts have to be reinforced by proper hands on experience. Only by pupils getting up close can they make their own observations, noting subtle changes that occur during reactions which would otherwise go unnoticed from afar. Pupils also have to try things out and see if they work and adjust their methods in order to understand the limitations of different methods, as well as use the experience to help grasp a new concept.” (Teacher – responding in a personal capacity)

Q43. To what extent do you agree or disagree with the proposed assessment arrangements for AS chemistry in 2021?

Q44. Do you have any comments on the proposed assessment arrangements for AS chemistry in 2021?

For details of the proposals for this qualification, please see the consultation document, page 27.



Q43 responses	Count	Percentage
Strongly Agree	673	18%
Agree	874	24%
Neither Agree nor Disagree	1,388	38%
Disagree	341	9%
Strongly Disagree	399	11%
Q43 total responses		3,675
No response		25,297
Survey total responses		28,972

Forty-two per cent of respondents supported our proposals for this qualification and 20% strongly disagreed or disagreed. We received 952 comments in relation to this qualification. Respondents broadly agreed that although it would be preferable for students to participate directly in practical activities, the ability to use demonstrations or simulations would allow teachers to adhere to public health restrictions.

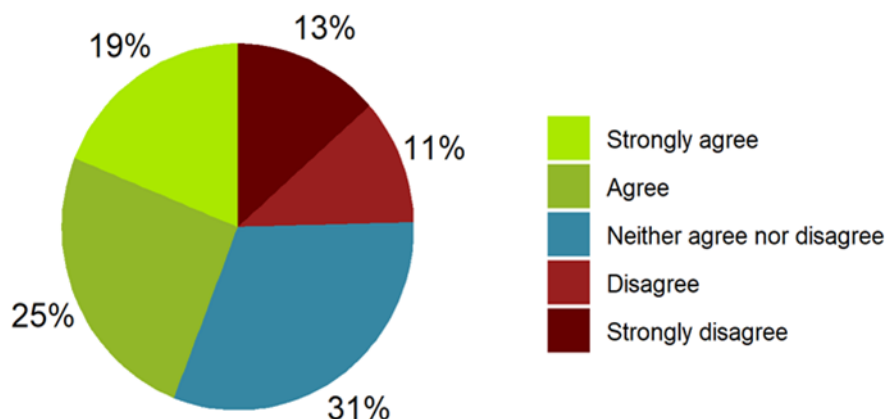
“The removal of hands on practical work is not in line with the focus of a practical skills based subject and direction of movement, however, it will be impossible to carry out practical work with social distancing and lost teaching time.” (Teacher – responding in a personal capacity)

All comments mirrored those seen above for GCSE chemistry.

Q45. To what extent do you agree or disagree with the proposed assessment arrangements for A level chemistry in 2021?

Q46. Do you have any comments on the proposed assessment arrangements for A level chemistry in 2021?

For details of the proposals for this qualification, please see the consultation document, page 27.



Q45 responses	Count	Percentage
Strongly Agree	734	19%
Agree	982	25%
Neither Agree nor Disagree	1219	31%
Disagree	432	11%
Strongly Disagree	525	13%
Q45 total responses		3,892
No response		25,080
Survey total responses		28,972

Forty-four per cent of respondents agreed or strongly agreed with our proposals for this qualification and 24% strongly disagreed or disagreed. Forty-nine per cent of teachers and 51% of schools and colleges expressed support. We received 1,426 comments in relation to this qualification.

Comments about content, optionality, non-exam assessment and a teacher assessed grade as described for GCSE and AS chemistry were repeated for A level chemistry, along with comments on the challenges that public health restrictions would place on the ability to complete practical work.

Many respondents expressed concern about the ability of schools to meet the requirements of the Practical Endorsement. This comment was made in light of public health restrictions and lost teaching time. Teachers asked for more guidance on how many practical activities will need to be completed.

"I cannot see many institutions being able to safely deliver the practicals required to cover the practical endorsement. What will the "minimum number" be? Will any specific practicals be removed (as clearly unsafe)?" (Teacher – responding in a personal capacity)

Some respondents suggested that it would be safer and fairer to remove the Practical Endorsement for the 2021 cohort.

“I believe the practical endorsement should be removed entirely for Summer 2021.” (School or college)

As for GCSE and AS chemistry, respondents expressed concern about the ability of students to answer questions on the exam papers that indirectly assess practical skills if requirements for practical work have been reduced.

“If the number of practical activities are reduced to a minimum, that will make assessing practical skills very difficult in the exam paper if the context is one of the activities that some students have completed but others did not complete. It will have to be made very clear which activities might be assessed.” (Teacher – responding in a personal capacity)

Some respondents commented that monitoring visits for the Practical Endorsement should be suspended for 2020/2021.

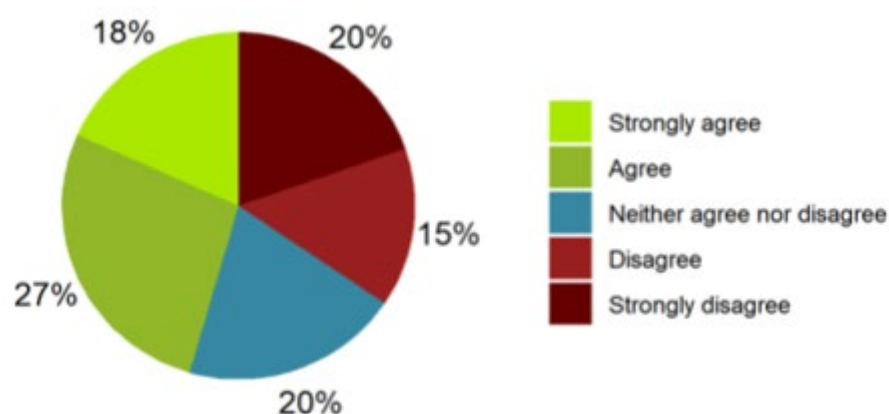
“Delay monitoring of CPAC until the following year when hopefully departments are back to normal” (Teacher – responding in a personal capacity)

Citizenship studies

Q47. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE citizenship studies in 2021?

Q48. Do you have any comments on the proposed assessment arrangements for GCSE citizenship studies in 2021?

For details of the proposals for this qualification, please see the consultation document, page 17.



Q47 responses	Count	Percentage
Strongly Agree	53	18%
Agree	79	27%
Neither Agree nor Disagree	58	20%
Disagree	43	15%
Strongly Disagree	57	20%
Q47 total responses	290	
<i>No response</i>	28,682	
Survey total responses	28,972	

Forty-five per cent of the responses to this question agreed or strongly agreed with the proposal and 35% disagreed or strongly disagreed. Most respondent groups showed a similar level of agreement. We received 138 comments in relation to this qualification.

Many raised concerns about the ability to cover the content given the lost teaching time, with about half who commented arguing for the removal of the active citizenship element from the course of study and exam.

“Only agree with 100% examination on the basis that the exam specification is reduced through removal of non-mandatory topic areas or increase in optional topic areas.” (School or college)

Those who supported the proposal emphasised that clear, prompt guidance would be crucial to allow the citizenship action to be carried out safely and consistently.

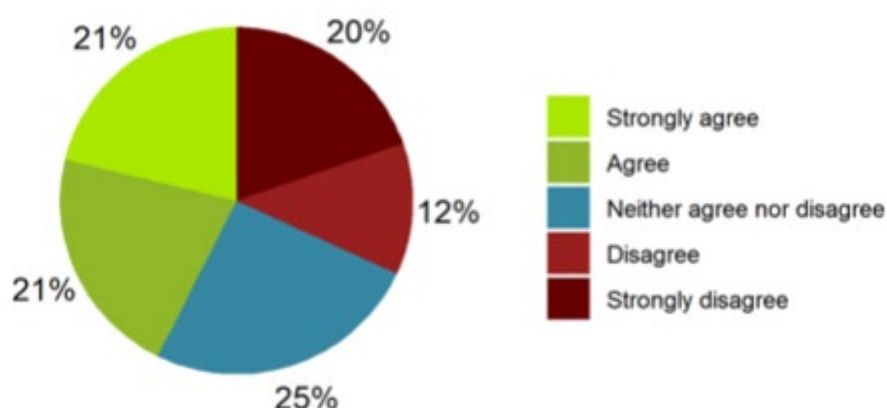
“I'd like to see the active citizenship more streamlined for schools whose students haven't been able to publicly get involved in an active citizenship project.” (Teacher – responding in a personal capacity)

Classical civilisation

Q49. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE classical civilisation in 2021?

Q50. Do you have any comments on the proposed assessment arrangements for GCSE classical civilisation in 2021?

For details of the proposal for this qualification, please see the consultation document, page 17.



Q49 responses	Count	Percentage
Strongly Agree	69	21%
Agree	70	21%
Neither Agree nor Disagree	83	25%
Disagree	40	12%
Strongly Disagree	64	20%
Q49 total responses	326	
No response		28,646
Survey total responses	28,972	

Forty-two per cent of the responses to this question agreed or strongly agreed with the proposal and 32% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 145 comments in relation to this qualification.

Many respondents raised concerns about the ability to cover the content given the lost teaching time. This was often raised in the context of the changes proposed in GCSE ancient history, which some respondents commented was offered as an alternative to GCSE classical civilisation as the requirements were comparable.

Further, some teachers, from both state and independent schools, raised concerns that the content volume could hinder access to high grades for state school students, given the different teaching time allocated to this subject. Particular attention was drawn to the circumstances where, in independent schools, teaching has been able to continue using technology, whereas not all state schools have had the resources

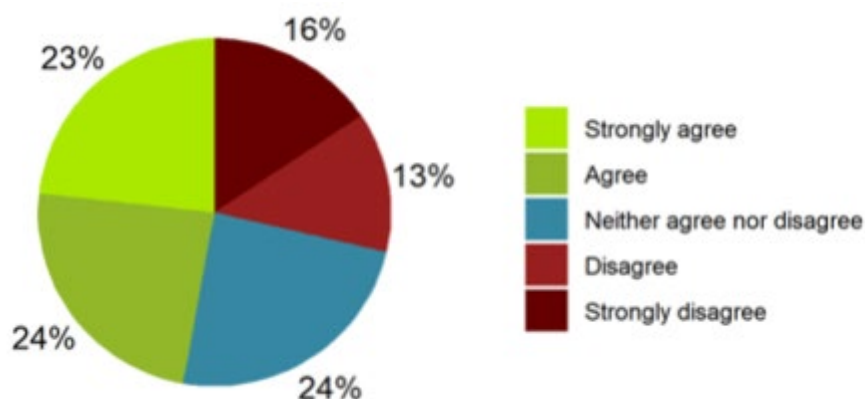
to do this. Therefore, the lost teaching time has a far greater impact on state school students.

“Not clear how cutting syllabus for History and Ancient History GCSE but not for Classical Civilisation and Latin can be fair as it discriminates against State School students taking these subjects who might not have access to technology or teaching during lockdown.” (Teacher – responding in a personal capacity)

Q51. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level classical civilisation in 2021?

Q52. Do you have any comments on the proposed assessment arrangements for AS and A level classical civilisation in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 28.



Q51 responses	Count	Percentage
Strongly Agree	73	23%
Agree	75	24%
Neither Agree nor Disagree	76	24%
Disagree	41	13%
Strongly Disagree	49	16%
Q51 total responses	314	
No response		28,658
Survey total responses	28,972	

Forty-seven per cent of the responses to this question agreed or strongly agreed with the proposal and 29% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 129 comments in relation to these qualifications.

As in other subjects, many respondents, both those in support of and against the proposal, felt that with the loss of teaching time in spring/summer 2020, the volume of content to be covered was too great and it should be reduced.

While some respondents mentioned coursework as a means of managing the workload and allowing for flexibility should public health requirements need it, the suggestion offered by most respondents was to reduce content, usually through allowing optional questions in the assessments.

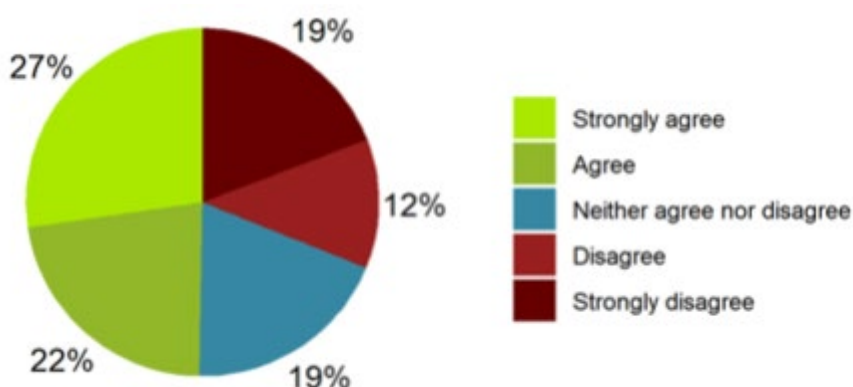
“The new specification is very content-heavy... It should be considered in the same light as Ancient History. Indeed, Classical Civilisation was devised alongside Ancient History and is equally as rigorous and content-heavy.”
(Teacher – responding in a personal capacity)

Classical Greek

Q53. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE classical Greek in 2021?

Q54. Do you have any comments on the proposed assessment arrangements for GCSE classical Greek in 2021?

For details of the proposal for this qualification, please see the consultation document, page 17.



Q53 responses	Count	Percentage
Strongly Agree	50	27%
Agree	41	22%
Neither Agree nor Disagree	35	19%
Disagree	22	12%
Strongly Disagree	35	19%
Q53 total responses	183	
No response	28,789	
Survey total responses	28,972	

Forty-nine per cent of the responses to this question agreed or strongly agreed with the proposal and 31% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 77 comments in relation to this qualification.

As in other subjects, many respondents, both those in support of and against the proposal, felt that with the loss of teaching time in spring/summer 2020, the volume of content to be covered was too great, and it should be reduced.

“Reduction in some content, reduce length of set texts or give optional questions gloss more words in language papers, remove indirect statements (substitute any other specific grammar - any reduction is welcome).” (Teacher – responding in a personal capacity)

Some teachers, from both state and independent schools, raised concerns that the content volume could hinder access to high grades for state school students, given the different teaching resources available. Therefore, in their view, the lost teaching time has a far greater impact on state school students.

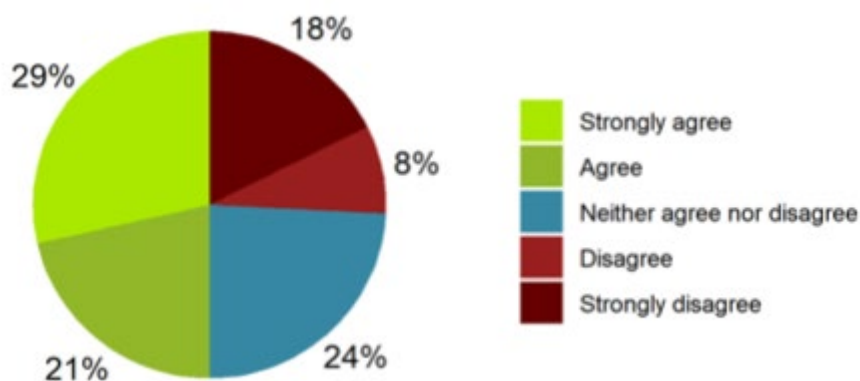
Some respondents felt a change to assessment approach would help the workload.

“I would like to see the Literature and Culture paper or one of the Set Text papers given a continuous assessment option or teacher assessment.”
(Teacher – responding in a personal capacity)

Q55. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level classical Greek in 2021?

Q56. Do you have any comments on the proposed assessment arrangements for AS and A level classical Greek in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 28.



Q55 responses	Count	Percentage
Strongly Agree	52	29%
Agree	39	21%
Neither Agree nor Disagree	44	24%
Disagree	15	8%
Strongly Disagree	32	18%
Q55 total responses		182
No response		28,790
Survey total responses		28,972

Fifty per cent of the responses to this question agreed or strongly agreed with the proposal and 26% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 63 comments in relation to these qualifications.

As in other subjects, many respondents, both those in support of and against the proposal, felt that given the loss of teaching time the content should be reduced. Some teachers, from both state and independent schools, raised concerns that the content volume could hinder access to high grades for state school students, given the different teaching resources available.

Some respondents felt allowing optional elements would help the workload.

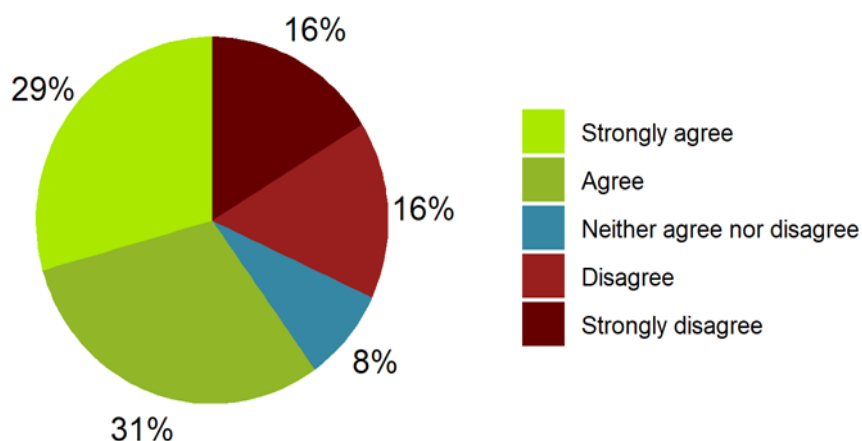
“Allow students to EITHER do full translation paper (prose and verse unseen) OR do prose unseen (but no verse unseen) and Comprehension paper. This is easier to adjust than the Literature papers, although the amount set could be trimmed there.” (Teacher – responding in a personal capacity)

Combined science

Q57. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE combined science in 2021?

Q58. Do you have any comments on the proposed assessment arrangements for GCSE combined science in 2021?

For details of the proposals for this qualification, please see the consultation document, page 17.



Q57 responses	Count	Percentage
Strongly Agree	789	29%
Agree	819	31%
Neither Agree nor Disagree	220	8%
Disagree	421	16%
Strongly Disagree	435	16%
Q57 total responses		2,684
No response		26,288
Survey total responses		28,972

Sixty per cent of respondents agreed or strongly agreed with the proposals for this qualification and 32% disagreed or strongly disagreed. We received 1,515 comments in relation to this qualification, with many acknowledging that while it would be preferable for students to undertake the practical activities themselves, the option for teacher demonstrations would help to accommodate public health safeguards.

“Allowing students to observe practicals where necessary will free up teaching time and eliminate the need to consider the risk associated with undertaking group work during the ongoing pandemic which some staff, parents and students will have concerns over.” (Teacher - responding in a personal capacity)

Many respondents argued for a reduction in subject content and for optional questions in the exams. Some suggested the provision of support for students in the exams, for example formulae and/or equations and others favoured the inclusion of non-exam assessment or teacher assessment in the final grade.

“I think we need to introduce coursework to the combined science exam.” (Parent or carer)

“It should be largely teacher assessment not exam based.” (Teacher – responding in a personal capacity)

Many respondents, particularly teachers, commented that practical work was still going to be a challenge. Some argued that fewer practical activities should be completed or for the removal of this part of the qualification.

“A further reduction in required practicals would further help - sixteen is still a lot to cover.” (Teacher – responding in a personal capacity)

“To be able to socially distance next year, we won’t necessarily all be in a science lab so won’t have the equipment to demonstrate all of this.” (Teacher – responding in a personal capacity)

Many respondents expressed concern about the ability of students to answer the questions that indirectly assess practical skills on the exam papers in light of the proposal to allow demonstration of the practical activities.

“My only concern is that if pupils have watched demos or videos of the practical activities, they will not confidently be able to answer the questions on these practicals (or linked investigation skills) in the exams.” (Teacher – responding in a personal capacity)

Many respondents were of the opinion that students do not learn about practical activities unless they have the opportunity to carry them out.

“Observations of practicals do NOT replace doing the practical yourself, and students will be limited on their full understanding of the practicals. There will be no reduction on teaching time with this proposal as it will take the same if not more time to demo and check understanding. With more requirements on students to take a required practical and then adapt it in the exam, it will be exceedingly difficult for students to conceptually do this if they have not done the experiment themselves.” (Teacher – responding in a personal capacity)

Some respondents commented that where combined science qualifications have 6 exams, this could be reduced to 3 exams.

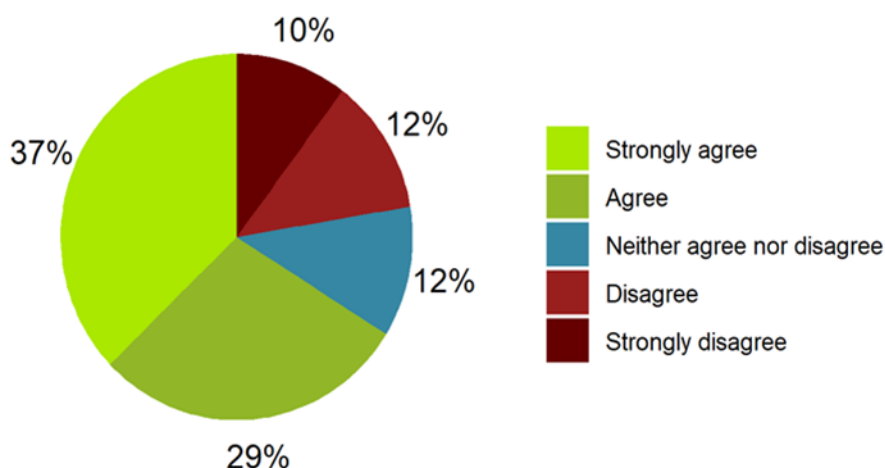
“Should also consider a change to the number of exams sat as 6 is daunting for a lot of students under normal circumstances. A reduction to 3 exams would be of benefit, they could even be made slightly longer to accommodate more content.” (Teacher – responding in a personal capacity)

Computer science

Q59. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE computer science in 2021?

Q60. Do you have any comments on the proposed assessment arrangements for GCSE computer science in 2021?

For details of the proposals for this qualification, please see the consultation document, page 17.



Q59 responses	Count	Percentage
Strongly Agree	567	37%
Agree	440	29%
Neither Agree nor Disagree	176	12%
Disagree	184	12%
Strongly Disagree	156	10%
Q59 total responses	1,523	
<i>No response</i>	27,449	
Survey total responses	28,972	

Sixty-six per cent of respondents supported our proposals for this qualification and 22% strongly disagreed and disagreed. We received 671 comments in relation to this qualification.

Some respondents favoured reduced subject content or teacher assessment. Some agreed that allowing the programming project to be completed in unsupervised time would free up face to face teaching time.

“This is a sensible solution. If we need to use 20 hours of teaching time for the programming project we will simply not be able to complete all of the content in the syllabus.” (Teacher – responding in a personal capacity)

Others were concerned that the need to support students with the project might limit the teaching time gained. Some commented that the project had already been completed in lesson time and that there was therefore nothing to be gained.

“Realistically a lot of that 20 hours will still need to be completed in lesson-time due to the support that students will need. Some do not have computers at home so it is not possible to complete the project at home.” (Teacher – responding in a personal capacity)

“Some students have already completed the 20 hour NEA in class so therefore have lost that time as well. If they could have done this at home, it would have enabled them to focus on exam topics more in depth. This is unfair.” (Teacher – responding in a personal capacity)

Some respondents suggested the programming project be removed from the qualification as it does not count towards the final grade.

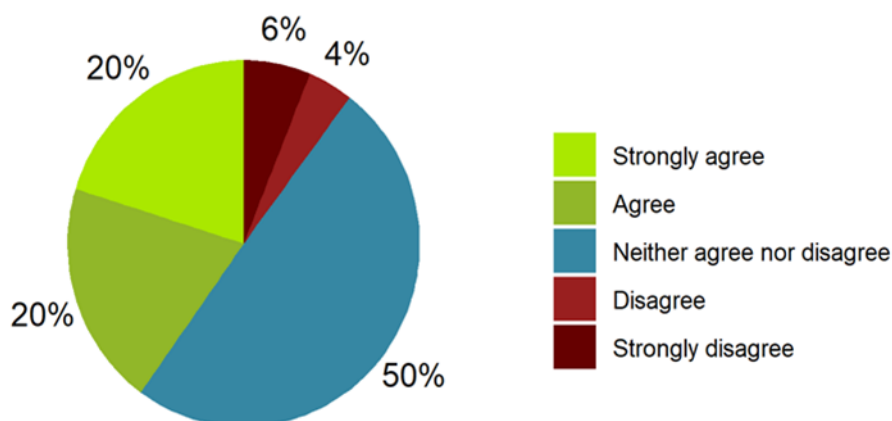
“Other years have not needed to complete 20 hours of work outside of teaching time to do this on top of usual homework and revision. I think the project should be dropped - especially as it does not contribute to the grade.” (Parent or carer)

“The current element for programming does not contribute towards the final grade. Not all students have ICT at home especially in schools with high levels of disadvantaged students. As a consequence I would suggest that this is optional for this year so students can concentrate on the exam content.” (School or college)

Q61. To what extent do you agree or disagree with the proposed assessment arrangements for AS computer science in 2021?

Q62. Do you have any comments on the proposed assessment arrangements for AS computer science in 2021?

For details of the proposal for this qualification, please see the consultation document, page 28.



Q61 responses	Count	Percentage
Strongly Agree	243	20%
Agree	240	20%
Neither Agree nor Disagree	598	50%
Disagree	50	4%
Strongly Disagree	74	6%
Q61 total responses		1,205
<i>No response</i>		27,767
Survey total responses		28,972

Forty per cent of respondents agreed or strongly agreed with our proposal for this qualification and 10% strongly disagreed or disagreed. Half of the respondents neither agreed or disagreed. We received 181 comments in relation to this qualification.

Some respondents commented on the need to reduce subject content and some suggested that teacher assessment should be used.

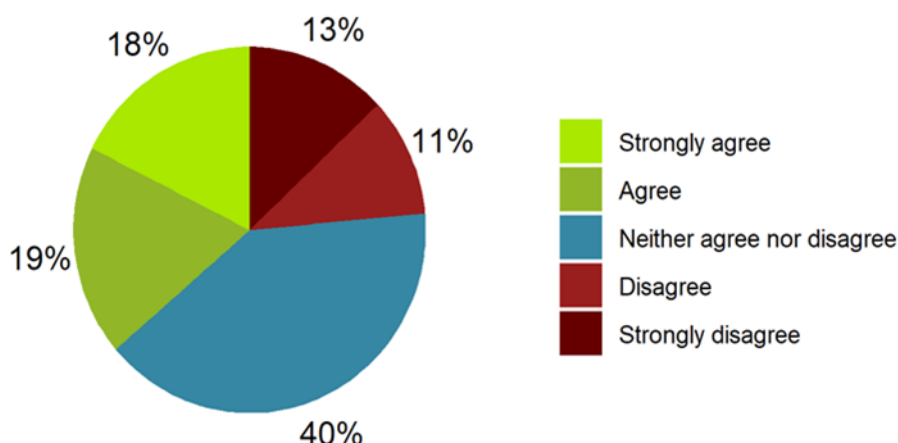
Some agreed that no changes should be made to the assessment.

“I agree that there should be no changes made to AS computing, as it is already 100% exam based. Perhaps some content could be stripped from the exam, but as it is only an AS level, I don't consider this a necessity.” (Student)

Q63. To what extent do you agree or disagree with the proposed assessment arrangements for A level computer science in 2021?

Q64. Do you have any comments on the proposed assessment arrangements for A level computer science in 2021?

For details of the proposal for this qualification, please see the consultation document, page 28.



Q63 responses	Count	Percentage
Strongly Agree	220	18%
Agree	233	19%
Neither Agree nor Disagree	501	40%
Disagree	132	11%
Strongly Disagree	162	13%
Q63 total responses		1,248
<i>No response</i>		27,724
Survey total responses		28,972

Thirty-seven per cent of respondents agreed or strongly agreed with the proposal for this qualification and 24% disagreed or strongly disagreed. The most frequent response (40%) was neither agree nor disagree. We received 371 comments in relation to this qualification.

Some respondents commented on the need to reduce subject content and some suggested that teacher assessment should be used.

Respondents were divided about the role of the non-exam assessment (NEA) in this qualification for summer 2021. Some commented that students had spent some of the time while schools were closed working on their NEA project and urged that it be kept as part of the qualification.

“The NEA is crucial to the A Level and should not be altered.” (Teacher – responding in a personal capacity)

“My twins have worked incredibly hard on their computer science NEA. This work was always to be executed outside of the classroom. So their teacher has used this time to get them all to complete their NEA.” (Parent or carer)

Most respondents who commented about the NEA were of the opinion that the time needed for the project could be better spent covering content for the exams and that it should be removed from the qualification.

“The NEA, which is only worth 20%, takes a huge disproportionate amount of time to complete. With all of the teaching content for both exams, students will struggle massively to fit this in with the NEA. I have so many students that are greatly disadvantaged with the NEA as they cannot complete this at home as they have no computer, or do not have a computer specialised enough to work on this NEA. I strongly feel the NEA should be removed and this changed to 100% exam like the GCSE.” (Teacher – responding in a personal capacity)

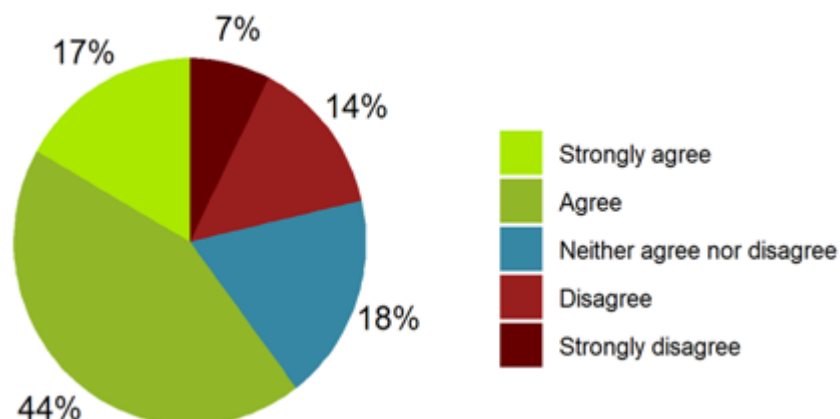
“The NEA should be dropped as students need time to catch up with theory and practise programming in school.” (School or college)

Dance

Q65. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE dance in 2021?

Q66. Do you have any comments on the proposed assessment arrangements for GCSE dance in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 17 and 18.



Q65 responses	Count	Percentage
Strongly Agree	109	17%
Agree	283	44%
Neither Agree nor Disagree	119	18%
Disagree	91	14%
Strongly Disagree	48	7%
Q65 total responses	650	
No response		28,322
Survey total responses	28,972	

The majority of respondents (61%) agreed or strongly agree with the proposals for this qualification, 21% disagreed or strongly disagreed. We received 355 comments in relation to this qualification.

Those in support commented that the proposals had maintained the balance of the qualification.

“I feel that this a good compromise without reducing the creative element. The idea of a portfolio of evidence for the choreography component is a great idea and I feel that something like this could actually be beneficial for the long term in regards to developing a deeper choreographic understanding for the students.” (Teacher – responding in a personal capacity)

“We are pleased that the balance of performance, choreography and appreciation has been retained through the original exam weightings. Agree to the reduction in NEA performance timings to help lower ability students and safeguard students still returning to peak fitness from injury.” (Other representative or interest group)

Many respondents commented on the challenges for the subject because of public health restrictions. Some were concerned that students had not had access to physical space in which to carry out practical work during lockdown, which would have an impact on their physical capabilities and stamina. Others raised concerns about access to appropriate physical space during the next academic year – if not available, they worried they would not be able to complete the non-exam assessments.

“Pupils have been severely restricted by both the lack of direct interaction with their teacher, and with the lack of space to practise. Trying to choreograph in a small living room, or record a performance on grass in the park, is far from ideal.” (Parent or carer)

“From an exams perspective, reducing group work is definitely a good proposal. Any reduction to scenarios where students need to be off timetable to complete tasks is welcomed. Spaces within schools will be limited if procedures remain in place for bubbles and limiting use of spaces.” (Exams officer or manager)

Many of the comments raised questions and/or concerns about what the proposals meant because the wording and assessment descriptions did not match the exam board specification. For example, some were unsure how the proposal to permit solo only performance would work in relation to the specification’s expectation for the performance of solo set phrases and group performance.

“For their performance it does not mention anything about the set phrases that the students have to learn and perform. It now states that students only need to perform for a shorter amount of time but it does not specify what they need to perform. This is unclear and needs to be changed. Are students performing the 2 set phrases as well as a solo that they can create or be taught? There needs to be clarification.” (Teacher – responding in a personal capacity)

A few comments were based on a misperception that the proposal was to prohibit group performances altogether. Some respondents said it was possible for dancers to perform “no contact” group work, while others asked how students would be able to demonstrate relevant contact skills if group work was not permitted. Others were concerned that group work would simply not be possible.

“Dance isn’t the same if you can’t do contact pieces like duets and trios, it completely changes the narrative of pieces. Some students will find doing solos daunting.” (Student)

“Concerned that students will be disadvantaged if schools differ in their responses to the government guidance - some allowing contact work/no need for social distancing/refraining from practical altogether. Students disadvantaged by being made to work in ways that are new to them, solo rather than group, because it helps the time constraints of teaching time over the achievement of the candidate. Are students going to be disadvantaged if they don’t use contact work/floor work in their group choreography?” (Teacher – responding in a personal capacity)

“Solo choreography is difficult for many students but group choreography may be impossible this year. I believe solo work will hinder the students’ progress if assessed as it is now. Set phrases are fine. Performance piece which our

students have completed may not be able to be performed if in contact.”
(Teacher – responding in a personal capacity)

Many respondents commented on the proposal to permit exam boards to accept a portfolio of evidence in place of a complete and unedited audio-visual recording of a performance of the student’s choreographed dance. Those in support commented positively on the option to provide evidence in different and flexible formats, particularly if it is not possible to secure a final performance.

“I agree with the proposals and can see that they offer a sensible compromise in the short term. I also like the requirement of a possible portfolio of intended choreography for shielding students.” (Teacher – responding in a personal capacity)

“I welcome the introduction of a choreographic portfolio, I have used this method of assessment for choreography in another teaching context and can attest to the fact that, when done well, a portfolio can provide very clear evidence of a creative process, whether fully executed in a practical sense or not.” (Teacher – responding in a personal capacity)

Others commented on misperceptions that the proposal was to turn the choreography assessment into a written and theoretical exercise or that all students would be required to submit a portfolio instead of being able to submit a final performance, or that they would have to do both. Respondents were concerned that the portfolio could be time consuming to produce and they were uncertain about what a good quality portfolio would look like.

Many respondents commented on the need to reconsider the examined component to make up for lost teaching time. They suggested it was necessary to reduce the subject content and allow optional content and/or optional questions in the exams. A few commented that any examination questions relating to students’ own experiences of group work would be challenging if group work was no longer required or possible during the next academic year.

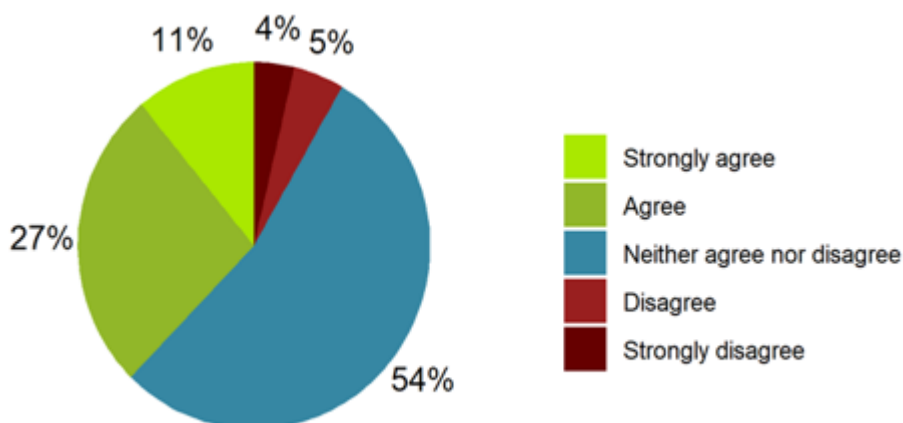
“It’s all still too much to fit in. They are going to be so bogged down. My class for example are SO behind. I haven’t been allowed to do zoom calls. It’s 60% practical and they won’t have practised that all of lockdown even though I have set them work to do so. There is an extremely large amount of theory usually, even more so now lockdown has happened... they would have SO much to do in September practical and theory wise.” (School or college)

“There is nothing here about the theory content of the exam only the NEA. The requirement to study 6 professional works in their entirety and potential to be asked about any of them in section C of the exam paper is not feasible this year with greatly reduced teaching time. It would make more sense to make the exam paper - particularly section C more choice based rather than asking about specific dance works, so perhaps teachers choose 3/4 out of the 6 for their students to study but for this not to be stipulated by government or exam board.” (Teacher – responding in a personal capacity)

Q67. To what extent do you agree or disagree with the proposed assessment arrangements for AS dance in 2021?

Q68. Do you have any comments on the proposed assessment arrangements for AS dance in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 28 and 29.



Q67 responses	Count	Percentage
Strongly Agree	57	11%
Agree	138	27%
Neither Agree nor Disagree	279	54%
Disagree	24	5%
Strongly Disagree	19	4%
Q67 total responses	517	
No response		28,455
Survey total responses	28,972	

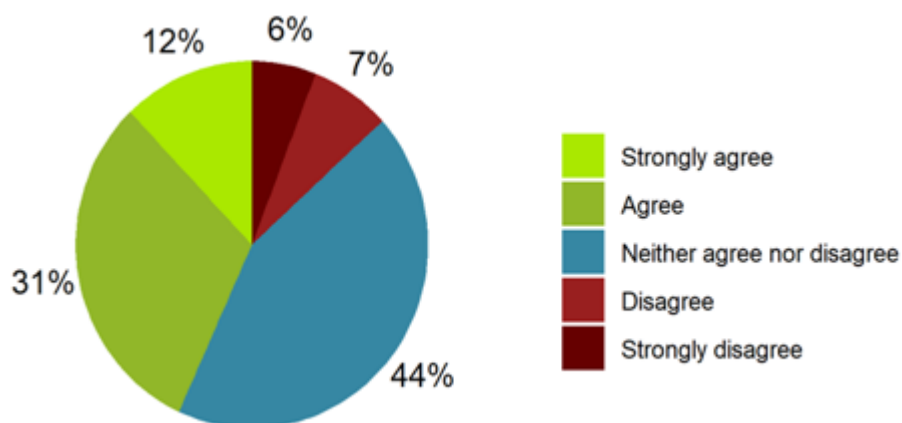
Thirty-eight per cent of respondents agreed or strongly agreed with the proposals for this qualification, while 9% disagreed or strongly disagreed. Fifty-four per cent neither agreed nor disagreed. We received 114 comments in relation to this qualification.

The comments mirrored those summarised above for GCSE dance.

Q69. To what extent do you agree or disagree with the proposed assessment arrangements for A level dance in 2021?

Q70. Do you have any comments on the proposed assessment arrangements for A level dance in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 29 and 30.



Q69 responses	Count	Percentage
Strongly Agree	66	12%
Agree	169	31%
Neither Agree nor Disagree	237	44%
Disagree	40	7%
Strongly Disagree	32	6%
Q69 total responses		544
No response		28,428
Survey total responses		28,972

Forty-three per cent of respondents agreed or strongly agreed with the proposals for this qualification, while 13% disagreed or strongly disagreed. Forty-four per cent neither agreed nor disagreed. We received 185 comments in relation to this qualification.

The comments mirrored all those summarised above for GCSE dance.

In addition, at A level, many respondents commented that the expectation for students to create a group choreography for 2 to 5 dancers would be particularly difficult because of public health restrictions. Respondents said that A level dance cohorts were frequently small and centres relied on dancers from other year groups or outside school to perform A level choreography pieces.

“I think that it will be impossible to create a group dance for choreography assessment with the social distancing measures and the concept of ‘bubbles’. Especially with the potential for staggered start and end times meaning rehearsals could be extremely difficult.” (Student)

“Remove all group work and make each task solo based - group work for small cohorts will be difficult to maintain bubbles as we often use students from other year groups to make up the numbers and often rehearsals take place out of lesson time which will not be possible if they are not allowed to mix bubbles.” (SLT – Senior leadership team)

A few respondents commented on the proposal to permit (although not require) the performance and choreography assessments to be marked by teachers. The majority of these comments did not support this proposal, noting that it would significantly increase the burden on teacher time.

“I also believe that it should continue to be externally marked as teachers have not been previously trained in marking the A Level work, meaning more further training and increased workload. External examination using video evidence should surely suffice, for existing examiners.” (Teacher – responding in a personal capacity)

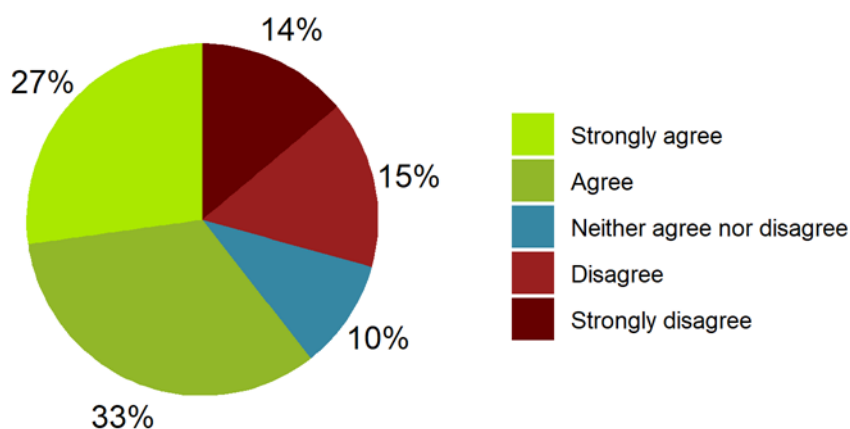
“I hope live examinations will be possible again next year, considering that the examiner is always socially distancing... I don't think a video recording is the same. I also don't see why the teacher should be marking the work. Teachers are experts at marking GCSE work, but only mark A Level work if they are an examiner for other centres. I think marking by the exam board will be more fair.” (Teacher – responding in a personal capacity)

Design and technology

Q71. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE design and technology in 2021?

Q72. Do you have any comments on the proposed assessment arrangements for GCSE design and technology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 19.



Q71 responses	Count	Percentage
Strongly Agree	464	27%
Agree	569	33%
Neither Agree nor Disagree	172	10%
Disagree	263	15%
Strongly Disagree	237	14%
Q71 total responses		1,705
<i>No response</i>		27,267
Survey total responses		28,972

The majority, 60%, of respondents who answered this question agreed or strongly agreed with the proposal and 29% disagreed or strongly disagreed. The pattern across all of the respondent groups was similar.

We received 904 comments in relation to this qualification. Several respondents commented that the proposal was the best option in the current situation and that it would support the on-going public health restrictions within the classroom/workshop.

“I do not believe that students would have the time to spend on learning how to use new or specialist machinery and then be able to design their final prototype. They would not have enough time therefore to be able to make that prototype satisfactorily. It would be a rush for them and it would be much better if they could design and make a mock-up of their design, so that they could produce something of quality. It would take the pressure off them so that they could spend longer on their projects, focussing more on the design element and not on a prototype that may well be rushed and of inferior quality. Demonstrations by teachers would still teach students a great deal about the techniques and equipment and machinery and its uses.” (Teacher-responding in a personal capacity)

Of the 29% who did not support the proposed assessment arrangements, several were concerned that if a demonstration is permissible rather than practical hands on experience, there could be a loss of skill and that students would disengage from the subject.

“The move to allow students to watch teacher demonstrations of the use of machinery is understandable, given the circumstances. Students need to have a sound understanding of materials, processes and appropriate machinery. With current requirements for students to remain socially distant, they may not have the opportunity to personally use all machines and tools that they would typically have direct access to. That said, Ofqual should recognise that it is rare that the same level of understanding is obtained from watching a demonstration than it is from actually using the tools and machinery to fulfil a design and manufacturing need.” (Subject association or interest group)

Several respondents suggested that content should be reduced because of the lost teaching time.

Further clarification was requested about the requirements of mock-ups or intentions of prototypes, and there were some concerns about how the NEA would be marked and standardised across centres, without (dis)advantaging any students. Some

respondents suggested that some of the NEA could be completed away from the classroom/ workshop. They also suggested that if the NEA submission date was later, it would help students who have missed the usual planning time in the workshop/classroom over the summer term since the NEA was released on 1 June 2020.

“Although students will be disappointed, this is a good suggestion to limit the pressures of practical work at this time. However, we would need assurance that prototypes or mock-ups will be assessed equally and not disadvantaged against others who may still submit NEA based on practical completion as per original exam specification.” (School or College)

“These proposals will give teachers more time to cover content as the time intensive 'making of prototypes' does not need to happen. I do think that schools will feel pressured into still making a final prototype - therefore I think the proposed arrangements need to be clarified or explicitly say - no final prototypes will be accepted to ensure clarity and consistency from all centres.” (Examiner)

Respondents were mindful of the public health restrictions that could be in place when schools re-open in September and commented on the impact these will have, particularly on the workshop/classroom capacities and the need not to share tools. A few respondents suggested that, with the limited time available in the workshop, the NEA work could be completed out of the centre.

“We will not have student access to workshop space in September due to our schools risk assessment. If only full prototypes in correct materials are required then students affected by such risk assessments will be disadvantaged.” Teacher - responding in a personal capacity)

“This would also allow for students to complete NEAs remotely with staff having the chance in school to assess the validity of any work submitted. It would also allow for more purposeful work to be carried out if lockdowns were implemented again.” (SLT - Senior leadership team)

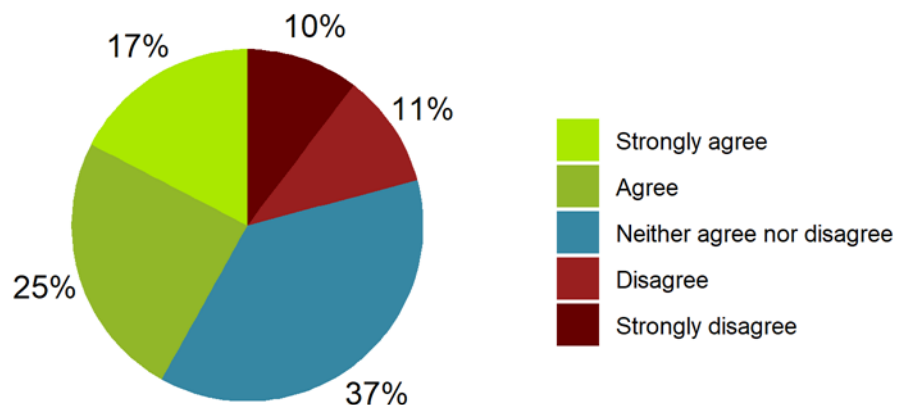
Respondents generally accepted the proposed assessment arrangements in light of the current situation but did not want these to continue into the future.

“As a one off due to the situation, this is acceptable. However, DT is a unique subject and the practical elements are essential for those students who chose to study.” (Teacher -responding in a personal capacity)

Q73. To what extent do you agree or disagree with the proposed assessment arrangements for AS design and technology in 2021?

Q74. Do you have any comments on the proposed assessment arrangements for AS design and technology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 30.



Q73 responses	Count	Percentage
Strongly Agree	239	17%
Agree	337	25%
Neither Agree nor Disagree	512	37%
Disagree	145	11%
Strongly Disagree	142	10%
Q73 total responses		1,375
No response		27,597
Survey total responses		28,972

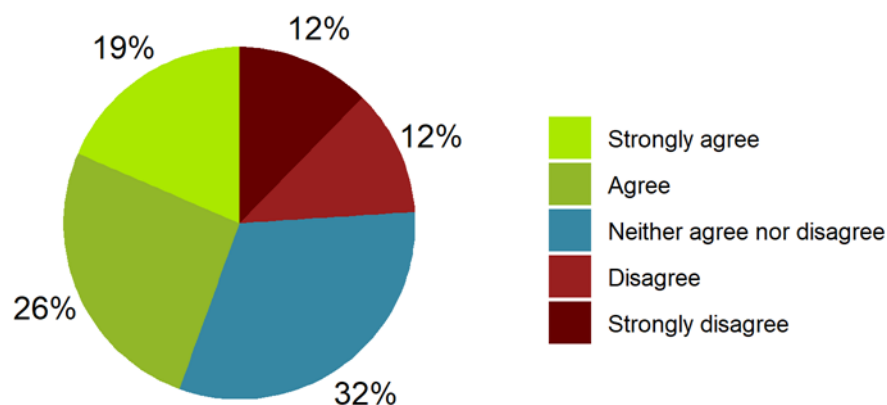
Forty-two per cent of respondents who answered this question agreed or strongly agreed with the proposal and 21% disagreed or strongly disagreed. Thirty-seven per cent neither agreed nor disagreed. We received 380 comments in relation to this qualification.

Comments mirrored those made for GCSE design and technology as reported above.

Q75. To what extent do you agree or disagree with the proposed assessment arrangements for A level design and technology in 2021?

Q76. Do you have any comments on the proposed assessment arrangements for A level design and technology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 30.



Q75 responses	Count	Percentage
Strongly Agree	264	19%
Agree	370	26%
Neither Agree nor Disagree	450	32%
Disagree	166	12%
Strongly Disagree	176	12%
Q75 total responses	1,426	
No response	27,546	
Survey total responses	28,972	

Forty-five per cent of respondents who answered this question agreed or strongly agreed with the proposed assessment arrangements and 24% disagreed or strongly disagreed. We received 498 comments in relation to this qualification.

Comments received mirrored those made for GCSE design and technology as summarised above.

A few respondents also commented on the impact of the proposal on skills required by A level design and technology students as they progress to university.

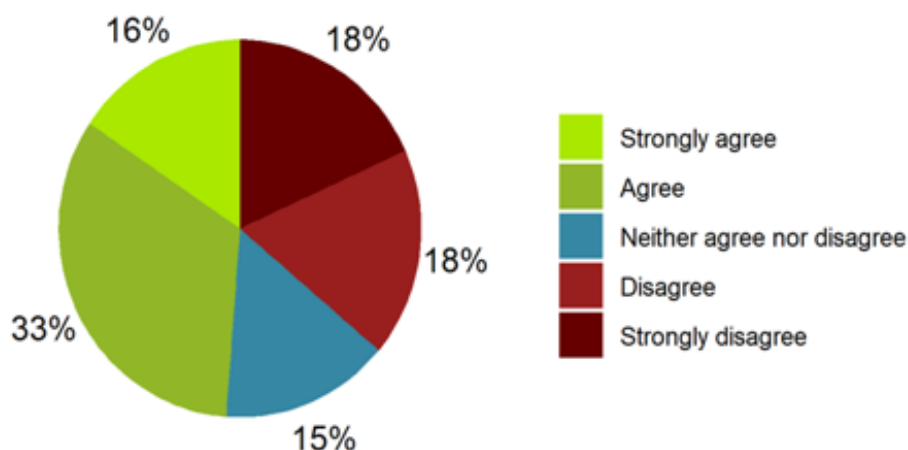
“DT is a unique subject and the practical elements are essential for those students who chose to study it. Especially as the students who study A Level are required to have a certain skill set when going to university.” (Teacher – responding in a personal capacity)

Drama and drama and theatre

Q77. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE drama in 2021?

Q78. Do you have any comments on the proposed assessment arrangements for GCSE drama in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 19 and 20.



Q77 responses	Count	Percentage
Strongly Agree	301	16%
Agree	641	33%
Neither Agree nor Disagree	291	15%
Disagree	346	18%
Strongly Disagree	352	18%
Q77 total responses	1,931	
<i>No response</i>	27,041	
Survey total responses	28,972	

Forty-nine per cent of respondents agreed or strongly agreed with the proposals for this qualification, while 36% disagreed or strongly disagreed. We received 1,086 comments in relation to this qualification.

Those in support commented that the proposals provided scope for the qualification to be delivered and assessed within the context of public health restrictions.

“The proposed changes give flexibility to teachers - this is much needed. By reducing time limits on performance you give options but do not limit those who may still seek to work towards original timings. Teachers are being given tools to help students succeed, e.g. portfolio of evidence. Streamed theatre is a must! It is unlikely that we will be able to accommodate a live theatre trip. Will there be provisions to help schools pay for streaming if necessary?”
(Teacher – responding in a personal capacity)

“I feel the proposal works around the safety issue well whilst still allowing the student to demonstrate their practical skills. I would like to stress that the weighting for the practical and written work needs to remain unchanged so as to not disadvantage those student’s whose skills lie in the practical. Drama is still a practical subject and this mustn’t be forgotten.” (Parent or carer)

Many respondents commented on the challenges for the subject because of public health restrictions, particularly in terms of access to appropriate physical space in which to prepare, rehearse and perform during the next academic year. Alongside this, respondents expressed concern about the volume of non-exam assessment work that would need to be completed.

“This proposal does not seem to allow for consideration of the fact that we would have completed units usually by now, and that we would still need to complete units in 1 term. It does not provide guidance for the massive requirement for rehearsals outside of lessons, the use of interaction. The study of interaction is also a vital element of several of the recommended practitioners, taught so far, so thus a change in practitioners would be required. So, the change does not provide time allowed to learn a new range of skills required? Also, how can there be justification for the loss of the fieldwork element in geography but not the option for teachers to do either the devised or scripted unit? Allowing us to provide a grade for the missing unit giving our best practice grade... and allowing teachers to select one NEA Element to complete would better support students and teachers with time management and not double the learning requirements of student.” (Teacher – responding in a personal capacity)

Many of the comments raised questions and/or concerns about the proposals because the wording and assessment descriptions did not match that in exam board specifications. For example, some were unsure whether the proposals affected exam board requirements to perform more than 1 extract from a text and others commented that monologues are not currently permitted in the specification they follow.

“How are schools going to be able to complete the collaborative component if they have chosen physical theatre for which they have already done much study and preparation? Monologues are not part of some Exam Board specifications. Much more guidance is needed.” (School or college)

There were mixed views about the proposals to reduce the minimum times and to permit the use of monologues for both components. Although many respondents welcomed these proposals, others commented that it might be more difficult for students to meet all of the requirements of the exam board specifications and expectations of the marking criteria.

“The guidelines have clearly thought about the public health risks of devising and performing lengthy pieces of theatre. Monologues also give allowance for online learning if teachers need to set this again.” (Teacher – responding in a personal capacity)

“Excellent proposal which will lower the anxiety of pupils and teacher to deliver the course. Monologue option a great idea. Just before lockdown we had the drama practical exam for GCSE and had to change groupings frequently due to pupils required to self-isolate. Performances would not be

affected by others if they are not in school.” (Teacher – responding in a personal capacity)

“By reducing the minimum time for performances you are thereby widening the gap of disadvantage. A child who produces a 2 minute contribution to a group piece will be judged against a child in another school whose school's circumstances allow him to perform up to the current maximum time. Whilst more doesn't always mean better, more time can give a greater opportunity to a pupil to demonstrate their level of skill. To make the playing field fair you would need to also reduce the maximum for all candidates. A better way forward would be to reduce the requirement to perform two extracts to just one extract with a standardised time (minimum and maximum) across all boards.” (SLT – Senior leadership team)

“Monologue assessment will be detrimental to many who thrive in an ensemble; Can assessment criteria be met when need to comment on process, collaboration etc.? Teaching monologue needs more teacher time - particularly if having to record more frequently. Not been a taught skill as never had option for devised monologues. Reduces teaching time for students.” (Teacher – responding in a personal capacity)

There were some misperceptions that the proposals would require students to change work they had already done or had planned to do. For example, that the proposal to reduce the minimum times would mean that students would be required to produce shorter work, even if they wished and were able to produce work of the usual length. Similar comments were made in relation to group and collaborative work.

“For component 2 there will be many centres who have either completed or almost completed the devised drama pieces in year 10 and so it would be a great pity if this work could not be submitted. I think it would still be possible for a designer/s to work with a performer and would hope that this could be facilitated with the caveat that the actor would have to apply their own hair and make-up if this forms part of the costume design. The same would apply to Component 3.” (Examiner)

A few respondents were concerned that the proposed reductions would diminish the practical side of the qualification, while others said that the proposals made little difference in terms of teaching time.

“Taking 30 seconds off a monologue and 1 min off a group piece is going to offer very little help and assistance to deliver the full course.” (Teacher – responding in a personal capacity)

“Other practical subjects aren't having practical cut. Why is the exam the same but the practical components reduced?! Students take Drama to do practical!” (Teacher - responding in a personal capacity)

Many respondents commented on the proposal to permit exam boards to accept a portfolio of evidence in place of complete and unedited audio-visual recordings of the devised and/or text-based performances. Those in support of the proposal commented positively on the option to provide evidence in different and flexible formats, particularly if it was not possible to secure a final performance. Some said that this would allow students who had begun work in larger groups that might not

now be able to perform together to still complete and receive credit for their work, rather than having to start again.

“Would be great if students can present a portfolio in work already done rather than having to go back and start again for a performance of devised piece.” (Teacher – responding in a personal capacity)

“Where schools have already prepared year 10s for the previous arrangements (i.e. 2 scenes from a text or 5 minutes of onstage time for devised and text) they may, in effect, have to start again, unless they can continue and show only part of the work practically, and the rest in a written form. In our school, we will have access to a rehearsal space for only 2/5ths of the previously allocated time in September 2020.” (Teacher – responding in a personal capacity)

There were, however, many comments stemming from misperceptions that the proposal was to replace practical work with written work. Some expressed concern that all students would be required to submit a portfolio instead of being able to submit a final performance, or that they would have to do both. Many respondents were concerned that a portfolio could be time consuming to produce and they were uncertain how this would feature alongside exam boards’ existing requirements for supporting evidence, or what a good quality portfolio would look like.

Some respondents commented positively on the proposal to permit teachers to mark both non-exam assessment components, noting that it would provide teachers with more flexibility to fit the assessments into the school calendar and cause less disruption overall. Others said that teacher marking, including the time needed for training and standardisation, would increase teacher workload.

“I think it is good to give teachers more control over the marking and grading of the NEA and Text based exam piece to save time and also get the best picture of the students work.” (Teacher – responding in a personal capacity)

“I also question how making BOTH practical exams to be marked by the teacher, as well as potentially huge portfolios of student's work is going to help relieve pressures on teaching time. Many drama departments consist of one teacher - increasing their marking will have a detrimental effect on teaching, planning, preparation and assessment of not just GCSE and A-Level classes, but all year groups.” (Teacher – responding in a personal capacity)

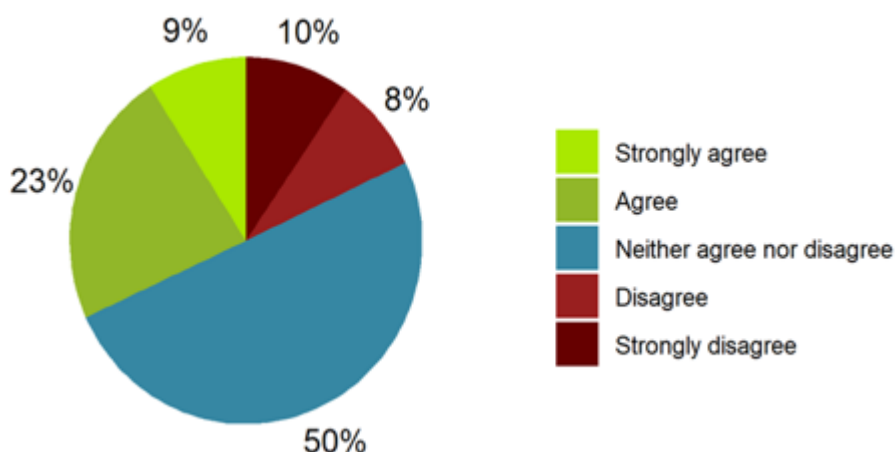
Many respondents suggested changes to the examined component to make up for missed lost teaching time by reducing the subject content and allowing optional content and/or optional questions in the exams.

“Year 11 students may not have had the opportunity to see live theatre, despite digital recording being accepted this still does not give the same level of experience and immersion that would allow them to fully answer a live review question to the best of their ability. In my opinion the live review question should not be on the exam paper. Optional questions included in the written exam would help student select questions that best fit their knowledge. Many other subjects that require practical components (music and DT) have had practical elements reduced, why is drama different?” (Teacher – responding in a personal capacity)

Q79. To what extent do you agree or disagree with the proposed assessment arrangements for AS drama and theatre in 2021?

Q80. Do you have any comments on the proposed assessment arrangements for AS drama and theatre in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 31 and 32.



Q79 responses	Count	Percentage
Strongly Agree	134	9%
Agree	333	23%
Neither Agree nor Disagree	734	50%
Disagree	124	8%
Strongly Disagree	140	10%
Q79 total responses	1,465	
<i>No response</i>		27,507
Survey total responses	28,972	

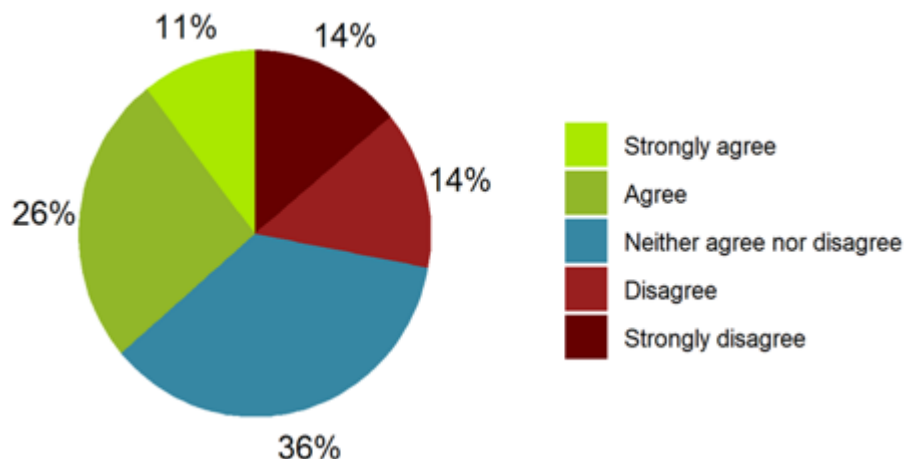
Thirty-two per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 18% disagreed or strongly disagreed. Half of respondents neither agreed nor disagreed. We received 336 comments in relation to this qualification.

The comments mirrored those seen for GCSE drama summarised above.

Q81. To what extent do you agree or disagree with the proposed assessment arrangements for A level drama and theatre in 2021?

Q82. Do you have any comments on the proposed assessment arrangements for A level drama and theatre in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 32 to 34.



Q81 responses	Count	Percentage
Strongly Agree	166	11%
Agree	405	26%
Neither Agree nor Disagree	562	36%
Disagree	220	14%
Strongly Disagree	220	14%
Q81 total responses	1,573	
<i>No response</i>	27,399	
Survey total responses	28,972	

Thirty-seven per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 28% disagreed or strongly disagreed and 36% neither agreed nor disagreed. We received 668 comments in relation to this qualification.

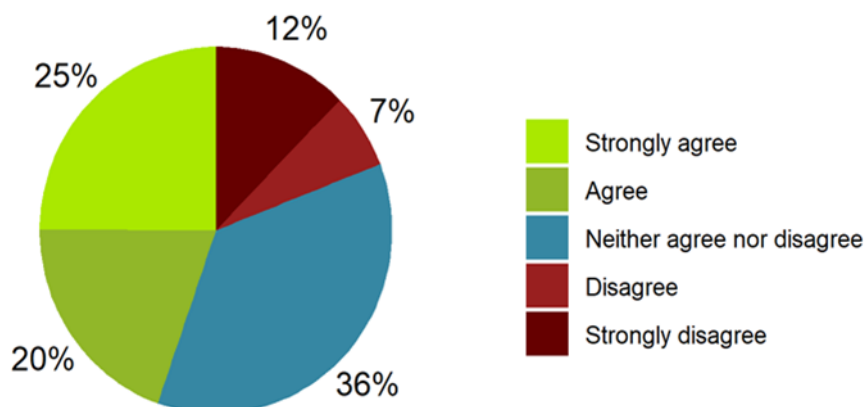
The comments mirrored those seen for GCSE drama summarised above.

Economics

Q83. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE economics in 2021?

Q84. Do you have any comments on the proposed assessment arrangements for GCSE economics in 2021?

For details of the proposal for this qualification, please see the consultation document, page 20.



Q83 responses	Count	Percentage
Strongly Agree	179	25%
Agree	141	20%
Neither Agree nor Disagree	260	36%
Disagree	48	7%
Strongly Disagree	89	12%
Q83 total responses	717	
No response		28,255
Survey total responses	28,972	

Forty-five per cent of the responses to this question agreed or strongly agreed with the proposal and 19% disagreed or strongly disagreed. We received 155 comments in relation to this qualification. Most respondent groups showed a similar level of agreement.

Many argued the volume of content to be covered was too great given the lost teaching time. A few respondents felt that elements of the content should be made optional to allow centres to choose which topics to focus on and which they could leave out.

“Some adjustments to the exam must be made to allow for the lack of completing the GLH for the subject.” (School or college)

“This helps with consistency but because of no change. Perhaps a choice of questions could be beneficial in a subject like this. This way there will be some adaptations to the situation.” (Student)

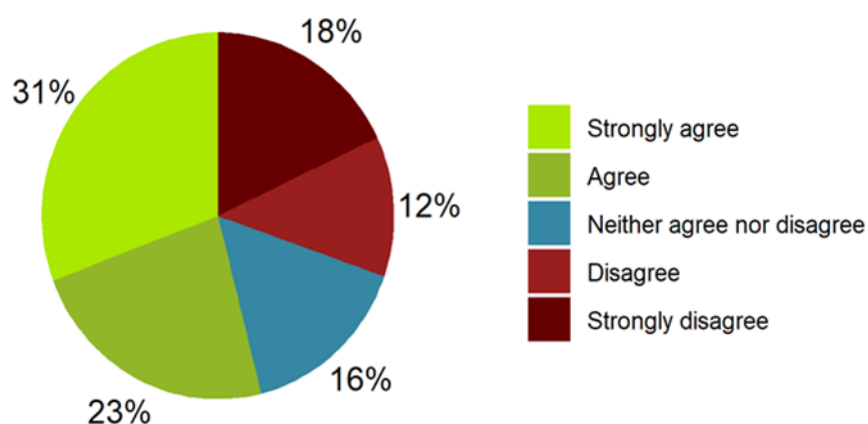
Additionally, many respondents felt that new assessment formats should be adopted, including teacher assessment or introducing a coursework/controlled assessment element to count towards final grades.

“30% of exam should be on teacher assessed marked essays over the entire course to accommodate 30% missed teaching time.” (Parent or carer)

Q85. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level economics in 2021?

Q86. Do you have any comments on the proposed assessment arrangements for AS and A level economics in 2021?

For details of the proposal for this qualification, please see the consultation document, page 34.



Q85 responses	Count	Percentage
Strongly Agree	241	31%
Agree	182	23%
Neither Agree nor Disagree	123	16%
Disagree	97	12%
Strongly Disagree	141	18%
Q85 total responses	784	
No response	28,188	
Survey total responses	28,972	

Fifty-four per cent of the responses to this question agreed or strongly agreed with the proposal and 32% disagreed or strongly disagreed. We received 324 comments in relation to these qualifications. Most respondent groups showed a similar level of agreement.

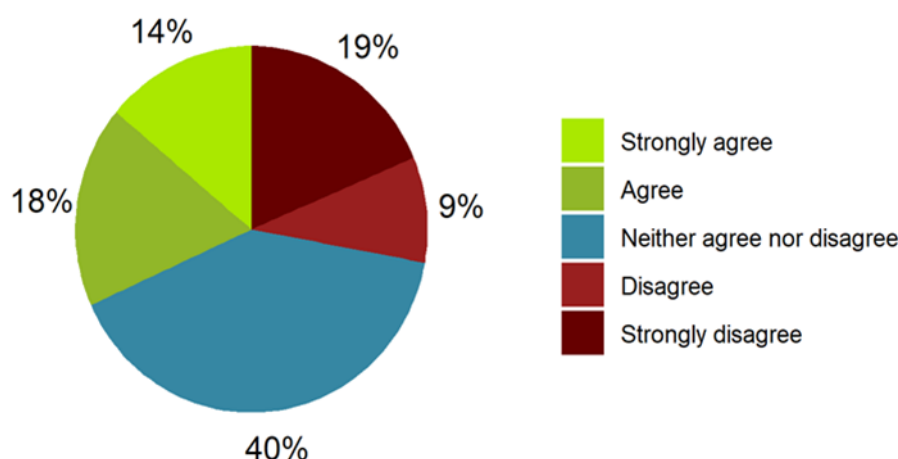
The comments for AS and A level economics mirrored those received for GCSE economics, summarised above.

Electronics

Q87. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE electronics in 2021?

Q88. Do you have any comments on the proposed assessment arrangements for GCSE electronics in 2021?

For details of the proposal for this qualification, please see the consultation document, page 20.



Q87 responses	Count	Percentage
Strongly Agree	18	14%
Agree	23	18%
Neither Agree nor Disagree	52	40%
Disagree	12	9%
Strongly Disagree	24	19%
Q87 total responses	129	
No response	28,843	
Survey total responses	28,972	

Thirty-two per cent of respondents agreed or strongly agreed with our proposal for this qualification and 28% strongly disagreed or disagreed. Forty per cent neither agreed nor disagreed. We received 41 comments in relation to this qualification.

Supportive comments to retain the same method of assessment in this subject included the importance for students of a familiar approach and that strategies have been put in place to allow for this to continue.

“No change in assessment - we envisage having individual students having 'kits' to be separate entities and the equipment, testing etc. can be easier to clean than most.” (Teacher – responding in a personal capacity)

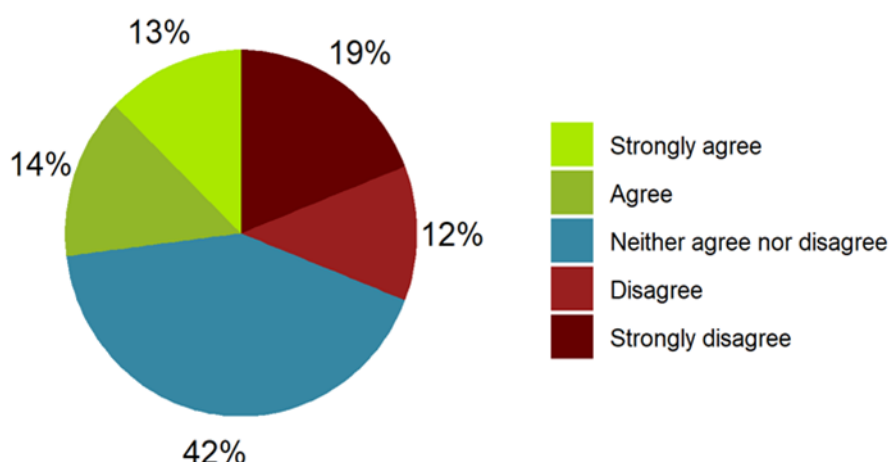
Other comments included concern about the completion of the non-exam assessment (NEA).

“It has not been possible to prepare the students for the NEA assignment over the last term and students haven't been able to complete all the course material they will need to make appropriate design decisions in their NEA task. It is also highly likely that learning will continue to be disrupted in September.” (Teacher – responding in a personal capacity)

Q89. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level electronics in 2021?

Q90. Do you have any comments on the proposed assessment arrangements for AS and A level electronics in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 34.



Q89 responses	Count	Percentage
Strongly Agree	16	13%
Agree	18	14%
Neither Agree nor Disagree	53	42%
Disagree	15	12%
Strongly Disagree	24	19%
Q89 total responses	126	
No response	28,846	
Survey total responses	28,972	

Twenty-seven per cent of respondents agreed or strongly agreed with the proposal for this qualification and 31% strongly disagreed or disagreed. Forty-two per cent of respondents neither agreed or disagreed. We received 42 comments in relation to these qualifications.

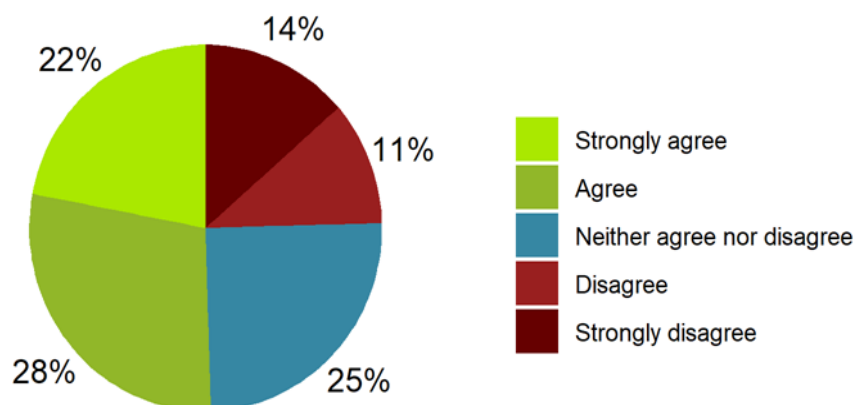
All comments mirrored those seen above for GCSE electronics, summarised above.

Engineering

Q91. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE engineering in 2021?

Q92. Do you have any comments on the proposed assessment arrangements for GCSE engineering in 2021?

For details of the proposal for this qualification, please see the consultation document, page 20.



Q91 responses	Count	Percentage
Strongly Agree	68	22%
Agree	88	28%
Neither Agree nor Disagree	77	25%
Disagree	34	11%
Strongly Disagree	42	14%
Q91 total responses	309	
No response		28,663
Survey total responses	28,972	

Fifty per cent of respondents agreed or strongly agreed with our proposals and 25% disagreed or strongly disagreed. We received 101 comments in relation to this qualification.

“Sensible, safe in terms of sharing equipment and hygiene. Makes it fair and this allows more time to focus on design and modelling skills and the exam. We won't have to rush students and compromise on quality teaching and learning to fit in lengthy practical work.” (Teacher – responding in a personal capacity)

“Makes sense and reduces issues of sharing resources/kit.” (School or college)

Respondents did express concern that there would need to be more guidance about what would be needed as evidence for the non-exam assessment (NEA).

“Assessment criteria for the NEA would need to change. Moderators would require additional training. Evaluations (part of the assessment criteria) would be more difficult for students to complete.” (Examiner)

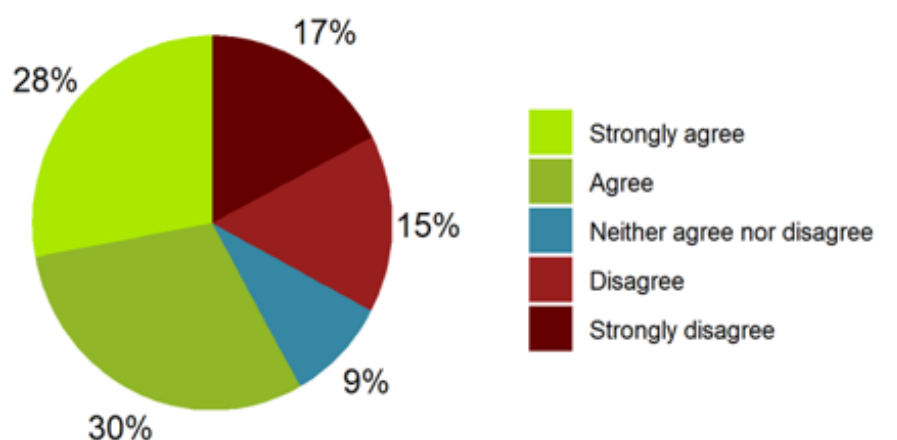
One exam board highlighted the need for clarity on the nature of the proposed changes and expressed disappointment that students would not have access to formula sheets in the exams.

English language

Q93. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE English language in 2021?

Q94. Do you have any comments on the proposed assessment arrangements for GCSE English language in 2021?

For details of the proposals for this qualification, please see the consultation document, page 21.



Q93 responses	Count	Percentage
Strongly Agree	1,449	28%
Agree	1,569	30%
Neither Agree nor Disagree	474	9%
Disagree	797	15%
Strongly Disagree	904	17%
Q93 total responses		5,193
No response		23,779
Survey total responses		28,972

Fifty-eight per cent of respondents agreed or strongly agreed with our proposals for this qualification and 32% disagreed or strongly disagreed. We received 2,754 comments in relation to this qualification.

Those in favour of removing the recording requirement for spoken language assessments commented on the reduced burden on staff time, alongside increased flexibility and control over when the assessments would take place. Respondents also said that a teacher-only audience would reduce pressure on students.

“Anything that prevents unnecessary time spent by teachers is a positive as all resources need to be devoted to the students.” (Parent or carer)

“This is an excellent idea, and (I presume) will enable the Spoken Language component to be performed/assessed via video link in the case of further national/local lockdown, or where disabled/BAME students may be shielding etc. Additionally, the flexibility to do it at any point in the course will allow greater personalisation of study for the students: some would prefer to get it done as soon as possible so they can focus all their energy on revising for lit/learning quotes etc., others would prefer to be able to schedule it around other coursework/assessment deadlines etc. Also, removing the requirement to have a large audience makes the implementation of the assessment more flexible for staff - we won't (necessarily) have to lose 'teaching time', but can schedule assessments for non-contact hours or after school, as suits the student/teacher.” (Teacher – responding in a personal capacity)

However, many respondents said that preparing for and carrying out the assessment was the time consuming aspect, rather than the recording. In addition, some respondents expressed concern about additional pressures on teachers as a result of the proposal for teachers to be able to conduct the assessments individually. They said this would mean assessments would need to take place in teachers' own time rather than lesson time, including during crucial planning sessions. Some also suggested that there might be increased risks for individual teachers relating to safeguarding and accusations of bias. Some respondents commented that as the spoken language assessment does not contribute towards the 9 to 1 qualification grade, time would be better spent on the exam content so the spoken language assessment should be removed for summer 2021. Others suggested teachers should be able to assign a grade based on students' oral contributions during the full course.

“The recording of the spoken language assessment takes very little time so the proposed change brings almost no advantage for teachers and students. 1:1 teacher: student assessment without recording would make cheating very easy and would leave teachers open to charges of bias from students. It would be simpler to do away with the spoken language assessment altogether for this series.” (Teacher – responding in a personal capacity)

“The changes to the spoken assessments would definitely make it easier for both student and staff. However completely removing this aspect could also be a viable option, as it still requires amounts of time to be spent on it, which could be better off spent focusing on the aspects of the course which are weighted for the final grade. Whilst I understand the purpose of the speaking exam, it seems to some extent almost unnecessary in normal circumstances anyways, and even more so now.” (Student)

“The Spoken Language endorsement should be optional as it carries no marks and is burdensome to administer. A teacher judgement of Spoken Language proficiency would be equally accurate. The video recording element is not the time consuming part of the task but rather the need to conduct 160 individual speeches so the present adjustments offer very little in terms of "time saving" to cover the otherwise unaltered content in English Language and English Literature.” (SLT – Senior leadership team)

Many respondents raised concerns that there had been no amendments proposed for the examined parts of the qualification. They said it would not be possible to get through all of the content and that expecting students to sit two lengthy exams after

so much lost time and disruption was unreasonable. There were many comments suggesting revisions to the exams, and these frequently focused on streamlining the assessments. Many commented on the duplication of skills across the two examined components and said that, in the circumstances, it was not necessary to test these skills in relation to all of the types of text prescribed in the subject content.

“Make some changes to English Language Paper 2! Do evaluate and analysis questions need to be repeated in paper 1 and 2? Does this repeat testing of skills in a similar way aid the students and will it be a good use of time to prepare them for these questions when they have missed out on a lot of school?” (Teacher – responding in a personal capacity)

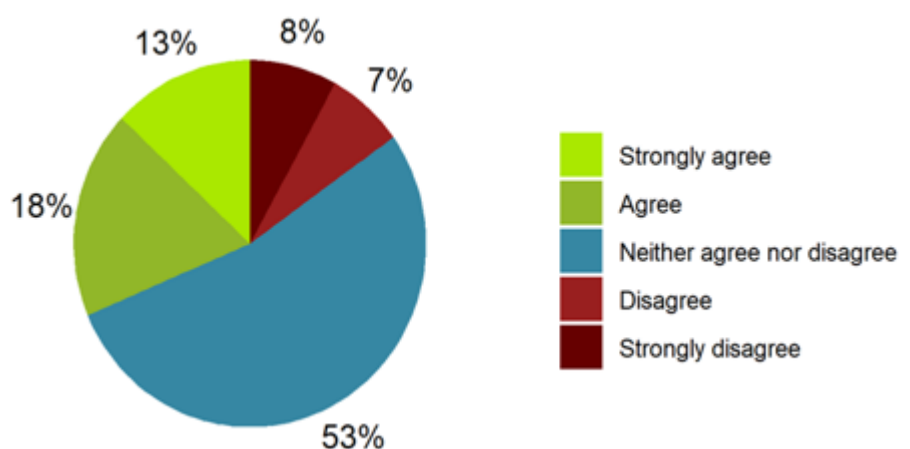
Some commented on GCSE English as a package that included GCSE English language and GCSE English literature. The absence of any arrangements to reduce the content load for GCSE English literature was raised as a significant concern affecting GCSE English language. Respondents said that because the GCSE English language exam is based on unseen material this might lead to less time being devoted to it (and therefore less time to develop the relevant knowledge, skills and understanding) in order to prioritise English literature.

“English as a dual award subject has lost 13 weeks and upwards of 54 hours of learning. The reduction of content and exams in Literature should seriously be given thought. By reducing Lit content we can really focus on giving students the best chance of securing Language, rather than dissipating teaching and students failing to achieve either.” (Awarding organisation employee)

Q95. To what extent do you agree or disagree with the proposed assessment arrangements for AS English language in 2021?

Q96. Do you have any comments on the proposed assessment arrangements for AS English language in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q95 responses	Count	Percentage
Strongly Agree	514	13%
Agree	728	18%
Neither Agree nor Disagree	2,116	53%
Disagree	281	7%
Strongly Disagree	318	8%
Q95 total responses		3,957
<i>No response</i>		25,015
Survey total responses		28,972

Thirty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification and 15% disagreed or strongly disagreed. Fifty-three per cent neither agreed nor disagreed. We received 666 comments in relation to this qualification.

Those who agreed with the proposal said that there was no need to make changes to the AS qualification because it is a one-year course that has not yet begun.

“AS levels should be unaffected as they will start their study at the same time in September. As the qualification is so different to GCSE English Language, they are starting from a level playing field.” (SLT – Senior leadership team)

Many respondents suggested reducing subject content or use of non-exam assessment or teacher assessment instead of exams. Some respondents commented on the potential for further disruption on students preparing to start AS courses.

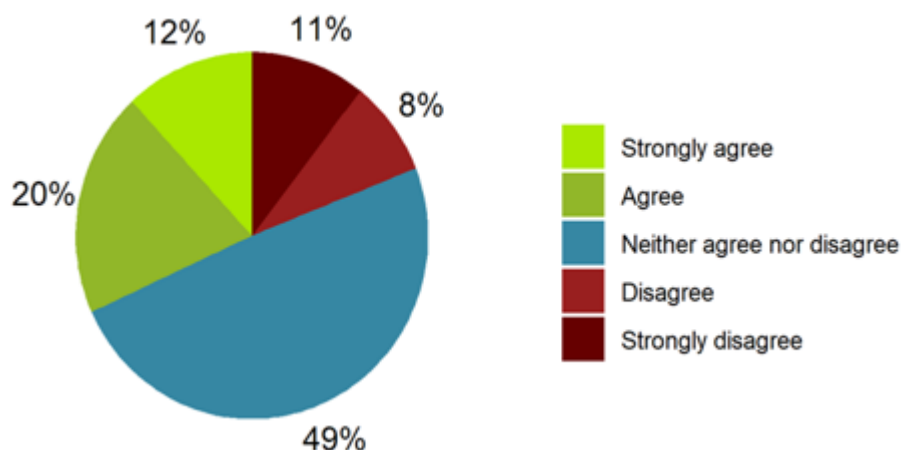
“A reduction in course content would be more beneficial, especially as most centres teach AS in a single year, any further lockdowns will impact this qualification significantly.” (Teacher – responding in a personal capacity)

“There should be some teacher assessed element to this exam. Since students have had time away from examination practice and since many will have suffered during this time, it seems deeply unfair to add more pressure by making their final grade entirely dependent on a set of exams.” (Teacher – responding in a personal capacity)

Q97. To what extent do you agree or disagree with the proposed assessment arrangements for A level English language in 2021?

Q98. Do you have any comments on the proposed assessment arrangements for A level English language in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q97 responses	Count	Percentage
Strongly Agree	472	12%
Agree	789	20%
Neither Agree nor Disagree	1947	49%
Disagree	335	8%
Strongly Disagree	418	11%
Q97 total responses		3,961
No response		25,011
Survey total responses		28,972

Thirty-two per cent of respondents agreed or strongly agreed with our proposal for this qualification, and 19% disagreed or strongly disagreed. Forty-nine per cent neither agreed nor disagreed. We received 871 comments in relation to this qualification.

Many respondents suggested reductions to subject content by allowing optional content and/or optional questions in the exams. Some were concerned that students who had been able to keep up with independent learning during school closures would need time during the next academic year to recap and consolidate their learning.

“Students in many schools and colleges may have missed whole modules of learning. These courses are designed to last two years. Although some content will have been delivered as home learning, we cannot guarantee that all students have accessed this. There is not the time available to go over this content in the depth required to answer questions on it to a good standard and teach new content. Students cannot be expected to answer questions on all modules next year. They need to be able to choose to miss whole sections of a paper if necessary.” (Teacher – responding in a personal capacity)

There were strong but mixed views about the role of non-exam assessment in the qualification for summer 2021. Many respondents said that the non-exam assessment was an integral part of the qualification and urged that it be retained. Some suggested that the weighting of the non-exam assessment should be increased, while others suggested some modifications to the content of the assessment.

“There have been strong rumours that NEA in English was being dropped, however, centres have made the most of remote learning and used it as an opportunity to start the coursework because it requires development of independent learning skills appropriate for HE. Mixed response from students some of whom wanted to keep NEA because it allows independence and creativity to be developed and others saw it as a stress which could be dropped.” (Teacher – responding in a personal capacity)

“Raise the NEA to 40% as students spend a disproportionate amount of time on it anyway so use that fact in the awarding of the grade to make the exam teaching more attainable.” (Teacher – responding in a personal capacity)

A few respondents suggested that time spent on the non-exam assessment could be better used on the examined content.

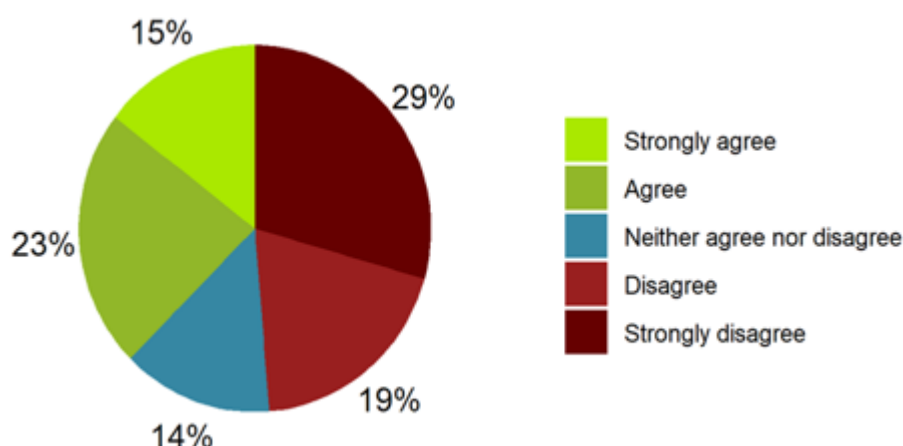
“The coursework element should be cut - again so classroom teachers can focus on covering the content and skills necessary for students to pass the written examination. The coursework relies on students to work independently without much teacher intervention and many students who have struggled to cope with basic work during home learning during lockdown will only be faced with more struggles when working on coursework.” (Teacher – responding in a personal capacity)

English literature

Q99. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE English literature in 2021?

Q100. Do you have any comments on the proposed assessment arrangements for GCSE English literature in 2021?

For details of the proposals for this qualification, please see the consultation document, page 21.



Q99 responses	Count	Percentage
Strongly Agree	790	15%
Agree	1,240	23%
Neither Agree nor Disagree	745	14%
Disagree	1,043	19%
Strongly Disagree	1,592	29%
Q99 total responses		5,410
No response		23,562
Survey total responses		28,972

Thirty-eight per cent of respondents agreed or strongly agreed with our proposals for this qualification, however, 48% of respondents either disagreed or strongly disagreed. We received 3,314 comments in relation to this qualification.

The majority of comments argued for reduced subject content, for optional content and/or optional questions. Respondents also suggested providing support for students in the exams, for example, by allowing students to have access to some of their texts, providing pre-release information about the focus of assessment for each text, or by including non-exam assessment or teacher assessment in the final grade. Many respondents expressed significant concern about being able to cover all of the required subject content in the time available and highlighted the difficulties for students in trying to get to grips with complex literary texts remotely. Respondents said that students would need time to recap and consolidate their learning during the next academic year.

“It is too much for a cohort which has been fully prepared - the mental load is very difficult for students and leads to high levels of anxiety and stress. To

expect students to handle this remotely is unfair; to then insist on a closed book examination of this is going to increase rates of student anxiety. Two possible solutions: 1) Make each section open book, allowing teachers to focus on exam skill and analysis, rather than learning quotations/texts inside out. 2) Make one section of each paper optional - e.g. students could either complete Shakespeare OR 19th Century novel. Alternatively, make the answers dependent on the extract ONLY.” (Teacher – responding in a personal capacity)

“I feel there has been a missed opportunity to relieve student stresses by offering some form of open book examination. Your own paper states that you have heard from students about the use of the Poetry Anthology. Even this being open book would have been some concession to the amount that has to be covered which may well have been missed during the school closures. Distance teaching of Shakespeare and Romantic poetry is far from fool-proof and I am sure that every school will have to extensively revisit literature covered during the school closures. Having the concession of some open book examination would have offered some reassurance to students.” (SLT – Senior leadership team)

“English Literature is not a subject amenable to cramming and, if the exam remains unchanged, then outcomes are likely to be superficial and formulaic – the result of learning which is hurried and exam-driven. This will inevitably impact on progression to A level.” (Other representative or interest group)

Many respondents who supported the proposal said they agreed the assessment should remain 100% exam, however, they also raised concerns about the volume of content.

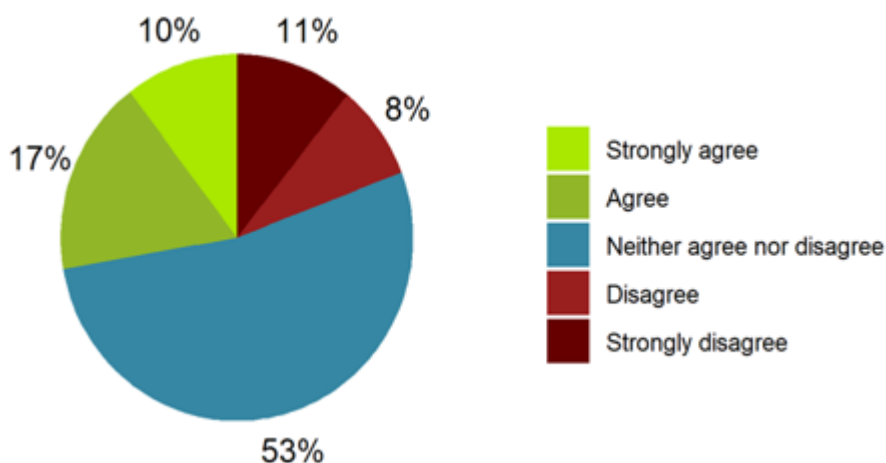
“Only agree with 100% examination on the basis that the exam specification is reduced through removal of non-mandatory topic areas or increase in optional topic areas.” (School or college)

“I agree with the principle of 100% examination, although as noted previously, I am of the view that that the 'examinable' content should be reduced to take account of the current exceptional circumstances, the loss of teaching time to date, the possibility of more teaching time being lost next academic year, the likelihood in variation in home schooling whilst in lockdown and the need to have regard to students' welfare and mental health going forward. This is not a "business as usual" scenario.” (Parent or carer)

Q101. To what extent do you agree or disagree with the proposed assessment arrangements for AS English literature in 2021?

Q102. Do you have any comments on the proposed assessment arrangements for AS English literature in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q101 responses	Count	Percentage
Strongly Agree	433	10%
Agree	723	17%
Neither Agree nor Disagree	2,213	53%
Disagree	352	8%
Strongly Disagree	449	11%
Q101 total responses	4,170	
No response	24,802	
Survey total responses	28,972	

Twenty-seven per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 19% disagreed or strongly disagreed. Fifty-three per cent neither agreed nor disagreed. We received 636 comments in relation to this qualification.

Those who agreed with the proposal said that there was no need to make changes to the AS qualification because it is a 1 year course that has not yet begun.

“As long as there are no further issues, students should be able to go back to school in September and start their course without issue in time for next year’s exams.” (Student)

Many respondents commented on the need to reduce subject content or use non-exam assessment or teacher assessment instead of exams. Some respondents commented on the potential for further disruption on students preparing to start AS courses.

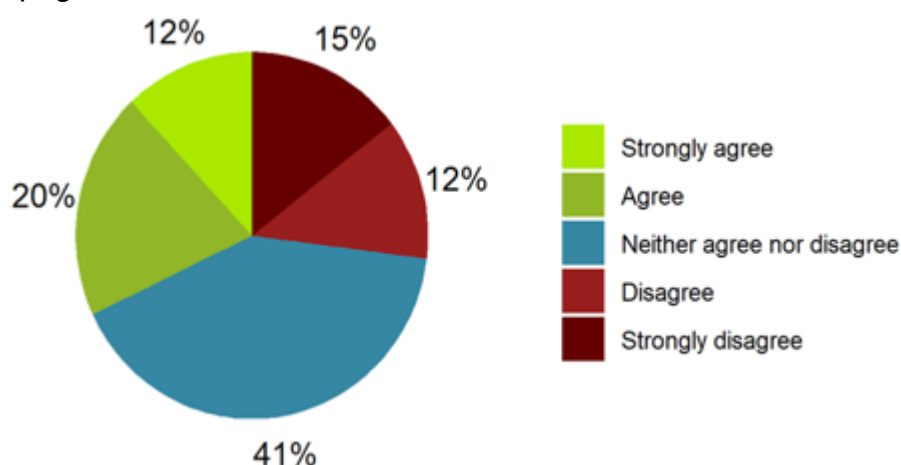
“Too much content and lost learning in year 11. This needs to change.” (Teacher – responding in a personal capacity)

“This should be made up of coursework. These children have been through a traumatic enough time that we as adults will never understand how much it has disrupted their lives and education. Some children feel too pressured and will be stressed over how much they need to learn.” (Parent or carer)

Q103. To what extent do you agree or disagree with the proposed assessment arrangements for A level English literature in 2021?

Q104. Do you have any comments on the proposed assessment arrangements for A level English literature in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q103 responses	Count	Percentage
Strongly Agree	526	12%
Agree	882	20%
Neither Agree nor Disagree	1,795	41%
Disagree	548	12%
Strongly Disagree	637	15%
Q103 total responses		4,388
No response		24,584
Survey total responses		28,972

Thirty-two per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 27% disagreed or strongly disagreed. Forty-one per cent neither agreed nor disagreed. We received 1,286 comments in relation to this qualification.

Many respondents argued for reduced subject content by allowing optional content and/or optional questions in the exams. Some were concerned that even students who had kept up with their education would need time during the next academic year to recap and consolidate their learning.

“I feel that the lack of alteration in the Literature qualification will have significant negative impact on our poorest children. The curriculum is

extremely tight in normal circumstances, and the loss of face to face learning time and study of new learning due to lockdown and school closures means that it is not possible to cover the whole qualification in a way that does justice to the texts and the needs of the students in the short time remaining. Giving students a choice of which section they will complete in papers 1 and 2 (with all students answering the unseen poetry question) would mean that students could focus on two out of four set texts and engage wholly with these texts, building a love of literature rather than racing through at breakneck speed and doing the texts, their authors and the students a great disservice.” (Teacher – responding in a personal capacity)

There were strong but mixed views about the role of non-exam assessment in the qualification for summer 2021. Many respondents said that the non-exam assessment was an integral part of the qualification and urged that it be retained. Some suggested that the weighting of the non-exam assessment should be increased, while others suggested some modifications to the content of the assessment.

“The NEA provides students with a great opportunity for developing their research & writing skills - it would be a shame to have left this out.” (Teacher – responding in a personal capacity)

“I think the NEA component is very valuable but quite time consuming for the amount of marks it contributes. Either whittle down the number of tasks needed to do or increase the contribution to the overall marks.” (Teacher – responding in a personal capacity)

A few respondents commented that the non-exam assessment used up valuable time that could be better spent covering content for the exams and that it should be removed from the qualification.

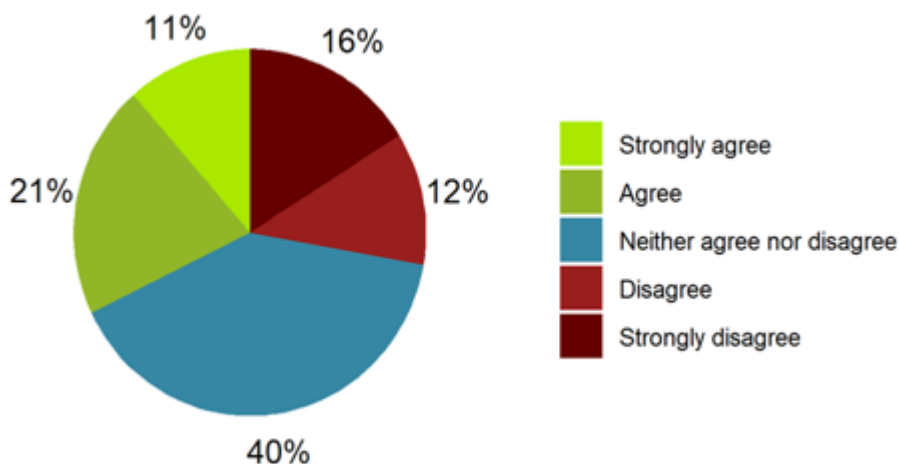
“There are no changes to account for months of missed teaching. In my own class, I have had very little contact with some of my students for a range of reasons. Many of these students are disadvantaged, meaning the gap will widen even further. This is a very content-heavy subject so there need to be some allowances. Please consider removing the NEA as you have done in other subjects.” (Teacher – responding in a personal capacity)

English language and literature

Q105. To what extent do you agree or disagree with the proposed assessment arrangements for AS English language and literature in 2021?

Q106. Do you have any comments on the proposed assessment arrangements for AS English language and literature in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q105 responses	Count	Percentage
Strongly Agree	207	11%
Agree	374	21%
Neither Agree nor Disagree	720	40%
Disagree	211	12%
Strongly Disagree	290	16%
Q105 total responses		1,802
No response		27,170
Survey total responses		28,972

Thirty-two per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 28% disagreed or strongly disagreed. Forty per cent neither agreed nor disagreed. We received 389 comments in relation to this qualification.

Those who agreed with the proposal said that there was no need to make changes to the AS qualification because it is a 1 year course that has not yet begun.

“As things currently stand, candidates taking AS in 2021 will not be affected by lost time. However, the loss of further teaching time is possible and we would hope that Ofqual would have a contingency plan in place should there be a resurgence in the pandemic.” (Other representative or interest group)

Many respondents argued for reduced subject content or use of non-exam assessment or teacher assessment instead of exams. Some respondents commented on the potential for further disruption on students preparing to start AS courses.

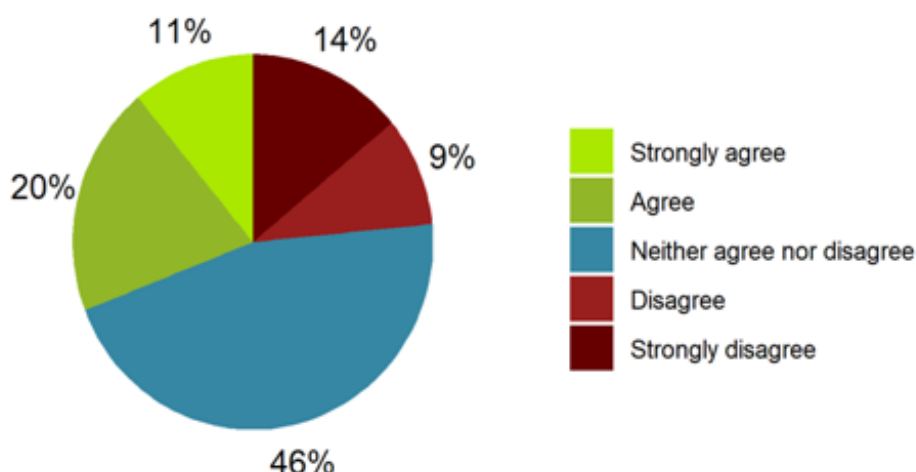
“Some students may be sitting their GCSE exams in the proposed autumn session, so they will miss part of their AS studies. I can't see how making no changes at all will support these students in any way.” (Teacher – responding in a personal capacity)

“There should be an element of coursework, so that if no vaccine is created by this time, students who may have to self-isolate during the exam period will have their coursework to fall back on.” (Teacher – responding in a personal capacity)

Q107. To what extent do you agree or disagree with the proposed assessment arrangements for A level English language and literature in 2021?

Q108. Do you have any comments on the proposed assessment arrangements for A level English language and literature in 2021?

For details of the proposals for this qualification, please see the consultation document, page 34.



Q107 responses	Count	Percentage
Strongly Agree	176	11%
Agree	318	20%
Neither Agree nor Disagree	729	46%
Disagree	151	9%
Strongly Disagree	224	14%
Q107 total responses		1,598
No response		27,374
Survey total responses		28,972

Thirty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 23% disagreed or strongly disagreed. Forty-six per cent neither agreed nor disagreed. We received 302 comments in relation to this qualification.

Many respondents argued for reduced subject content by allowing optional content and/or optional questions in the exams. Respondents expressed concern about the extent to which students had been able to access, and keep up with, independent learning during school closures and the impact this would have on teaching time during the next academic year.

“Students’ experiences of home learning have been hugely variable and some are going to be starting Year 13 disadvantaged. An option of which exam elements to answer on would alleviate the disadvantage. Maintaining the number of questions asked and the amount of texts to study will further disadvantage students. This would be particularly difficult for students with PP, SEND and those who have had to shield for longer due to complex health needs.” (Teacher – responding in a personal capacity)

There were strong but mixed views about the role of non-exam assessment in the qualification for summer 2021. Many respondents said that the non-exam assessment was an integral part of the qualification and urged that it be retained. Some suggested that the weighting of the non-exam assessment should be increased, while others suggested some modifications to the content of the assessment.

“Again, many students have made a start on reading texts for their NEA. There are pros and cons for both students and teachers for the NEA to be dropped in favour of 100% exams, however we would give the argument that students should develop independent learning skills and maintain creative and critical thinking skills as useful HE preparation.” (Teacher – responding in a personal capacity)

“Raise the NEA to 40% to make teaching more achievable and to reflect the time actually spent on the NEA.” (Teacher – responding in a personal capacity)

A few respondents commented that the non-exam assessment used up valuable time that could be better spent covering content for the exams and that it should be removed from the qualification.

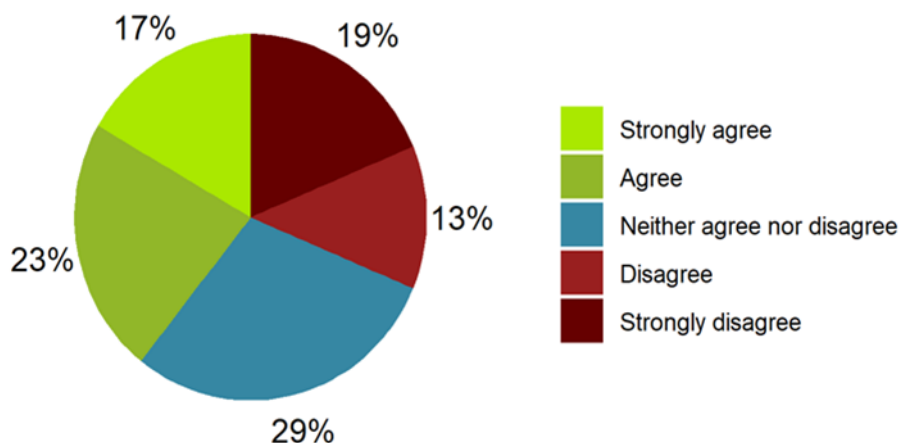
“The NEA should be scrapped for this year. Pupils need to compare two different literary and non-literary texts from each other and in a class of 25 that’s 50 texts for a teacher to provide guidance on. They need real teacher input to make the correct text choices and so that the investigation is appropriate and allows them to analyse linguistics etc. Usually I would introduce the NEA in Y12 and they could read their texts over the summer. I don’t have time to do that this year because we’ve lost so much teaching time so I won’t be able to introduce it until after the Y13 mocks in November. It will be very, very difficult and stressful to be able to do this.” (Teacher – responding in a personal capacity)

Environmental science

Q109. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level environmental science in 2021?

Q110. Do you have any comments on the proposed assessment arrangements for AS and A level environmental science in 2021?

For details of the proposals for this qualification, please see the consultation document, page.



Q109 responses	Count	Percentage
Strongly Agree	25	17%
Agree	34	23%
Neither Agree nor Disagree	44	29%
Disagree	19	13%
Strongly Disagree	28	19%
Q109 total responses		150
No response		28,822
Survey total responses		28,972

Forty per cent of respondents agreed or strongly agreed with our proposals for this qualification and 22% disagreed or strongly. We received 62 comments in relation to these qualifications, mainly about students' ability to undertake fieldwork/practical work.

"There will be limited ability to conduct practical work whilst social distancing measures and a reduced student timetable are in place. It would be sensible to reduce the practical work requirement to a level that is manageable and supplement where necessary with demonstrations." (Teacher – responding in a personal capacity)

"There is no mention of the 4 days fieldwork/practical requirement." (Teacher – responding in a personal capacity)

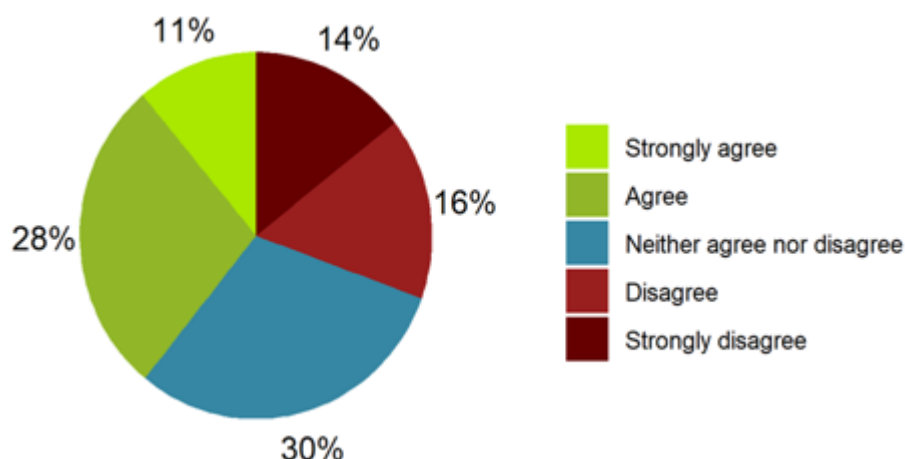
One exam board asked for greater clarity about the fieldwork and practical requirements.

Film studies

Q111. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE film studies in 2021?

Q112. Do you have any comments on the proposed assessment arrangements for GCSE film studies in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 21 and 22.



Q111 responses	Count	Percentage
Strongly Agree	40	11%
Agree	101	28%
Neither Agree nor Disagree	109	30%
Disagree	58	16%
Strongly Disagree	52	14%
Q111 total responses	360	
<i>No response</i>		28,612
Survey total responses	28,972	

Thirty-nine per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 30% disagreed or strongly disagreed and 30% neither agreed nor disagreed. We received 127 comments in relation to this qualification.

Those in support agreed the proposal provided a solution for the non-exam assessment.

“We see this as a sensible approach in the circumstances but would not want this to become established practice.” (School or college)

“As long as the examiner can still see the students' intentions in enough detail then that should be fine.” (Teacher – responding in a personal capacity)

“Eminently sensible to allow more teaching time and independent work; key considerations if another lockdown occurs.” (Examiner)

Some respondents commented that while the proposals addressed difficulties that might arise due to public health restrictions they would not save time. Some

respondents noted that the proposals to permit a mock-up or prototype had not included the production of screenplays, and therefore there would be no benefit for the centres and students who select this option.

“Amendments to the NEA are practical and proportionate re. the likely need to social distance in the next 12 months. There is, however, no accommodation for lost full-time face-to-face contact time on a two-year course since schools/colleges closed in March.” (Teacher – responding in a personal capacity)

“The proposed adjustments only benefit those working in video for NEA and therefore advantage these candidates over others; there are no proposals to mitigate issues faced by candidates creating screenplays for productions. The adjustments only take into account work that cannot be completed due to equipment access/social distancing measures but do not take into account lost teaching time. It will be more difficult to evaluate proposed ‘mock up’ in relation to ‘professionally produced products’ which is an AO3 requirement.” (Awarding body or exam board)

There were some misperceptions that the proposals would prohibit students from being able to work on a film production and that the practical side of the subject was being reduced. Some respondents commented that students should still be able to submit films if they wished and were able to do so.

“Reducing the requirement for films to be produced might deal with difficulties of social interaction as a result of COVID social distancing rules, but Film Studies should be about teaching students practical film skills which will allow them to access jobs. This should not be cut back in favour of theoretical work which will be of less use to them later in life.” (Teacher – responding in a personal capacity)

“Assuming that children who wish to and have means are still able to enter show reels/films if they wish. Obviously if students can’t then they shouldn’t be penalised for going down the prototype route.” (Parent or carer)

“The only issue I have in my mind is that if someone has already filmed and edited a splendid film, can that also be submitted and given its rightful credit if most others are submitting what essentially is partial elements of film products. My second observation is that it is a shame they focussed in on the practical alone; some of the extensive syllabus is equally hard to deliver remotely in our subject. Paper One could be simplified at GCSE.” (School or college)

The majority of respondents suggested the need to consider the examined component to make up for lost teaching time. Many argued for reduced subject content by allowing optional content and/or optional questions in the exams. Some respondents commented on the specific difficulties of being able to deliver the examined content remotely due to the need to watch and critically engage with films.

“The coursework element is one element that can be taught remotely, unlike the two exam papers which require frequent access to three films each. These cannot be taught remotely and it cannot be assumed students are in a position to access the films themselves. Additionally, as both papers examine 3 elements each, it would make more sense to actually reduce from two compulsory to a choice of one from each of the papers. This would allow

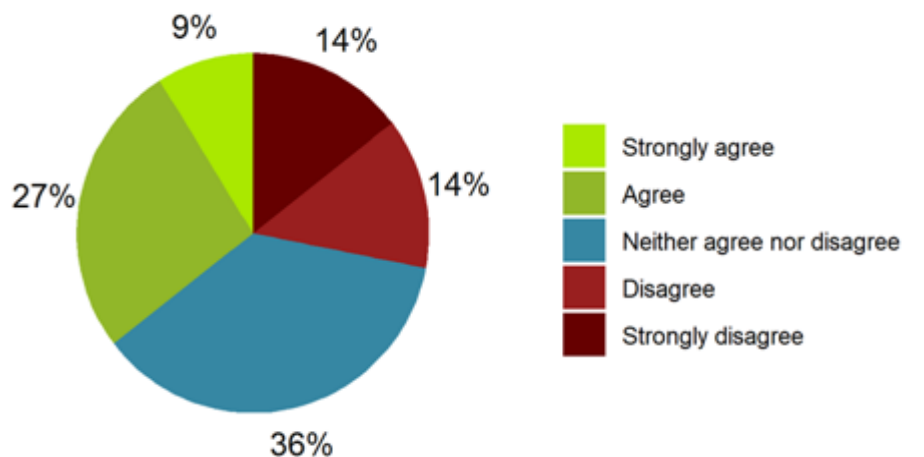
centres to focus on just one paper and the three films linked to that area.”
(Teacher – responding in a personal capacity)

“I believe that Ofqual need to go a lot further. Teachers and students don’t need time back through the NEA. The proposals for Film Studies do not, in any way, account for how difficult this will be for staff and students. If the proposals for the History exam include reduced content, why can’t this be extended across subjects?” (SLT – Senior leadership team)

Q113. To what extent do you agree or disagree with the proposed assessment arrangements for AS film studies in 2021?

Q114. Do you have any comments on the proposed assessment arrangements for AS film studies in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 34 and 35.



Q113 responses	Count	Percentage
Strongly Agree	30	9%
Agree	90	27%
Neither Agree nor Disagree	123	36%
Disagree	46	14%
Strongly Disagree	49	14%
Q113 total responses	338	
<i>No response</i>		28,634
Survey total responses	28,972	

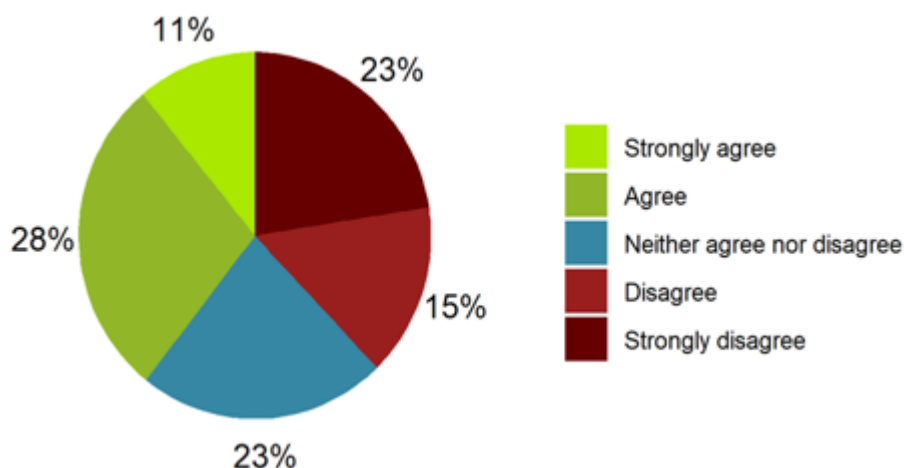
Thirty-six per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 28% disagreed or strongly disagreed and 36% neither agreed nor disagreed. We received 98 comments in relation to this qualification.

The comments mirrored those summarised above for GCSE film studies.

Q115. To what extent do you agree or disagree with the proposed assessment arrangements for A level film studies in 2021?

Q116. Do you have any comments on the proposed assessment arrangements for A level film studies in 2021?

For details of the proposals for this qualification, please see the consultation document, page 35.



Q115 responses	Count	Percentage
Strongly Agree	41	11%
Agree	106	28%
Neither Agree nor Disagree	85	23%
Disagree	57	15%
Strongly Disagree	84	23%
Q115 total responses	373	
No response	28,599	
Survey total responses	28,972	

Thirty-nine per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 38% disagreed or strongly disagreed. We received 171 comments in relation to this qualification.

The comments mirrored those seen for GCSE film studies, summarised above.

In addition, at A level, the majority of respondents suggested the need to reduce the subject content and allow for optional content and/or optional questions in the exams. Respondents were concerned about being able to cover all of the required A level content in the time available and highlighted the particular challenges for the subject in teaching the content remotely.

“The proposals do not help alleviate the stress that comes with loss of in class time. It is very difficult to teach a film via online learning, there are social issues including poverty, lack of access to films and internet which can lead to some students being unable to access set films. It is not possible to share screens and stream clips or full films due to copyright laws and so it is imperative that films are taught in a classroom environment. However, due to the lost time in class we will struggle to complete all of the films needed to be

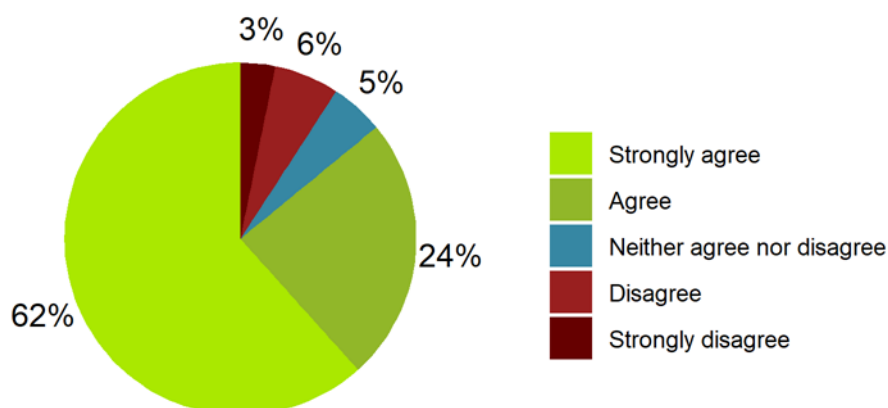
taught in order to set full exams. Therefore, the best solution is for a level of autonomy to be given to centres to teach a range of films and to answer a selection of questions from the exam paper. There could be compulsory and choice questions to help ensure parity and consistency in responses.”
(Teacher – responding in a personal capacity)

Food preparation and nutrition

Q117. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE food preparation and nutrition in 2021?

Q118. Do you have any comments on the proposed assessment arrangements for GCSE food preparation and nutrition in 2021?

For details of the proposals for this qualification, please see the consultation document, page 22.



Q117 responses	Count	Percentage
Strongly Agree	1,007	62%
Agree	396	24%
Neither Agree nor Disagree	80	5%
Disagree	98	6%
Strongly Disagree	52	3%
Q117 total responses	1,633	
No response	27,339	
Survey total responses	28,972	

The majority, 85%, of respondents who answered this question agreed or strongly agreed with the proposed assessment arrangements for GCSE food preparation. The pattern across all of the respondent groups was similar. The only exception was from those responding as an awarding body or exam board, where 2 out of the 3 responses disagreed with the proposal and the remaining 1 agreed. We received 812 comments in relation to this qualification.

“Ideal scenario. As it reduces workload. The students are still engaging in practical lessons which again is the only reason they opt.” (Teacher - responding in a personal capacity)

Most respondents welcomed the proposed removal of NEA1 (Food science) in 2021, and they felt that this would reduce pressure on students and teachers. Teachers (responding in a personal capacity) particularly noted that using time that would have normally be spent in September and October preparing for NEA1 would allow them to catch up on some of the content missed since school closures in March. They also commented that as food science is assessed in both NEA1 and the examination this content would still be covered.

“I think this will allow teachers to spend the first half term catching up with lost theory and skills from year 10, rather than jumping straight into NEA work.” (Teacher - responding in a personal capacity)

“Knowledge of food science can be tested through the exam rather than through NEA1”. (Teacher - responding in a personal capacity)

NEA1 is normally released in September and NEA2 in November. Many respondents agreed with the proposal to release NEA2 early, to allow enough time to prepare and complete the task while following any public health requirements, such as limiting the number of students in the classroom in order to meet public health restrictions, not sharing equipment, and cleaning all workstations between classes.

“If the task for NEA2 is released earlier we can get the research and planning done allowing a longer period of time to undertake the practical exam in safe conditions.” (Teacher - responding in a personal capacity)

Permitting teacher demonstrations, particularly for food science content was seen as a positive way to manage some of the challenges but respondents commented that further clarification was needed. Respondents also recognised that in order to manage the current public health restrictions within the classroom pupils were unlikely to be able to practice all of the skills themselves.

“With regard to teacher demonstration I think this should be allowed if the guidance for schools states that students cannot do practical themselves or if the guidance makes it unachievable for classes to do practical. Where possible I think it is essential for students to be able to demonstrate practical skills and not be taught solely through demonstration.” (Teacher - responding in a personal capacity)

Many respondents supported reducing the number of dishes required in NEA2 from 3 to 2 and a few also noted that this would also help to ease some of the burden of costs faced by some families who have been impacted by the COVID-19 pandemic. A few respondents supported the proposal to reduce the time allowed for NEA2 from 3 hours to 2 hours as it would help with timetabling of the assessment, but more were concerned that reducing the time would limit the processes that could be achieved and skills that could be demonstrated, for example, making bread, pastry, lamination, making ice-cream, and there was a risk that some food may be raw.

“I think it would be a good idea to reduce the exam to 2 dishes and not 3 so that they can be confident about the 2 they have done. Cooking has been, and will be harder whilst the virus is about, e.g. some ingredients are not

available and therefore practising dishes at home become as worry.” (Parent or carer)

“The proposed arrangements are ideal as if a second wave of COVID-19 happens, foods available could be affected so it makes sense to only do 2 dishes. This will also help families cope with costs.” (Teacher – responding in a personal capacity)

“Allowing 2 dishes in place of three balances the reduced time students will have in to develop menu engineering skills and developing technical skills. I disagree that the time should be reduced to 2 hours, as this is the same restriction as 3 dishes in 3 hours. Allowing students 2 dishes in 3 hours offers students the opportunity to access higher skills of food styling linked to Chef and catering.” (Teacher – responding in a personal capacity)

Some respondents suggested that the submission of NEA2 should be delayed which would allow for more teaching time.

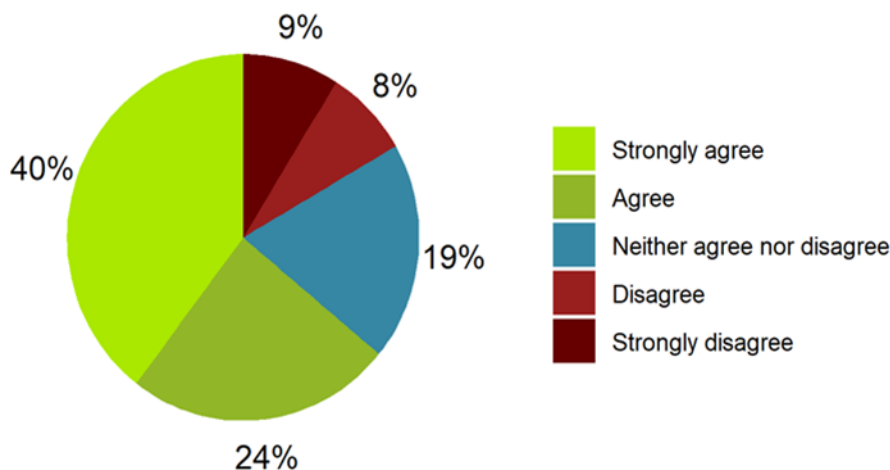
“Delay the submission of NEA2 slightly as well to allow for additional teaching time” (Teacher - responding in a personal capacity)

Further mathematics

Q119. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level further maths in 2021?

Q120. Do you have any comments on the proposed assessment arrangements for AS and A level further maths in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 35.



Q119 responses	Count	Percentage
Strongly Agree	380	40%
Agree	234	24%
Neither Agree nor Disagree	185	19%
Disagree	75	8%
Strongly Disagree	85	9%
Q119 total responses		959
<i>No response</i>		28,013
Survey total responses		28,972

Sixty-four per cent of respondents agreed or strongly agreed with the proposal for these qualifications and 17% disagreed or strongly disagreed. We received 305 comments in relation to these qualifications. Respondents agreed that exams are the only appropriate means of assessing this subject. structure. Some argued for retaining the usual subject content.

“Ideally content should be the same. I understand that it may make things a bit more of a push to complete the course, but I don't see a fair way to take some content out when teachers have taught the course in a different order.”
(Teacher – responding in a personal capacity)

Others argued for a reduction in subject content and for allowing for optional content/questions in the exams.

“Exam boards each announce one topic from each paper which they offer which need not be taught and will not be examined. In this way, teachers can omit one topic from their teaching of each paper, and so slightly ease the burden on teaching time.” (Other representative or interest group)

Some respondents suggested that non-exam assessment or teacher assessment should be included in the final grade.

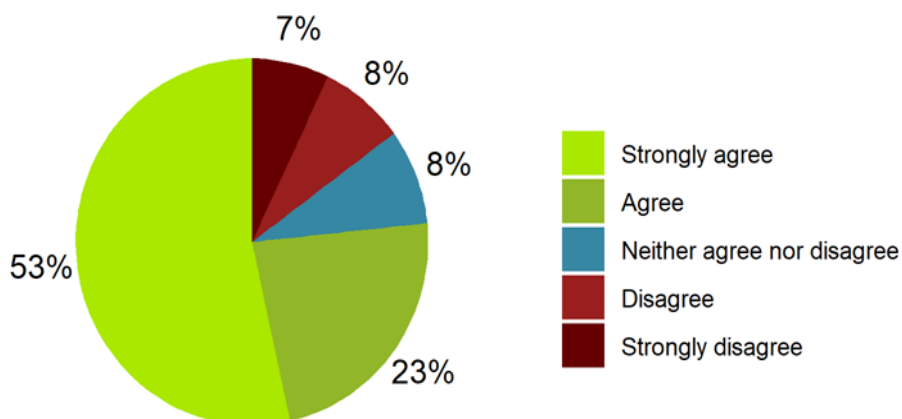
“There should be options for controlled assessments/coursework and teacher assessment alongside any exams” (Teacher – responding in a personal capacity)

Geography

Q121. To what extent do you agree or disagree that students taking GCSE geography exams in 2021 should not be required to undertake or be assessed on fieldwork?

Q122. Do you have any comments on the proposal to remove the fieldwork requirement and exam questions relating to fieldwork from GCSE geography exams in 2021?

For details of the proposals for this qualification, please see the consultation document, page 22.



Q121 responses	Count	Percentage
Strongly Agree	2,629	53%
Agree	1,139	23%
Neither Agree nor Disagree	415	8%
Disagree	384	8%
Strongly Disagree	349	7%
Q121 total responses		4,916
No response		24,056
Survey total responses		28,972

Seventy-six per cent of respondents agreed or strongly agreed with the proposal and 15% disagreed or strongly disagreed. All respondent groups showed a similarly high level of agreement. We received 2,816 comments in relation to this qualification.

Many commented that although fieldwork is a very important aspect of geography, they reluctantly supported the proposal for 2021 only.

“GCSE – removal of the fieldwork requirement looks practical and pragmatic, as long as this is clearly also seen as temporary. Fieldwork is at the heart of the subject.” (Local authority)

Many noted it would be impossible to conduct fieldwork due to public health restrictions; many had already had fieldwork trips cancelled that could not be re-organised for the autumn term because of public health restrictions. Many believed removing the requirement for fieldwork would relieve stress for staff, students and parents who may not feel comfortable with or permit their children to go on trips. The

proposals would give back some much-needed time to teach the rest of the content and would also minimise disruption of other subjects by restricting time out of school and possible staffing issues. Some argued the proposals would make the qualification fairer for students who would not be able to undertake fieldwork if this remained a requirement.

“We agree with the proposals for geography as carrying out fieldwork safely would have been challenging next year. It also frees up some teaching weeks that would normally be spent preparing and evaluating the fieldwork before the exam which will enable us more time to consolidate the knowledge required for the other units of the exams.” (Academy chain)

Some argued for content to be removed or made optional.

“The proposed changes are in no way significant enough. Only removing the fieldwork element of the exams buys back very little by way of teaching time and makes it close to impossible to cover the remainder of the course in sufficient detail.” (Teacher - responding in a personal capacity)

Some respondents believed that content should be removed, mostly by including optional content, to enable fieldwork to be retained.

“Introduce high level or ‘section-level optionality’ within the scope of human and physical geography examination papers. This would mean that candidates would still study and be assessed on human, physical and environmental themes, as well as fieldwork investigation that deepens their understanding of one of these themes.” (Other representative or interest group)

Some respondents, both some who agreed and some who disagreed with the proposals, noted that fieldwork is a good motivator for students and is particularly important for disadvantaged students or those with different or more practical learning styles. There was also concern from some about the implications about progression to A level.

“It is often the practical out-of-classroom learning opportunities which often inspires students, enriches the quality of learning experience and motivates students in whole range of areas. In all likelihood, those students from better resourced schools will continue to have these opportunities, therefore removing this from the GCSE provides further opportunity for further disadvantage.” (University or higher education institution)

Many believed that there could still be the opportunity to teach the skills associated with fieldwork by virtual means.

“While we recognise the difficulties, we would prefer content relating to fieldwork to remain assessable in 2021. If lockdown policy makes this impossible, virtual fieldwork can be developed and undertaken (e.g. including manipulation of unprocessed data sets, remote data collection e.g. online questionnaires etc.).” (Awarding body or exam board)

Those who did not agree with the proposals argued that fieldwork should not be removed on any count as key geographical skills would be lost to the detriment of the integrity of the qualification. They were also concerned that it would devalue fieldwork in the longer term.

“[This organisation] fundamentally disagrees with this proposal, which has an immediate impact for current GCSE students and potential implications for the place of fieldwork within GCSE geography over the longer term.” (Other representative or interest group)

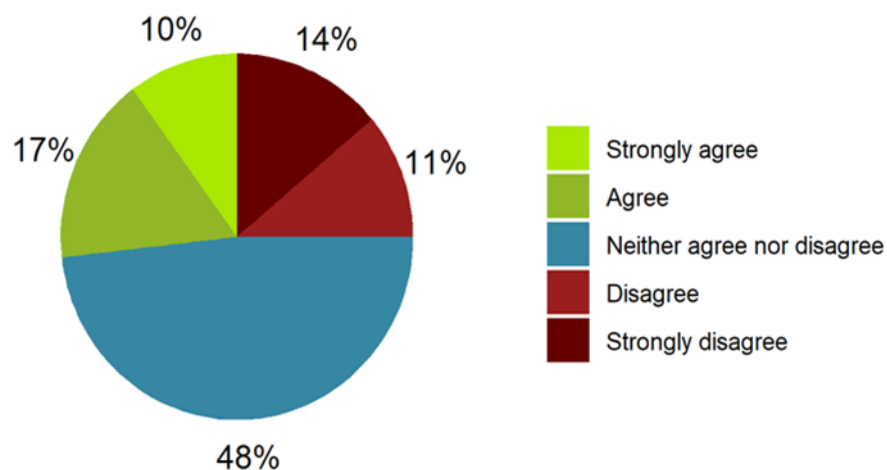
Many of those who disagreed with the proposals said that fieldwork could still be accommodated by permitting just one activity, for it to be conducted locally or within the school grounds, or via virtual fieldwork.

“There is plenty of scope for students to engage in robust fieldwork within the school grounds, school buildings or in their homes.” (Other representative or interest group)

Q123. To what extent do you agree or disagree with the proposed assessment arrangements for AS geography in 2021?

Q124. Do you have any comments on the proposed assessment arrangements for AS geography in 2021?

For details of the proposals for this qualification, please see the consultation document, page 35.



Q123 responses	Count	Percentage
Strongly Agree	392	10%
Agree	650	17%
Neither Agree nor Disagree	1,876	48%
Disagree	432	11%
Strongly Disagree	540	14%
Q123 total responses		3,890
No response		25,082
Survey total responses		28,972

Twenty-seven per cent of the responses to this question agreed or strongly agreed with the proposals, 25% disagreed or strongly disagreed and 48% neither agreed nor disagreed. Most respondent groups showed a similar level of agreement. We received 1,099 comments in relation to this qualification.

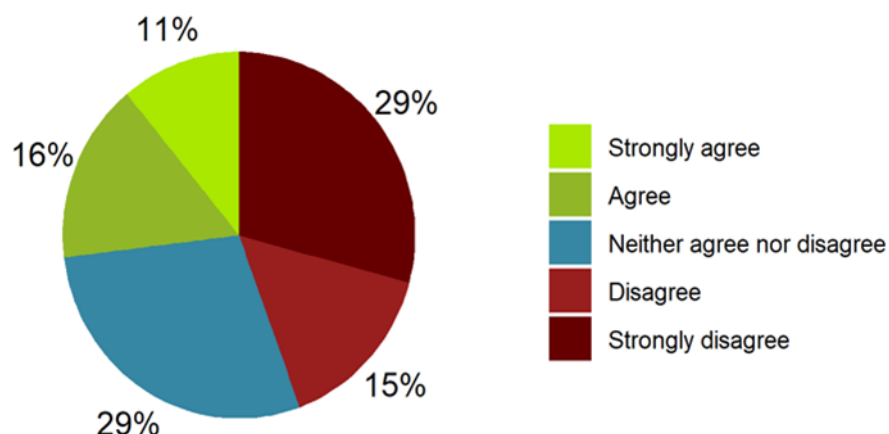
The most common focus of comments were consistent with those received for A level geography (see below) and concentrated on the difficulties respondents would face meeting the requirement for two days of fieldwork. They commented on the health and safety considerations, time constraints and impact on other subjects. Many also noted that flexibility in terms of number of days and data collected would significantly help if fieldwork were to be retained.

“Despite the fact that fieldwork is a vitally important part of the Geography curriculum, it simply is not feasible under the current circumstances.”
(Teacher - responding in a personal capacity)

Q125. To what extent do you agree or disagree with the proposed assessment arrangements for A level geography in 2021

Q126. Do you have any comments on the proposed assessment arrangements for A level geography in 2021?

For details of the proposals for this qualification, please see the consultation document, page 36.



Q125 responses	Count	Percentage
Strongly Agree	464	11%
Agree	674	16%
Neither Agree nor Disagree	1,211	29%
Disagree	643	15%
Strongly Disagree	1,233	29%
Q125 total responses	4,225	
<i>No response</i>	24,747	
Survey total responses	28,972	

Twenty-seven per cent of the responses to this question agreed or strongly agreed with the proposal and 44% disagreed or strongly disagreed. We received 2,209 comments in relation to this qualification.

Most respondent groups showed a similar level of agreement. Many argued the loss of teaching time meant the normal volume of content could not be covered.

“I strongly disagree that you have not reduced the amount of subject knowledge/modules in each exam. Geography has incredibly intense subject knowledge and these students will be disadvantaged under your current proposal.” (Teacher - responding in a personal capacity)

Comments focussed on the proposal to retain the requirement to undertake 4 days of fieldwork. Although respondents were of the opinion that fieldwork is a key component of geography, and said it is essential that it is retained in future, they detailed how challenging it would be to meet the requirements this year. As at GCSE, many expressed the view that it would be impossible to conduct fieldwork due to public health restrictions; many fieldwork trips had been cancelled and could not be rearranged for the autumn term, schools will not allow trips off the premises for public health and shielding reasons, including those associated with transport.

“The public health crisis affects these students as much as the GCSE ones! Schools have cancelled all trips for the foreseeable future so how can fieldwork take place? The winter term has been ruled out for all school trips in my school (and many in the county), the spring term does not give sufficient time to deliver content and fieldwork.” (Teacher - responding in a personal capacity)

Some respondents stated that they rely on using field study centres and do not have resources or equipment to conduct fieldwork themselves. They were concerned that it may not be practical or possible in the time available, and referred to considerable variation in availability of fieldwork locations based on both centre locality and finances. They emphasised that the continuing impact and unpredictability of coronavirus (COVID-19) could make planning fieldwork activities very difficult, for example if local lockdowns are imposed.

“With uncertainty about the future around COVID19, we cannot make future arrangements around fieldwork beyond this. This would mean students would be unable to meet the course requirements. There are locational factors which will limit the ability to offer a range of fieldwork investigations within the local area.” (SLT - Senior leadership team)

Some respondents suggested that if the fieldwork requirements were made more flexible fieldwork could be retained.

“We agree that the focus on Fieldwork at AS and A level is important and should be retained, but that we need to consider, as we have done for GCSE, the feasibility of collecting primary data during the next academic year. There are considerable concerns from teachers and other stakeholders about the time pressures as well as the health and safety issues involved with allowing students out to collect data.” (Awarding body or exam board)

“We would like to suggest that the fieldwork requirement is made more flexible, so we can support teachers with this in a manageable way whilst retaining fieldwork as an essential part of Geography A Level” (Awarding body or exam board)

Some respondents noted that permitting shorter sessions does not mitigate the pressure of completing fieldwork, and that a wider view of fieldwork should be considered.

“Ofqual’s proposal for A level, to undertake precisely the same amount of fieldwork but through shorter sessions, is meaningless at best and could have a negative impact on teachers and students.” (Other representative or interest group)

Many respondents were concerned about the personal investigation (NEA) component. They reported considerable variation in the progress of NEA projects during lockdown and were concerned about the impact of this. Many said that it was time consuming to complete and when added to the exam content was too much to do. Many were concerned about data collection as they use the fieldwork days for this, which might not be possible in the time remaining (for reasons given above). Some believed that it would be helpful to have flexibility in the requirements for primary data, or to be able to use remote means or virtual fieldwork to provide data. Some said that NEA topics may be restricted (due to coronavirus (COVID-19)) and were concerned about how this may impact on the quality of the NEA.

“For the fieldwork students have to complete their NEA which requires them going out and collecting primary data. Quite often this involves going into towns/cities where people may be unwilling to participate in things like questionnaires due to social distancing. Also, if there are local lockdowns again this would hinder primary data collection. The NEA whilst only 20% is a large bulk of work which will take away time from the examination content.” (Teacher - responding in a personal capacity)

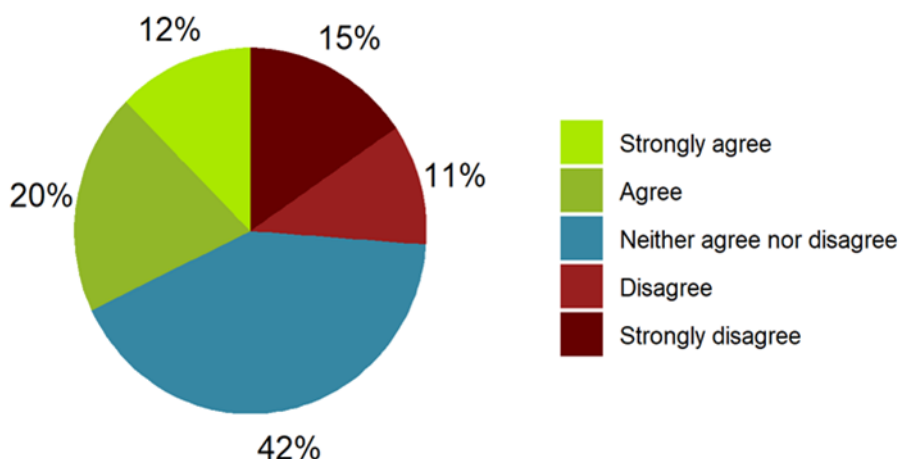
“Maximise the flexibility for both centres and their students, allowing them to tailor their work, including their independent investigations, to their local circumstances (including unforeseen circumstances such as local lockdowns).” (Other representative or interest group)

Geology

Q127. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE geology in 2021?

Q128. Do you have any comments on the proposed assessment arrangements for GCSE geology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 22.



Q127 responses	Count	Percentage
Strongly Agree	21	13%
Agree	33	20%
Neither Agree nor Disagree	70	42%
Disagree	18	11%
Strongly Disagree	26	15%
Q127 total responses	168	
No response	28,804	
Survey total responses	28,972	

Thirty per cent of respondents agreed or strongly agreed with our proposals for this qualification and 26% strongly disagreed and disagreed. Forty-two per cent neither agreed nor disagreed. We received 61 comments in relation to this qualification.

Some respondents expressed support for the proposals.

“Fieldwork is an essential part of Geology, very pleased to see that the proposal supports the continuation of fieldwork.” (Examiner)

More were concerned about the requirement to carry out fieldwork in light of the public health restrictions.

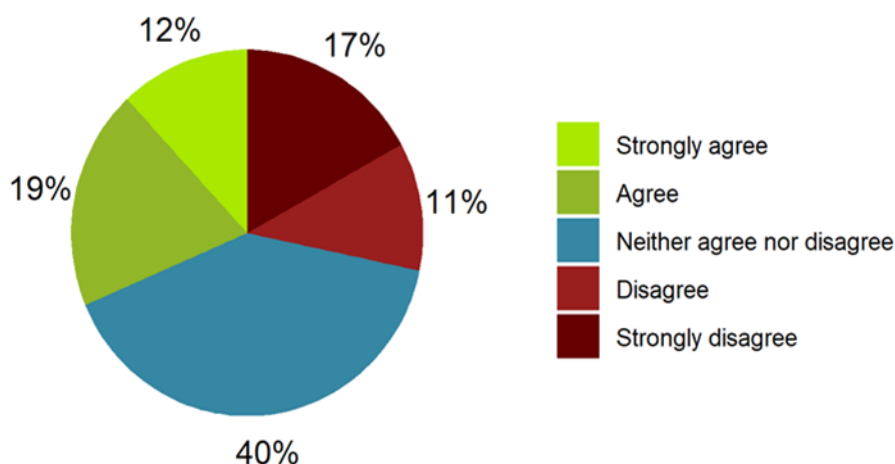
“May still be difficult for centres to meet the requirement of total fieldwork time. May depend on their location and access to geological localities. If residential

work is not possible this could really limit some centres.” (Teacher – responding in a personal capacity)

Q129. To what extent do you agree or disagree with the proposed assessment arrangements for AS geology in 2021?

Q130. Do you have any comments on the proposed assessment arrangements for AS geology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 36.



Q129 responses	Count	Percentage
Strongly Agree	19	12%
Agree	31	19%
Neither Agree nor Disagree	64	40%
Disagree	18	11%
Strongly Disagree	27	17%
Q129 total responses	159	
<i>No response</i>		28,813
Survey total responses		28,972

Thirty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification and 28% strongly disagreed or disagreed. We received 60 comments in relation to this qualification.

Some respondents agreed that demonstrations would be a suitable response to the public health restrictions.

“This would seem to be a reasonable compromise and reduce the 'touching' aspect of equipment needed.” (Examiner)

Some respondents commented that fieldwork would be a challenge in the current situation and would prefer for the requirement to be modified.

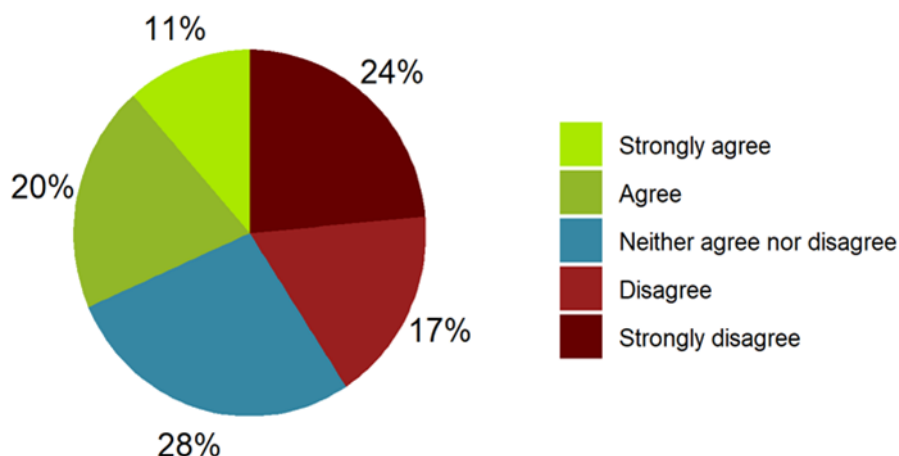
“More flexibility is needed on fieldwork as it may not be practical to undertake in a meaningful way.” (Teacher – responding in a personal capacity)

“May still be difficult for centres to meet the requirement of total fieldwork time. May depend on their location and access to geological localities. If residential work is not possible this could really limit some centres.” (Teacher – responding in a personal capacity)

Q131. To what extent do you agree or disagree with the proposed assessment arrangements for A level geology in 2021?

Q132. Do you have any comments on the proposed assessment arrangements for A level geology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 27-28.



Q131 responses	Count	Percentage
Strongly Agree	20	11%
Agree	35	20%
Neither Agree nor Disagree	48	28%
Disagree	30	17%
Strongly Disagree	41	24%
Q131 total responses	174	
No response		28,798
Survey total responses	28,972	

Thirty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification and 41% strongly disagreed or disagreed. We received 83 comments in relation to this qualification.

Respondents expressed concern about the requirement to complete 4 days of fieldwork in this qualification in light of current public health restrictions.

“We understand that some teachers are concerned about their ability to meet the full fieldwork requirement in the current circumstances. We would like to suggest that the fieldwork requirement is made more flexible, so we can support teachers with this in a manageable way whilst retaining fieldwork as an essential part of Geology A Level. We acknowledge, however, that schools and teachers are facing serious challenges about the logistics of organising fieldwork in the context of risks to public health. We recognise that

there may be policies which prevent teachers from working outside of their school and that issues like the use of school transport may bring limitations. Even where such limitations can be overcome, this may not be possible without the use of additional teacher resource and this has a knock-on effect on the available teaching time. This is a very difficult issue and may ultimately be governed by public policy.” (Awarding body or exam board)

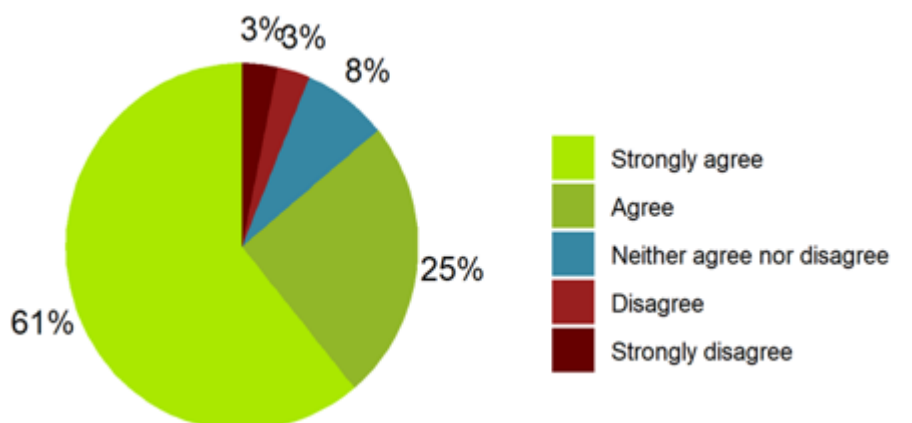
“Under the current conditions, geological fieldwork is impossible. The same amount of field time spread over a greater number of days/activities/sessions will not reduce pressure on teaching time, if anything it will put pressure on teaching time. Extra sessions require additional planning. I am concerned about the practical activities in the classroom, since students share materials and specimens which is currently prohibited due to social distancing. Can we use and develop virtual fieldwork experiences to deliver the fieldwork component of the course whilst travel is difficult? Time is the key pressure and there is a narrow window within which to conduct fieldwork now that the main field season has been missed. There will also be greater demand for places at field centres, should they re-open, which will reduce equal access to resources and sites.” (Teacher – responding in a personal capacity)

“We agree with the proposed changes related to the practical endorsement. We do not fully understand the proposal to maintain the total fieldwork time (2 days for AS and 4 days for A level) but to allow this to be completed in shorter sessions/activities. Firstly, this is ambiguous. e.g. does the A level 4-day requirement now become the requirement for possibly 8 half day field experiences, or is the proposal that centres run field trips on 4 days, but each day can be shorter? Secondly, the issue tends not to be time spent in the field as much as the travel time to field locations, which are rarely local to a centre. Most centres would undertake geology fieldwork when the weather is better, between March of year 12 and October of year 13. Centres will only receive this information at best during the summer holidays. It will be very difficult to provide 4, let alone 8 shorter fieldtrip experiences in the early part of the Autumn term with short notice, current restrictions, and timetable pressures.” (Awarding body or exam board)

History

Q133. To what extent do you agree or disagree that centres should have a choice of topics on which their students will answer questions for GCSE history exams in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 22 and 23.



Q133 responses	Count	Percentage
Strongly Agree	2,924	61%
Agree	1,195	25%
Neither Agree nor Disagree	374	8%
Disagree	143	3%
Strongly Disagree	156	3%
Q133 total responses	4,792	
No response		24,180
Survey total responses	28,972	

The majority of respondents (86%) agreed or strongly agreed with our proposals for this qualification, while 6% disagreed or strongly disagreed. We received 2,244 comments about this qualification, which addressed this question and the one below.

Respondents commented positively about the proposal saying that it would make it possible to finish teaching the course by the time students take their exams.

“I think this is a refreshingly excellent suggestion. It allows centres not to feel panicked into teaching the remaining syllabus too quickly and also gives time for remedial work following school closure.” (SLT – Senior leadership team)

“These changes will allow opportunities to fully support students from disadvantaged backgrounds who have not been able to effectively engage with remote learning.” (Teacher – responding in a personal capacity)

“Seems a sensible solution given that schools will have studied these subjects in a different order - it still allows schools to concentrate on 3 out of the 4 areas in great depth, and - where possible - to supplement that with less concentration on the 4th subject if possible to give a grounding for any student wishing to take the study through to A-level.” (Parent or carer)

Some respondents suggested that further reductions should be considered.

“This is a good idea but may not go far enough to allow for missed content and opportunities to recall and retain information over time.” (SLT – Senior leadership team)

“The proposed arrangements do not go far enough and clearly do not take into account the level of disruption. Students will have an exceptionally short period of time to learn and absorb this information. These exam pressures will result in an increase in mental health issues. Propose 1 paper and coursework. Exams must be OPEN BOOK.” (Parent or carer)

A few respondents said that missing some of the subject content might affect students’ enjoyment of the subject or cause difficulties for them during further study.

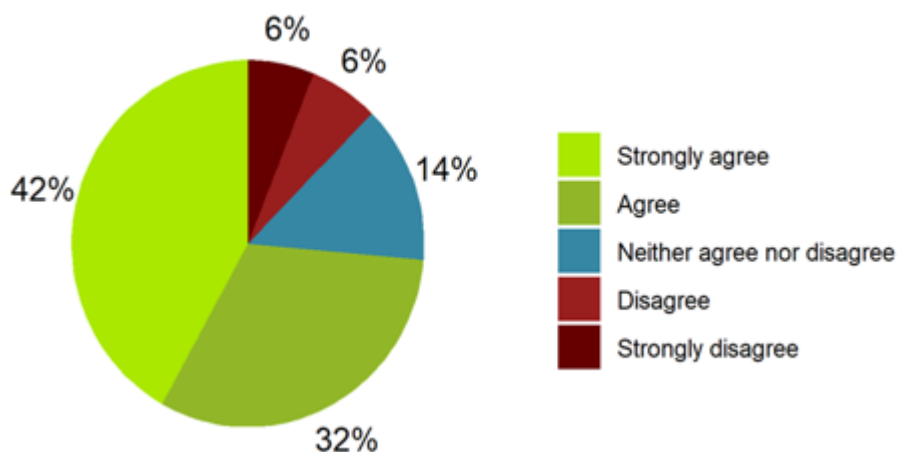
“I would hate to see schools simply not teach the non-examined subject - there should still be an assumption it is taught or students will miss out- but it will be nice to teach a topic that won't be examined!” (Teacher – responding in a personal capacity)

“For a child with a love of history - this is a great shame, especially as their school has started on all 4 topics and they were looking forward to working on all of them. Can we be sure that omitting a quarter of the course content will not disadvantage these children when embarking on A level history thereafter.” (Parent or carer)

Q134. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE history exams in 2021?

Q135. Do you have any comments on the proposal to allow centres a choice of topics on which students will answer questions for GCSE history exams and/or on any of the proposed assessment arrangements for particular specifications in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 22 and 23.



Q134 responses	Count	Percentage
Strongly Agree	1,964	42%
Agree	1,484	32%
Neither Agree nor Disagree	656	14%
Disagree	298	6%
Strongly Disagree	285	6%
Q134 total responses		4,687
No response		24,285
Survey total responses		28,972

The majority of respondents (74%) agreed or strongly agreed with our proposals for this qualification, while 12% disagreed or strongly disagreed. We received 2,244 comments in relation to this qualification, which address this question and the one above.

Many respondents commented on and expressed support for the proposals for each specification.

“I think it is a really beneficial idea. I would be doing the [exam board] specification, and it would massively reduce stress of trying to learn all the content missed in the five months as well as an added topic.” (Student)

“I think this is an excellent suggestion which balances the need to assess students on a broad level of understanding whilst recognising that teaching time has been impacted. As a teacher of the [exam board] specification I think this proposal is ideal. I cannot think of a fairer or more reasonable way to deal with this situation.” (Teacher – responding in a personal capacity)

Many respondents commented on the proposal to identify a mandatory topic for each specification. Some respondents said this would not provide a benefit for all students because some centres might have already taught all of the optional topics. Others said they would prefer 1 of the other topics to be mandatory.

“The making one unit compulsory is extremely unfair to schools that have not yet covered that unit, so some schools that have already covered that unit will have far more revision time or time to cover other topics.” (School or college)

“Looking at the proposal some of the content that has already been learnt in my daughter’s school is being removed. Whereas the core study has not been

taught yet so there will be no reduction here. Maybe a choice of optional modules would be fairer as all schools have taught different parts of this curriculum.” (Parent or student)

“Many schools start with the Thematic study as this gives students an overview of chronology and is used to place other studies within this wider time frame. It would make more sense for the thematic study to be mandatory as many schools have already covered this. The thematic study is also more beneficial to students wider understanding of history than completing an additional depth study focusing on one period.” (Teacher – responding in a personal capacity)

Some respondents raised questions about the comparability of the proposals for each specification and the comparability of the proposed optional routes within each specification. Comments referred to different weightings of papers and the potential for varied and inconsistent coverage of different content and skills.

“I do not understand why the mandatory modules have been selected for each board. There seems no consistency of the skills that you are trying to ensure students are assessed on or the type of content you want these to be assessed on. I feel the rationale behind selecting each of the mandatory modules should be made clear, whether that’s a common question stem (which it does not seem to be) or the highest percentage unit (which again it is not) to justify it to students and teachers. If these have been randomly selected I feel it should be a choice that we can select any of the papers to drop. Likewise I would like clarity on if it is a whole school decision for a topic to not be selected or a student’s individual decision as well as how exam papers which have two modules in one will be impacted; will students only receive the part of the paper they need to answer or will they receive both and have to not answer part of it.” (Teacher – responding in a personal capacity)

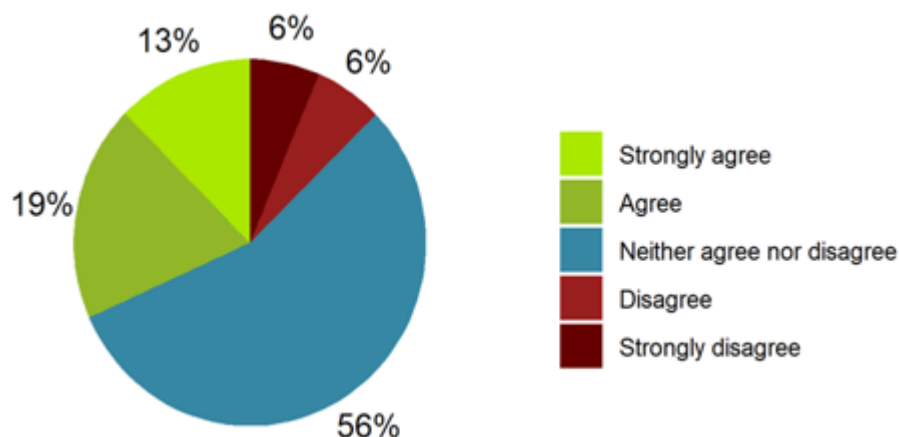
Several respondents said that it was important to give centres the greatest flexibility possible to ensure the proposals provide the intended benefit for students.

“I don't see why there should be a compulsory unit. The focus of the unit is different for each exam board - how can that ensure consistency? There will be disparity in schools as some will have taught the compulsory unit and therefore will be able to 'drop' a unit to concentrate on revision. Other centres won't have completed the compulsory unit, thereby needing to teach it and having less revision time, in comparison. A free choice will put the curriculum decisions and timing in the hands of schools, meaning they can choose whether to teach all the units or 'drop' the unit that is best for their students. Different contexts require different approaches, which a compulsory unit doesn't allow for.” (Teacher - responding in a personal capacity)

Q136. To what extent do you agree or disagree with the proposed assessment arrangements for AS history in 2021?

Q137. Do you have any comments on the proposed assessment arrangements for AS history in 2021?

For details of the proposals for this qualification, please see the consultation document, page 37.



Q136 responses	Count	Percentage
Strongly Agree	482	13%
Agree	737	19%
Neither Agree nor Disagree	2,139	56%
Disagree	241	6%
Strongly Disagree	246	6%
Q136 total responses	3,845	
No response	25,127	
Survey total responses	28,972	

Thirty-two per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 12% disagreed or strongly disagreed. Fifty-six per cent neither agreed nor disagreed. We received 648 comments in relation to this qualification.

Those who agreed with the proposal said that there was no need to make changes to the AS qualification because it is a one-year course that has not yet begun.

“These students have not yet started their course and so their start point will not have been particularly affected by COVID-19 in the same way as the current A-level and GCSE cohorts.” (School or college)

Many respondents commented on the need to reduce subject content by allowing optional content and/or optional questions or using teacher assessment instead. Some respondents commented on the potential for further disruption and the impact that school closures will have had on students preparing to start AS courses.

“This is not taking into account that schools will not be able to function as usual. These candidates deserve a cut in content like GCSE! Yet again this is not treating all equally.” (Teacher – responding in a personal capacity)

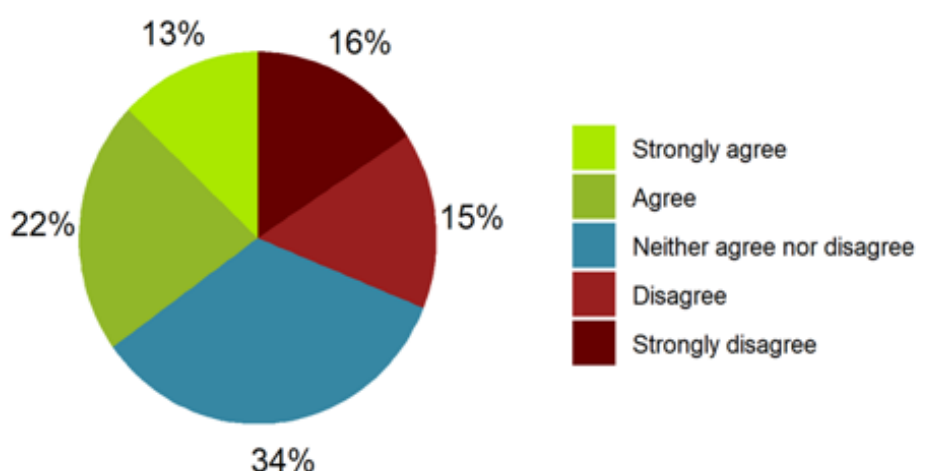
“Students beginning AS courses in Sept 2021 have had no formal education since March. Upon announcing calculated grades, many centres will not have supported Y11 students and/or many students will not have completed GCSE courses through own lack of engagement. This should not be punished at AS Level which will expect them to be at a higher level than they were as Y11.

Students will have no formal experience of exams and their first experience will be AS Level exams. No provision is being considered in case of a disrupted 2020-21 calendar and it assumes that all centres are able to complete the content for all students in the time given.” (Teacher – responding in a personal capacity)

Q138. To what extent do you agree or disagree with the proposed assessment arrangements for A level history in 2021?

Q139. Do you have any comments on the proposed assessment arrangements for A level history in 2021?

For details of the proposals for this qualification, please see the consultation document, page 37.



Q138 responses	Count	Percentage
Strongly Agree	538	13%
Agree	922	22%
Neither Agree nor Disagree	1,415	34%
Disagree	642	15%
Strongly Disagree	658	16%
Q138 total responses		4,175
No response		24,797
Survey total responses		28,972

Thirty-five per cent of respondents agreed or strongly agreed with our proposals for this qualification, 31% disagreed or strongly disagreed and 34% neither agreed nor disagreed. We received 1,697 comments in relation to this qualification.

Many respondents commented on the need to reduce subject content by allowing optional content and/or optional questions in the exams. Some were concerned that even students who had been able to keep up with independent learning would need time during the next academic year to recap and consolidate their learning. For example, to develop their understanding about historical debates and of how critically to engage with historical sources and interpretations.

“Same discretion as for GCSE needs to be built in. My son will have massive gaps in his knowledge base. He is at a state school, he has had three hours of personal contact in two terms, his contemporaries in Private schools have had lessons as normal on Zoom throughout, they are ahead of where they should be, my son is way behind. He has self-studied conscientiously but it is NOT THE SAME. History needs debate, discussion, points of view.” (Parent or carer)

“Whilst A level students are older, many still take 4 A Levels at our school and therefore the burden of content and revision is still high. Not changing this takes no account of digital and textbook poverty which has hindered home learning for some and many of our students, teenagers obviously, have had significant personal struggles with home learning and have fallen behind.” (Teacher – responding in a personal capacity)

Some respondents commented on an inconsistency between the proposal for optional content for GCSE history and the absence of changes for A level.

“Adding a greater degree of optionality has been proposed at GCSE level which will help to level out the uneven delivery of different units. WHY is this not being considered at A-Level where effectively delivering course content on time was already a challenge pre-COVID? Some degree of optionality, or a WIDER question choice would really help. The apparent lack of change to A-Level History is extremely worrying.” (Examiner)

“Don’t understand the rationale for easing burden at GCSE with no corresponding easing at A level. Plenty of disadvantaged students do A level who won’t have been able to be online or have access to computers and remote learning so will have been seriously disadvantaged. Seems iniquitous not to recognise this with some adjustment to A level assessments.” (Teacher – responding in a personal capacity)

There were strong but mixed views about the role of non-exam assessment in the qualification for summer 2021. Several respondents commented on difficulties for students as a result of school closure and wider lockdown measures. They said students had not been able to access the academic texts and source materials needed to carry out their independent historical investigations because of public and school library closures and differing levels of internet access.

“I am very concerned about pupil's ability to complete coursework, given restrictions on public and university libraries are likely to be ongoing. As a school we do not have access to JStor (which is £1000+ for a school subscription) and our pupils will struggle to access scholarship.” (Teacher – responding in a personal capacity)

Many respondents said that the non-exam assessment was an integral part of the qualification and urged that it be retained. Some suggested that the weighting of the non-exam assessment should be increased, while others suggested some modifications to the content of the assessment.

“We agree with the proposal that there be no removal or alteration to the NEA in A-level History in 2021, as this would affect the validity of the specification and would cause significant problems for those centres that have already started this component.” (Awarding body or exam board)

“Really pleased that the NEA remains. I think this is a really important part of the History A Level.” (School or college)

“It is argued that the NEA should hold more weight in light of the current situation as it is an accurate representation of a student’s capability to analyse source material and make informed judgements regarding historical content. There should be more optional questions and/or sections in the examinations in order to ensure students can answer a question that they feel confident on.” (Student)

A few respondents suggested that the non-exam assessment used up valuable time that could be better spent covering content for the exams and that it should be removed.

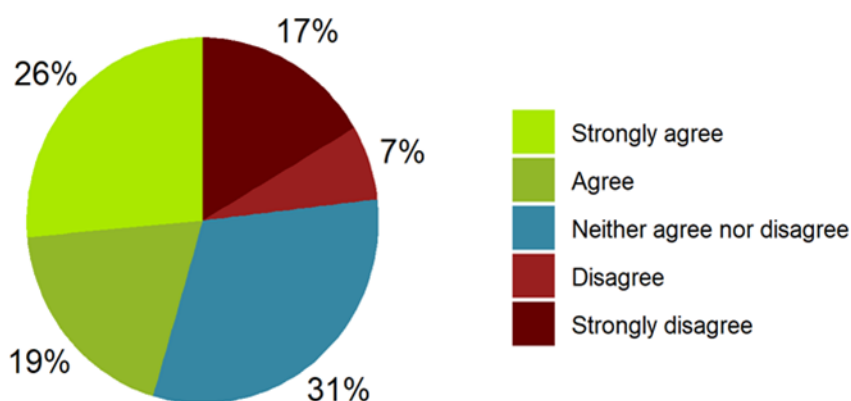
“The NEA should be removed to compensate for the loss of contact time and to ensure all content is covered in depth. Many students at the centre I teach in are seriously disadvantaged and have struggled to access material in lockdown. Removing the NEA would greatly benefit students in a similar situation.” (Teacher – responding in a personal capacity)

History of art

Q140. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level history of art in 2021?

Q141. Do you have any comments on the proposed assessment arrangements for AS and A level history of art in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 37.



Q140 responses	Count	Percentage
Strongly Agree	32	26%
Agree	23	19%
Neither Agree nor Disagree	38	31%
Disagree	8	7%
Strongly Disagree	20	17%
Q140 total responses		121
No response		28,851
Survey total responses		28,972

Forty-five per cent of the responses to this question agreed or strongly agreed with the proposal and 24% disagreed or strongly disagreed. Most respondent groups showed a similar level of agreement. We received 26 comments in relation to these qualifications.

Many argued the loss of teaching time meant the volume of content could not be covered. A few respondents felt that teacher assessment or coursework should be taken into account.

“Reduce the amount of knowledge and pieces expected from students.”
(Student)

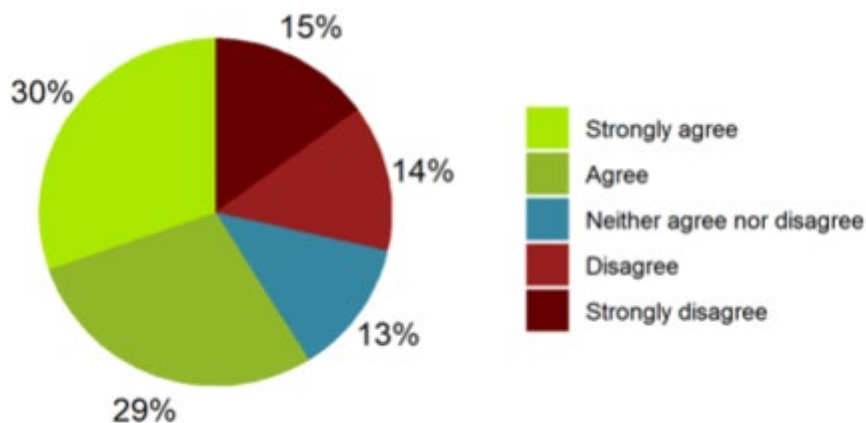
“I believe that introducing some coursework for this year will give a fairer indication of ability than only exams, given the possible tumult during the next exams season (and the inevitable change to the frame of the exams to enable distancing etc.)” (Other representative or interest group)

Latin

Q142. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE Latin in 2021?

Q143. Do you have any comments on the proposed assessment arrangements for GCSE Latin in 2021?

For details of the proposals for this qualification, please see the consultation document, page 23.



Q142 responses	Count	Percentage
Strongly Agree	118	30%
Agree	111	29%
Neither Agree nor Disagree	49	13%
Disagree	53	14%
Strongly Disagree	58	15%
Q142 total responses	389	
No response		28,583
Survey total responses	28,972	

Fifty-nine per cent of the responses to this question agreed or strongly agreed with the proposal and 29% disagreed or strongly disagreed. We received 168 comments in relation to this qualification. All respondent groups showed a similar level of agreement.

Many argued that because of lost teaching time there was too much content to cover. Some teachers, from both state and independent schools, raised concerns that the content volume could hinder access to high grades for state school students, given the different teaching time allocated to this subject. Particular attention was drawn to the circumstances where, in independent schools, teaching in this subject often takes place from year 7 onwards, whereas in state schools teaching begins later. Therefore, the lost teaching time has a far greater impact on state school students.

“Cut down 1 set text. This is really important for Latin. Private schools can teach Latin from year 7, state schools often only start in year 9, so focussing on reaching the required language standard whilst exposing students to real Latin in 1 set text should be the way forward. Otherwise there will be a massive disparity between the grades of private school students and state school students.” (Teacher – responding in a personal capacity)

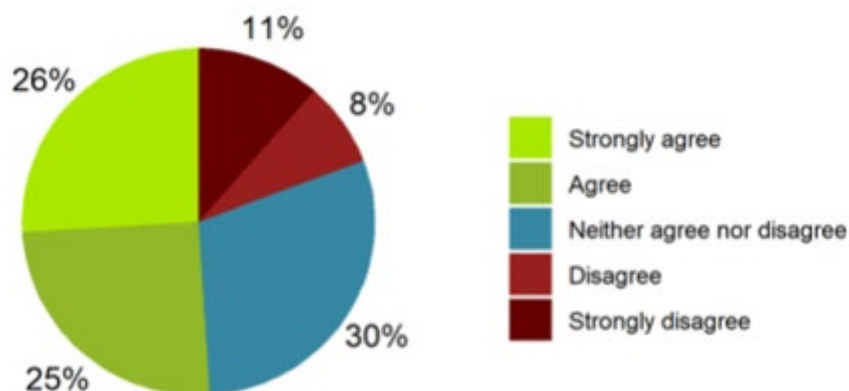
Some respondents raised concerns about the volume of content in this subject and that it should be reduced. Parallels were drawn with the proposed changes to the examinations for modern foreign languages.

“This is a subject which expects both linguistic and literature analysis abilities, which is a challenge to deliver during five terms of teaching. If MFL are reducing their examining content down to three skills from four, this reduction should also be reflected in the ancient languages too.” (Teacher – responding in a personal capacity)

Q144. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level Latin in 2021?

Q145. Do you have any comments on the proposed assessment arrangements for AS and A level Latin in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 37



Q144 responses	Count	Percentage
Strongly Agree	89	26%
Agree	86	25%
Neither Agree nor Disagree	102	30%
Disagree	27	8%
Strongly Disagree	39	11%
Q144 total responses		343
<i>No response</i>		28,629
Survey total responses		28,972

Fifty-one per cent of the responses to this question agreed or strongly agreed with the proposal and 20% disagreed or strongly disagreed. All respondent groups showed a similar level of agreement. We received 96 comments in relation to these qualifications.

Many respondents argued that with the loss of teaching time the volume of content to be covered should be reduced.

“I strongly believe there should be optional questions or the removal of a literature module. The quality and depth of learning is simply not going to be there. Please do not insist on trying to do the same amount in these circumstances.” (Teacher – responding in a personal capacity)

Some teachers, from both state and independent schools, raised concerns that the content volume could hinder access to high grades for state school students, given the different teaching time allocated to this subject. Particular attention was drawn to the circumstances where, in independent schools, teaching has been able to continue using live video, whereas not all state schools have had the resources to do this.

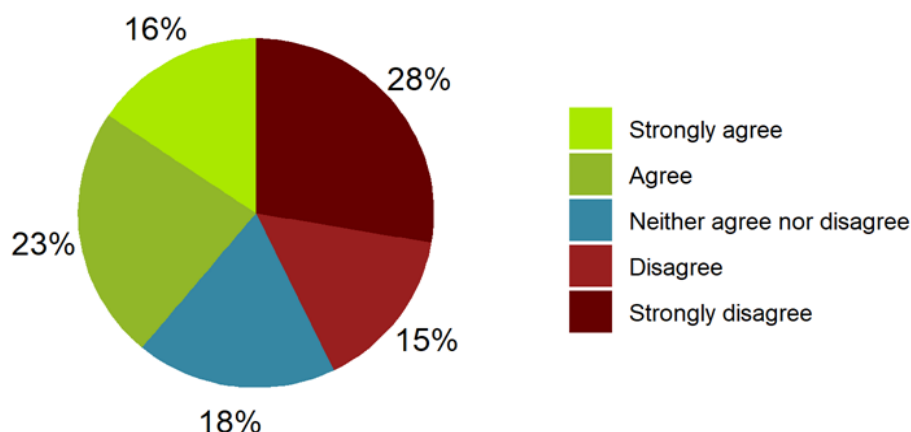
“Pupils in state schools will also be disproportionately affected by this decision not to modify exams in this subject. Latin is taught more often in private schools, where lessons have been able to continue using live video links. State schools have simply not been able to do this, due to the lack of resources available both in school and in pupils' homes. We have not been able to teach content in the same way as private schools have, and so have fallen far behind our private school peers.” (Teacher – responding in a personal capacity)

Law

Q146. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level law in 2021?

Q147. Do you have any comments on the proposed assessment arrangements for AS and A level law in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 37



Q146 responses	Count	Percentage
Strongly Agree	69	16%
Agree	104	23%
Neither Agree nor Disagree	81	18%
Disagree	67	15%
Strongly Disagree	123	28%
Q146 total responses	444	
No response		28,528
Survey total responses	28,972	

Thirty-nine per cent of the responses to this question agreed or strongly agreed with the proposal to maintain the assessment arrangements, while 43% disagreed or strongly disagreed. This varied across respondent groups, with 50% of students disagreeing with the proposal and 53% of teachers supporting it.

We received 228 comments in relation to these qualifications. Around half the responses received, from both those in support and those against the proposal, felt that with the loss of teaching time, the volume of content to be covered was too great.

“100% examination makes sense but please consider cutting down the content. I don’t want my future to be jeopardised because of a global pandemic. I want to go to university... however, at the moment... I am finding it hard to keep up with work from online lessons.” (Student)

Many respondents called for removing or making elements of the content optional to allow centres to choose which topics to focus on and which they could leave out.

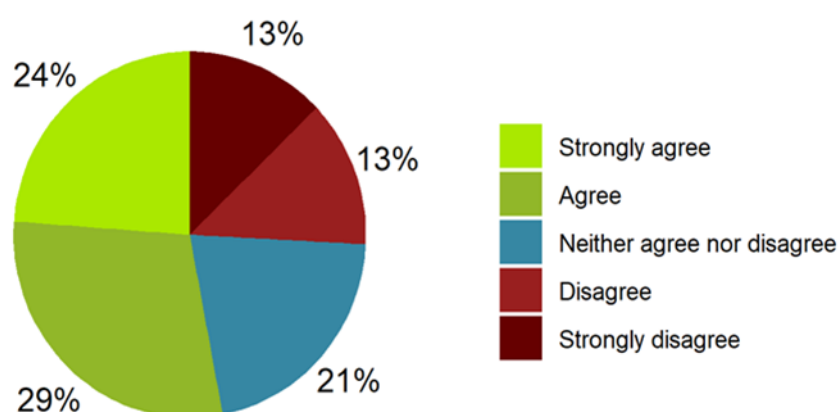
Others felt that allowing an element of coursework, an open book format, or a case list would support students.

Mathematics

Q148. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE maths in 2021?

Q149. Do you have any comments on the proposed assessment arrangements for GCSE maths in 2021?

For details of the proposal for this qualification, please see the consultation document, page 23.



Q148 responses	Count	Percentage
Strongly Agree	1,256	24%
Agree	1,537	29%
Neither Agree nor Disagree	1,115	21%
Disagree	686	13%
Strongly Disagree	675	13%
Q148 total responses		5,269
No response		23,703
Survey total responses		28,972

Fifty-three per cent of respondents agreed or strongly agreed with our proposal for this qualification. We received 2,083 comments in relation to this qualification.

Those who agreed tended to comment that students were familiar with the normal arrangements and it was important for progression to level 3 courses that the assessment remained the same.

“Do not feel any change is required as this is what we have already spent two years building up to and students are becoming familiar with the expectations being placed upon them.” (Teacher – responding in a personal capacity)

“I do not want to see a change to the assessment requirements as I believe all content should be sampled so students are prepared for the next steps.” (Teacher – responding in a personal capacity)

However, many respondents commented on the need to reduce subject content and allow for optional questions in the exams. Some also suggested providing support for students in the exams, for example a formula sheet and some respondents suggested the use of non-exam assessment or teacher assessment in the final grade.

“I strongly disagree with the proposed arrangements, which do not give any weight to the impacts of the current circumstances on students. As noted previously, I am of the view that that the 'examinable' content should be reduced to take account of the current exceptional circumstances, the loss of teaching time to date, the possibility of more teaching time being lost next academic year, the disparities in in home schooling whilst in lockdown and the need to have regard to students' welfare and mental health going forward.”
(Parent or carer)

Comments were made by representatives of most respondent types that the exam boards (other than Eduqas which already offers a qualification with 2 question papers), could reduce the assessment to 2 question papers – 1 that allowed use of a calculator and 1 that did not.

“It would seem sensible to remove the third exam and just do one non-calculator and one calculator paper.” (School or college)

“Maths still has 3 exams - you could still assess both calculator and non-calculator skills over 2 exams rather than 3. We did this before the specification changed, and I believe that it has not changed so much that 2 papers would not assess enough. 2 papers could still assess enough to give a grade.” (Teacher – responding in a personal capacity)

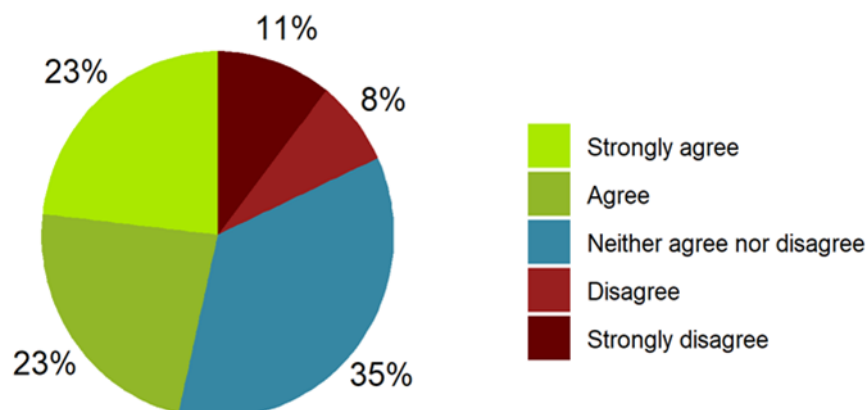
Some respondents were of the opinion that the disruption to education due to the pandemic should result in students being given more time to complete their exams in this subject.

“Additional time for the mathematics exams seems fair to balance the major disruption to learning in the 2019-20 year.” (Parent or carer)

Q150. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level maths in 2021?

Q151. Do you have any comments on the proposed assessment arrangements for AS and A level maths in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 37.



Q150 responses	Count	Percentage
Strongly Agree	995	23%
Agree	996	23%
Neither Agree nor Disagree	1,521	35%
Disagree	325	8%
Strongly Disagree	453	11%
Q150 total responses		4,290
No response		24,682
Survey total responses		28,972

Forty-six per cent of respondents agreed or strongly agreed with our proposal for these qualifications and 19% strongly disagreed or disagreed. We received 1,047 comments in relation to these qualifications. Most respondents agreed that exams are the only appropriate method of assessment for this subject and did not want the qualification structure to change.

“I do not believe that a change in the qualification will be helpful to students or the teachers preparing the for the exams.” (Teacher – responding in a personal capacity)

Some respondents suggested the need to reduce subject content and allow for optional questions in the exams. One suggestion in terms of optionality was to allow a choice between the 2 areas of applied subject content.

“Drop one half of the statistics and mechanics paper. Let colleges decide which half they want to do, they can leave the half they haven't yet covered.” (Teacher – responding in a personal capacity)

Some respondents suggested that non-exam assessment or teacher assessment should be included in the final grade.

“Some use of teacher assessment would help disadvantaged students to show their true potential - exams may be a blunt tool especially for those who have missed a lot of learning. Teachers know and understand more about the home circumstances of a pupil.” (Teacher – responding in a personal capacity)

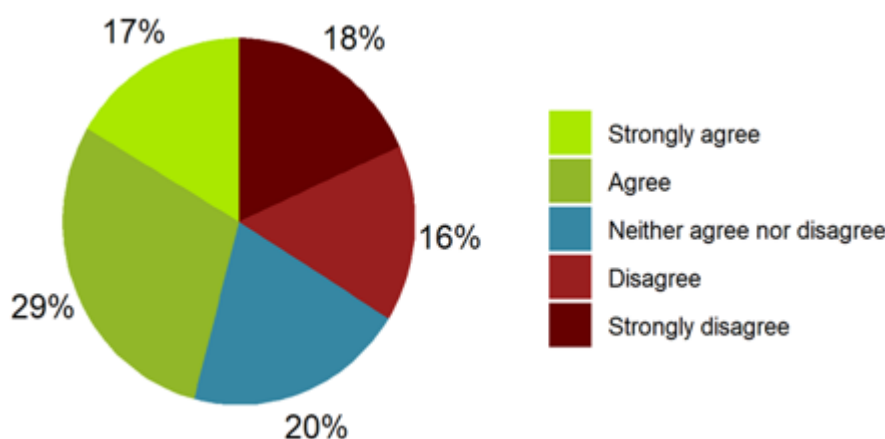
“Perhaps an element of coursework and/or ongoing assessment in case of a second wave.” (Parent or carer)

Media studies

Q152. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE media studies in 2021?

Q153. Do you have any comments on the proposed assessment arrangements for GCSE media studies in 2021?

For details of the proposals for this qualification, please see the consultation document, page 23.



Q152 responses	Count	Percentage
Strongly Agree	159	17%
Agree	283	29%
Neither Agree nor Disagree	195	20%
Disagree	150	16%
Strongly Disagree	176	18%
Q152 total responses	963	
No response		28,009
Survey total responses	28,972	

Forty-six per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 35% disagreed or strongly disagreed. We received 415 comments in relation to this qualification.

Many respondents commented on the challenges for the non-exam assessment as a result of public health restrictions, including students' access to and use of equipment and resources. Those who supported the proposal said it provided a

viable alternative so that students would still be able to complete their non-exam assessment.

“The NEA is very important to help students creatively demonstrate their knowledge and understanding of the curriculum. Pre-Production would make it much easier for the NEA i.e. music videos - this will be difficult to produce with limited movement and contact in school. My students do not have access to technology outside of school so it would be fair to produce photographs, storyboards etc.” (Teacher – responding in a personal capacity)

“Would prevent students from centres where socially distanced IT facilities are not available from being disadvantaged. Also enable schools to zone year groups even where this prevents access to it facilities.” (SLT – Senior leadership team)

“Many locations students would be likely to use in their NEA will be closed/unavailable.” (Student)

There were mixed views about whether the proposal would save any teaching time. Some respondents said that it would, while others commented on the amount of work that would still be required, both for the non-exam assessment and in preparing for the written exams.

“This seems to be a reasonable proposal and will benefit students by not having to complete a fully finished media product itself. Additionally, allocating time usually spent on NEA to teach/re-teach content that was not taught during the spring and summer terms in 2020.” (School or college)

“The students have already lost over a term of teaching so any adaptations with regards to the production of practical work are welcomed.” (Parent or carer)

“Allowing a mock up doesn't change much in terms of requirements - you still have to do all the teaching and research and planning, you are only gaining a short amount of time on the final product creation. Hardly any time is saved at all. In addition - there is no reduction in an already content heavy exam course.” (Teacher – responding in a personal capacity)

There were some misperceptions that the proposals would prohibit students from being able to work on or submit a finished media production and that the focus of the assessment was being changed. Some respondents expressed concern that the practical part of the qualification was being reduced and that this would have a negative impact on students' motivation and progression.

“A lot of our students choose media for the creative and practical outlet, to remove this as a focus would be detrimental to our students.” (SLT – Senior leadership team)

“You are again proposing to punish students for something out of their control. Most students do media for the practical and it allows them to demonstrate their creative ability for further education. Being able to annotate a media product does not demonstrate any level of skill, being able to create a product from scratch however does. The media course and the way it is examined is poor at the best of times this is an awful proposal all round.” (Student)

The majority of respondents suggested the need to reconsider the examined component to make up for missed teaching time. Many suggested it was necessary to reduce the subject content and allow optional content and/or optional questions in the exams. Some respondents commented on the specific difficulties of being able to deliver the examined content remotely due to the need to watch and critically engage with media products, particularly audio and audio-visual products.

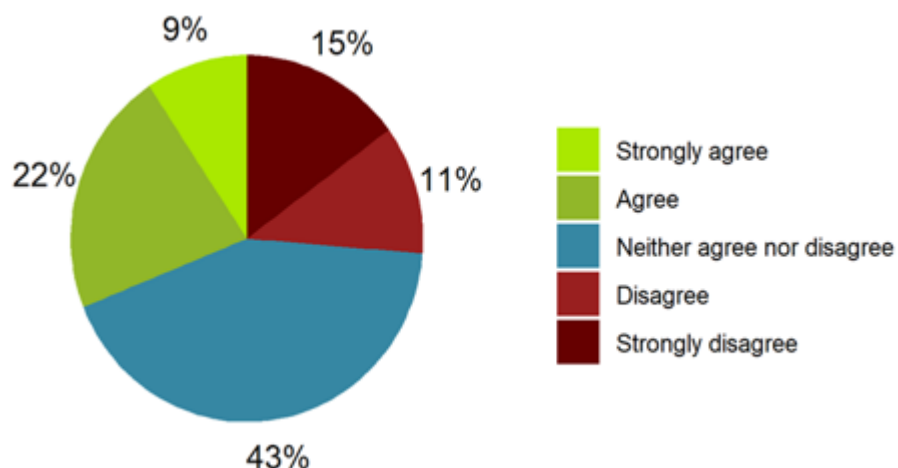
“This course is the most content heavy course I have ever seen and we are teaching new exam content to students up until around 1 week before exams. The idea that exams would go ahead pretty much as planned is impossible. We would not even know where to start to be able to cover the time that has been missed. It is IMPOSSIBLE and UNFAIR to expect students to learn such a heavy body of work within this timeframe when they already struggle to take it all in.” (Teacher – responding in a personal capacity)

“It is hard when schools have delivered the curriculum in different ways, but I feel it would be much fairer to sample the students' understanding of key concepts and analytical response to texts by allowing them to choose which texts and topics to answer questions on and this would be much fairer all round to all schools.” (School or college)

Q154. To what extent do you agree or disagree with the proposed assessment arrangements for AS media studies in 2021?

Q155. Do you have any comments on the proposed assessment arrangements for AS media studies in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 37 and 38.



Q154 responses	Count	Percentage
Strongly Agree	78	9%
Agree	181	22%
Neither Agree nor Disagree	355	43%
Disagree	95	11%
Strongly Disagree	124	15%
Q154 total responses	833	
No response	28,139	
Survey total responses	28,972	

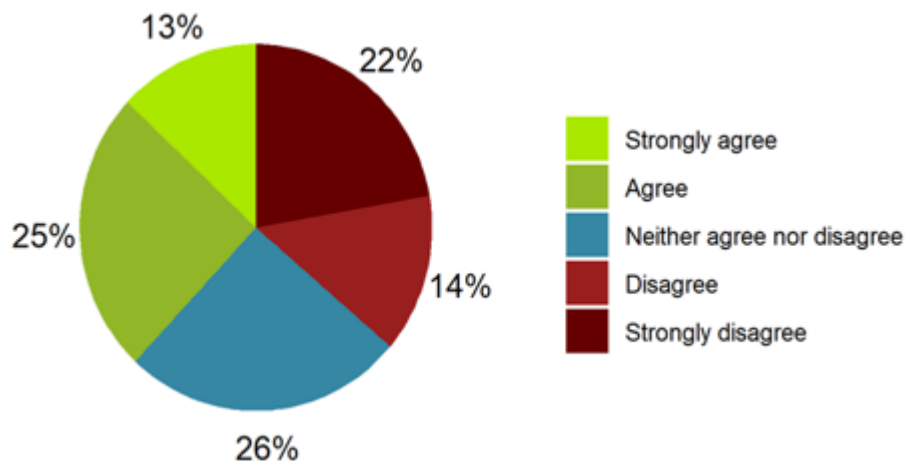
Thirty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 26% disagreed or strongly disagreed. Forty-three per cent neither agreed nor disagreed. We received 220 comments in relation to this qualification.

The comments mirrored those summarised above for GCSE media studies.

Q156. To what extent do you agree or disagree with the proposed assessment arrangements for A level media studies in 2021?

Q157. Do you have any comments on the proposed assessment arrangements for A level media studies in 2021?

For details of the proposals for this qualification, please see the consultation document, page 38.



Q156 responses	Count	Percentage
Strongly Agree	116	13%
Agree	223	25%
Neither Agree nor Disagree	230	26%
Disagree	125	14%
Strongly Disagree	198	22%
Q156 total responses	892	
No response	28,080	
Survey total responses	28,972	

Thirty-eight per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 36% disagreed or strongly disagreed. We received 392 comments in relation to this qualification.

The comments mirrored those summarised above for GCSE media studies.

In addition, at A level, the majority of respondents argued for the need to reduce the subject content, to allow for optional content and/or optional questions in the exams and to permit open book examinations. Respondents expressed significant concern about being able to cover all of the required content in the time available and highlighted the particular challenges for the subject in teaching the content remotely.

“The amounts of information needed to be brought into media exams is large and getting this across to students over the internet is difficult, with complex theories and the discussion of set products being limited to many schools. This puts them at a disadvantage going into exams as they’re unable to develop a mastery of the texts without well needed discussion with their peers and teachers. Accommodate MORE for the loss of discussion which is what A-Level is at its core as a passionate exploration of topics. This has been

severely limited and robbed from students and the expectation for them to still perform at a high level is unrealistic.” (Student)

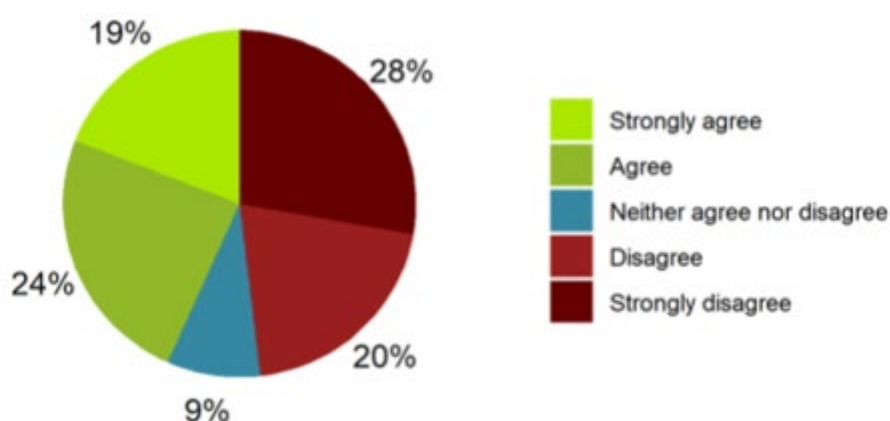
“The theorists that are named need reducing. I don't see how I have the time now to teach my students all 17 possible theorists in time - not so they can quote them and apply analytically.” (Academy chain)

Modern foreign languages

Q158. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE modern foreign languages in 2021?

Q159. Do you have any comments on the proposed assessment arrangements for GCSE modern foreign languages in 2021?

For details of the proposals for this qualification, please see the consultation document, page 23.



Q158 responses	Count	Percentage
Strongly Agree	849	19%
Agree	1,081	24%
Neither Agree nor Disagree	382	9%
Disagree	906	20%
Strongly Disagree	1,238	28%
Q158 total responses		4,456
No response		24,516
Survey total responses		28,972

Forty-three per cent of the responses to this question agreed or strongly agreed with the proposal and 48% disagreed or strongly disagreed. Students, parents and senior leadership team members responding in a personal capacity were notably more likely to support the proposal (57%, 65% and 57% respectively), while teachers responding in a personal capacity, and official school responses were more likely to be against the proposal (65% and 56% respectively).

We received 3,014 comments in relation to this qualification. Many of the comments, both from those in support of and against the proposals, noted that, in their view, speaking was the most important of the 4 language skills, both in terms of supporting the concurrent development of listening, reading and writing skills at GCSE, as well as in terms of progression to A level, higher education, and employment.

Those who supported the proposed spoken language endorsement did so largely in anticipation of the potential time saving, often expressing the same reservations as those who were against the proposal.

Many of those who disagreed with the spoken endorsement proposal recognised the intention to save time, however they were of the view that it could be more time-consuming to become familiar with and apply the endorsement marking criteria, than retaining the spoken examination marked and moderated by the exam boards.

The main concern raised by those against the proposal was the potential negative effect on the development of language skills, in terms of limited effort and focus on speaking practice from students and teachers if the marks were not counted towards the grade. Other respondents felt that the assessments would lack integrity, or validity if the marks were not included from what they saw as the most widely transferable skill.

“I think that the removal of speaking assessment is undermining the essence of the subject... this would devalue speaking as a skill... It is the skill that is most daunting but also most important in the real world, and for students it is the skill that they manage to build up and prove to themselves that they CAN do it. The satisfaction after the exam is tangible when students realise that they did it.” (Teacher – responding in a personal capacity)

Many respondents were against the proposal because the grade achieved would be based on 3 not 4 skills, and the balance between productive (speaking and writing) and receptive (listening and reading) skills would be skewed in a way that, in their view, many students would find less rewarding and towards assessments they felt were more unpredictable. Some commented that it would be unfair to make this change at this stage in the course, particularly for those students whose speaking skills were stronger than their literacy skills (respondents commented that this could disproportionately affect boys, students with dyslexia or SEND, and students of the community languages¹) as well as those who had spent time developing their speaking skills throughout the course.

“I've focused so much on my speaking. In year 8 it was the thing I was scared of but my school have done loads to make it better. I talk to my exchange buddy most days... I make little mistakes but my teacher says that's ok because I sound natural. Now there will be no marks for spontaneity, but I can still be pulled down on accuracy in the writing... So now as well as the content missed... I have to improve my accuracy too. That's given me more work, not less. It's not fair.” (Student)

Some respondents were concerned that introducing a speaking endorsement could affect uptake and progress to A level and higher education. They also questioned the

¹ One exam board further noted that many community languages students may be resitting in 2021 having not been able to gain a centre assessed grade in summer 2020, and choosing not to sit the autumn series GCSE MFL assessments as these did not include the speaking assessment.

comparability of grading standards achieved in years where the speaking marks did count towards the grade.

Many respondents suggested alternative approaches for the assessment of speaking skills. One alternative proposal was often raised across respondent groups, including students, teachers, exam boards and teaching associations, and regardless of their agreement or otherwise to the overall proposal in the consultation. This was to keep the speaking marks in the grade, and save classroom and assessment preparation time by removing the role play and photo card description tasks, thereby enabling the assessment of speaking skills to be focussed entirely on the conversation, which was viewed as the most realistic and useful of the 3 tasks.

As in other subjects, many respondents also called for a reduction in content. Their comments focussed on the required topic areas used for context in assessments. Notably, respondents called for the removal of topics on the environment, work, volunteering.

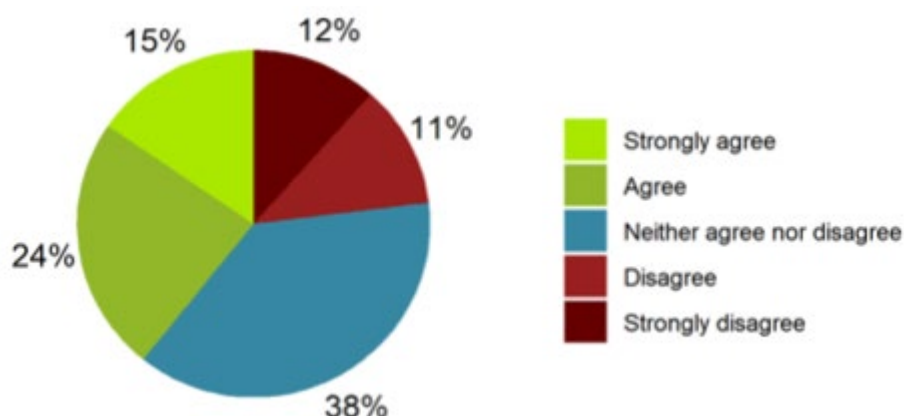
Some respondents suggested alternative changes to the assessment proposals, calling for other skills to be reviewed or reduced, for example by providing one additional optional question to the extended writing tasks (and, in a few cases, suggesting that writing could be assessed as coursework). Others suggested amending the listening and reading assessments, either by removing the listening assessment, combining the 2 skills into one paper or improving accessibility of both assessments through removing the requirements for questions eliciting inference skills.

The proposal to remove the requirement for exam boards to use vocabulary in the assessments from outside the lists provided in the specification was widely supported (particularly in relation to Chinese), as was the proposal to maintain the usual grammar requirements, albeit there were far fewer comments on this latter point.

Q160. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level modern foreign languages² in 2021?

Q161. Do you have any comments on the proposed assessment arrangements for AS and A level modern foreign languages in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 38.



Q160 responses	Count	Percentage
Strongly Agree	572	15%
Agree	883	24%
Neither Agree nor Disagree	1,397	38%
Disagree	425	11%
Strongly Disagree	429	12%
Q160 total responses	3,706	
No response	25,266	
Survey total responses	28,972	

Thirty-nine per cent of the responses to this question agreed or strongly agreed with the proposal, while 23% disagreed or strongly disagreed, and 38% neither agreed nor disagreed. Most respondent groups showed a similar level of agreement, although students were slightly more likely to disagree with the proposal than agree (36% were against, 27% agreed). We received 1,346 comments in relation to these qualifications³.

As in other subjects, many respondents, both those in support of and against the proposal for this subject, felt that with the loss of teaching time in spring/summer

² AS and A level MFL which includes the assessment of speaking is available in Chinese, French, German, Italian, Russian and Spanish.

³ Many respondents referred to the proposal for GCSE MFL, or for the A level in MFL (listening, reading, writing), which does not include the assessment of speaking, which is available in Arabic, Bengali, Gujarati, Modern Greek, Modern Hebrew, Japanese, Panjabi, Persian, Portuguese, Polish, Turkish and Urdu. Comments presented here relate to the proposal for AS and A level MFL.

2020, the volume of content to be covered was too great, and that there should be a reduction in expectations.

The paper on 2 literary works (or 1 work and 1 film) was often mentioned as a reasonable area to reduce requirements, as respondents commented that both questions target the same skills and require significant classroom time to prepare students for the range of potential questions. A few respondents felt an alternative proposal could be to respond to 2 questions on 1 work or film.

“The rationale that A level students are better independent learners does not apply fully to MFL where interaction between teacher and student is key. Keeping the exams the same gives an additional advantage to bilingual or native speaker candidates and this is unfair. Reducing or removing the literature element of the reading would help, it would be possible to allow students to write about a book OR a film instead of both.” (Teacher)

Some respondents felt that the speaking assessment should be reviewed at AS and A level MFL in the same way it was proposed at GCSE MFL, with students more likely to raise this than teachers. A few respondents felt it unfair that changes were proposed to the assessment of some subjects and not others.

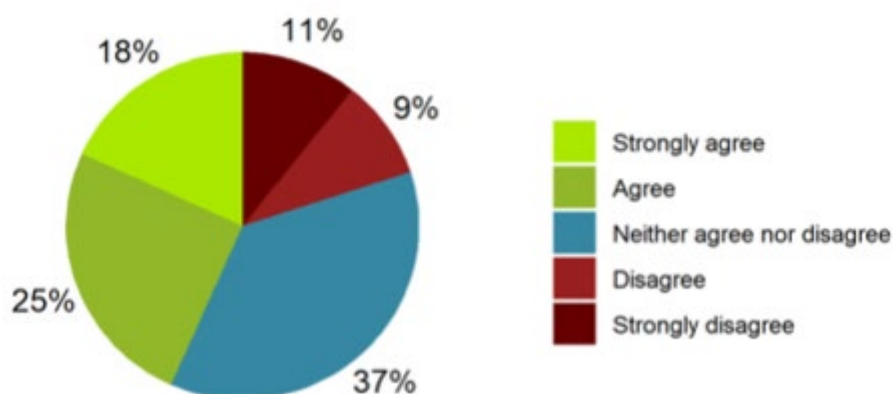
“The problem with keeping the Spanish A level the same is that if some A level subjects are changed to make them easier and others like Spanish remain the same, it will surely be easier to get higher grades in the subjects that have been changed, which means if a person did 3 subjects that are changed, they will likely do better than someone that does 3 subjects that remain the same.” (Student)

Q162. To what extent do you agree or disagree with the proposed assessment arrangements for A level modern foreign languages (listening, reading, writing⁴) in 2021?

Q163. Do you have any comments on the proposed assessment arrangements for A level modern foreign languages (listening, reading, writing) in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 38.

⁴ A level MFL (listening, reading, writing) does not include the assessment of speaking. This is available in Arabic, Bengali, Gujarati, Modern Greek, Modern Hebrew, Japanese, Panjabi, Persian, Portuguese, Polish, Turkish and Urdu. AS and A level MFL which includes the assessment of speaking is available in Chinese, French, German, Italian, Spanish and Russian.



Q162 responses	Count	Percentage
Strongly Agree	498	18%
Agree	692	25%
Neither Agree nor Disagree	1,006	37%
Disagree	255	9%
Strongly Disagree	293	11%
Q162 total responses		2,744
No response		26,228
Survey total responses		28,972

Forty-three per cent of the responses to this question agreed or strongly agreed with the proposal and 20% disagreed or strongly disagreed. Most respondent groups showed a similar level of agreement. We received 766 comments in relation to these qualifications⁵.

As in other subjects, many respondents, both those in support of and against the proposal for this subject, felt that with the loss of teaching time in spring/summer 2020, the volume of content to be covered was too great, and that there should be a reduction in expectations.

Similar to comments on the proposal for AS and A level MFL, the paper covering 2 literary works (or 1 work and 1 film) was often mentioned as a reasonable area to reduce requirements. Some respondents commented that the required 2 questions target the same skills and require significant classroom time to prepare students for the range of potential questions, and an alternative proposal could be to respond to 2 questions on 1 work or film.

Other respondents felt the assessment of certain skills required valuable classroom time to prepare.

“Paper 3 in Polish A level exam - listening part should be deleted. Preparing for that part requires additional time that may be lacking in the new school year and imposes additional stress on students and teachers.” (Examiner)

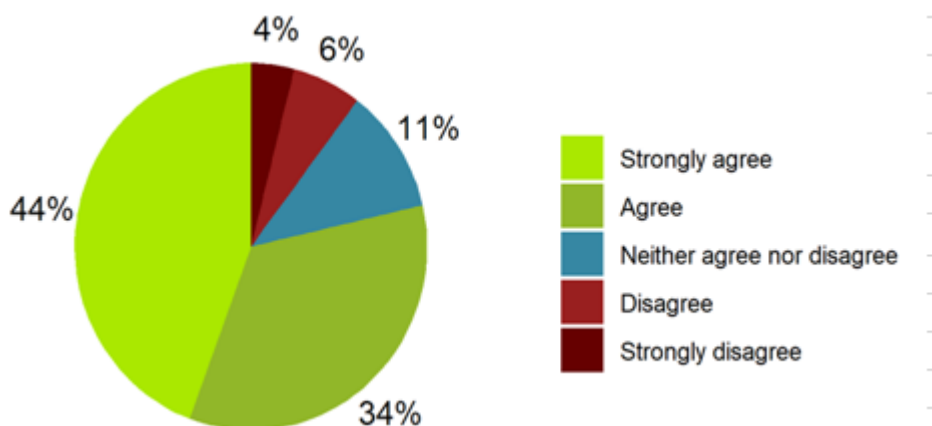
⁵ Many respondents referred to the proposal for GCSE MFL, or for the A level in MFL. Comments presented here relate to the proposal for A level MFL (listening, reading, writing).

Music

Q164. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE music in 2021?

Q165. Do you have any comments on the proposed assessment arrangements for GCSE music in 2021?

For details of the proposals for this qualification, please see the consultation document, page 24.



Q164 responses	Count	Percentage
Strongly Agree	718	44%
Agree	555	34%
Neither Agree nor Disagree	179	11%
Disagree	103	6%
Strongly Disagree	64	4%
Q164 total responses	1,619	
No response	27,353	
Survey total responses	28,972	

The majority of respondents (78%) agreed or strongly agreed with the proposals for this qualification, while 10% disagreed or strongly disagreed. We received 741 comments in relation to this qualification.

Those in support said that the proposals retained the core skills of the subject while providing a positive workable solution, including to disadvantages created by the disparity in access during school closures.

“This proposal reduces the performing and composing requirements in equal measure and maintains the same weighting as normal, thus not advantaging or disadvantaging any pupils based on their areas of strength or weakness. The reduction also does not 'remove' anything: this will allow all students to play to their individual strengths whilst not disadvantaging others.” (Teacher – responding in a personal capacity)

Many commented that students did not all have access to musical instruments at home or ongoing instrumental tuition and, therefore, said that it was not reasonable to expect them to produce the same volume of work for their performance

assessment. Similar concerns were raised in relation the composition assessment, in particular around access to the specialist software to create compositions, and teaching support to develop composition skills.

“Reducing the amount of coursework will make the year manageable giving all pupils a good chance of still achieving the grade they would've done if the pandemic hadn't have happened. Many of my pupils have no instruments at home or computer/internet access so have not been able to keep up practise and composition skills since school closed.” (Teacher – responding in a personal capacity)

Many respondents commented on the potential for further disruption during the next academic year and uncertainty about how public health restrictions would continue to impact on music education in schools. This was a particular concern for singing, wind and brass instruments, and for ensembles. Some said it was essential that students had the option for solo only performance as they could not be sure that any ensemble work would be possible. Respondents commented positively on the proposal for flexibility and choice around solo and ensemble performances, with the option to choose one or the other, or both.

“Strongly agree with not requiring an ensemble performance - due to public health restrictions, the social distancing would be impossible for duets on piano, for example, which require close proximity; and lack of practice with ensemble/duet members would result in performances of a lower standard.” (Student)

“A large part of music making is the joy of and skills needed to play in an ensemble - social distancing restrictions permitting - it would be a shame to see these elements go. Also, I notice that the written paper content is not to be reduced. Studying music is about studying all of the different elements- it is vital that as educators we don't emphasise the academic over the practical.” (Parent or carer)

Many respondents also commented positively on the proposal that compositions could be in response to an exam board set brief and/or freely composed, but with no requirement to do both. A few respondents suggested that it would be better to require compositions to be in response to the exam board set brief as their minimum requirements would provide a common benchmark and support comparability. Others suggested that students should only be required to complete a free composition, particularly as this might be the 1 that students had been able to start thinking about or working on during school closures.

“I think that it is really sensible to reduce the composition assessment to 1 piece and to give the students the choice as to whether that composition is free or to a previous brief - this will allow the students to show off their best composition and to put the most time into a singular composition rather than trying to improve both in a shortened academic time frame” (Student)

“Performance decision sensible: compulsory Ensemble performance could become very tricky but should still be an option for those who can. Composition: agree with only one composition required but suggest abandoning free composition and requiring all students to respond to the exam brief (with some flexibility) - slightly more level playing field and easier to mark - free composition marking fraught with danger. Possibility of portfolio

for students i.e. option to offer 2 compositions, but one must be to exam brief.”
(Teacher – responding in a personal capacity)

“For composition assessment, we agree with the proposed reduction in the number of compositions required. However, for consistency and fairness in the assessment, we want to limit the choice for candidates to submit a free composition only. Therefore, we recommend that boards have the flexibility to decide if they want offer both options for their qualification, or just one. We also propose the duration of the composition assessment is reduced to 1.5 minutes to reflect the reduction in the number of pieces to be submitted.”
(Awarding body or exam board)

While many respondents supported the proposal to reduce the minimum times for both the performance and composition assessments, some did not. Some respondents commented that the reduced timings might make it more difficult for students to meet all of the expectations of the marking criteria and that a greater variability in performance lengths from students might be more difficult to mark reliably.

“This does not allow students to express a breadth of style and difference in their compositional and practical studies.” (Student)

“Disagree with the proposed length of performance assessment. If students don't have to prepare an ensemble, they have more time to prepare solo repertoire. Strongly disagree with the reduction in time limit for composition. The proposed minimum total length is insufficient to represent a student's abilities in this component.” (Teacher – responding in a personal capacity)

There were some misperceptions that the proposal to reduce the minimum times would mean that students would be required to produce shorter work, even if they wished and were able to produce the usual length. A few respondents were also concerned that the proposed reductions would devalue the performance and composition aspects of the qualification, placing greater emphasis and pressure on the unchanged examination, therefore disadvantaging students who are stronger practically.

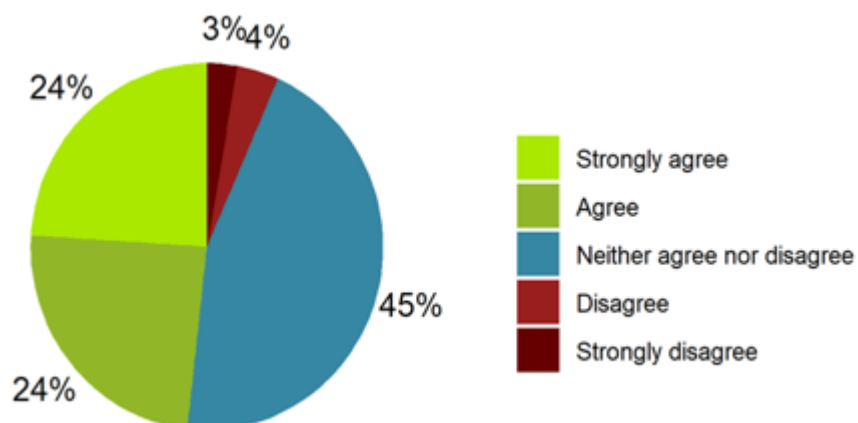
Many respondents commented on the need to reconsider the examined component to make up for lost teaching time by reducing the subject content and allowing optional content and/or optional questions in the exams.

“The reduction in NEA content is vital and should be kept. But added to this should also be a reduction in the exam content. For example, in the Music GCSE exam, perhaps AoS2-4 could become optional, asking student to answer questions on AoS1 and one other of their choice from Section A. Leaving teachers to have time to focus on Section B and C, as the amount of work needed to cover all 4 areas of study is vast. A reduction in Section A would benefit students. This should be treated differently to core subjects such as English, as students have 5 lessons of English per week, and only 3 Music, there is literally less time to catch up. The exam should be relative in reflecting this.” (Teacher – responding in a personal capacity)

Q166. To what extent do you agree or disagree with the proposed assessment arrangements for AS music in 2021?

Q167. Do you have any comments on the proposed assessment arrangements for AS music in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 38 and 39.



Q166 responses	Count	Percentage
Strongly Agree	302	24%
Agree	304	24%
Neither Agree nor Disagree	568	45%
Disagree	48	4%
Strongly Disagree	35	3%
Q166 total responses		1,257
No response		27,715
Survey total responses		28,972

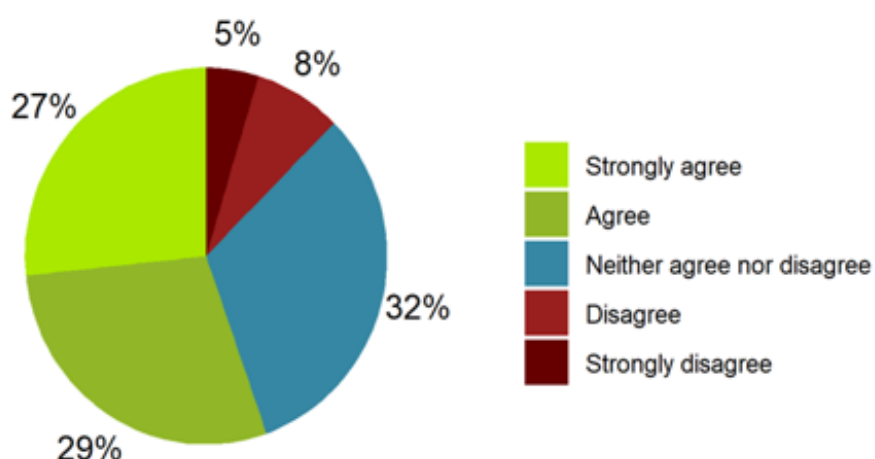
Forty-eight per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 7% disagreed or strongly disagreed. Forty-five per cent neither agreed nor disagreed. We received 226 comments in relation to this qualification.

All comments mirrored those summarised above for GCSE music and below for A level music.

Q168. To what extent do you agree or disagree with the proposed assessment arrangements for A level music in 2021?

Q169. Do you have any comments on the proposed assessment arrangements for A level music in 2021?

For details of the proposals for this qualification, please see the consultation document, page 39 and 40.



Q168 responses	Count	Percentage
Strongly Agree	364	27%
Agree	393	29%
Neither Agree nor Disagree	438	32%
Disagree	107	8%
Strongly Disagree	64	5%
Q168 total responses		1,366
<i>No response</i>		27,606
Survey total responses		28,972

Fifty-six per cent of respondents agreed or strongly agreed with our proposals for this qualification, while 13% disagreed or strongly disagreed. We received 458 comments in relation to this qualification.

The comments mirrored those seen above for GCSE music.

In addition, at A level, some respondents commented that the proposals had not retained sufficient rigour for the level of the qualification because the performance times had been reduced. A few respondents commented that A level students, particularly those wishing to pursue music at university or college, would have maintained their own personal practice and instrumental lessons and, as a result, would be prepared to perform for longer.

“Partly agree, partly disagree. For A level students, such a large reduction in the performance timings seems unnecessary. For the 35% students, reducing 10 to 3.5 minutes seems far too much. A performance must be of a length to allow the range and ability of the pupil to be accurately assessed. Students will still be learning instruments and performing. If the length requirement is to

be reduced, then maybe 4, 5.5 and 7 minutes would be a better prospect for an accurate assessment and to provide opportunity for differentiation. I have less of a problem with the composition, although again, lengths do seem a little too short. I would suggest 3, 4 and 5 minutes.” (Examiner)

“Performance: Whilst the minimum time adjustment seems sensible to accommodate students who have missed time with their instrumental and/or vocal teacher, I believe it's important that the maximum time guidance should not change. At A Level, performance recitals need to be able to showcase a candidate's versatility, especially those also auditioning for university or conservatoire. Composition: The adjustment to the minimum time is favourable. This is the component that students find most challenging and lack of face-to-face teacher feedback and support is causing students anxiety. Allowing a focus on quality over quantity will stand students in far better stead for the next phase of their education.” (Teacher – responding in a personal capacity)

There were a few comments about the proposal to permit the performance and composition assessment to be marked by the teacher and moderated by the exam board. Respondents commented that the time needed for training and standardisation to ensure reliability of marking, in addition to the actual marking of the assessments, would significantly increase the burden on teacher time. Some respondents commented positively on the proposed flexibility for the assessment window.

“We do not agree with Ofqual's proposal to allow the assessments to be marked by the teacher as this would ultimately lead to an increased burden on teachers rather than easing pressure. The proposal to permit exam boards to review the window of assessments is sufficient to help teachers manage the assessments to maximise teaching and learning time.” (Awarding body or exam board)

Many respondents suggested the need to reduce the subject content and allow for optional content and/or optional questions in the exams. Respondents expressed concern about being able to cover all of the required A level content in the time available and highlighted particular challenges in teaching some areas of content remotely.

“The content needs to be reduced. The A Level is a huge amount of content, and it has been difficult to do this during lockdown in the usual level of detail. In my school, we have been teaching online live lessons since March, and even with this, the students have struggled. The exam content requires detailed analysis of music, which is difficult to do over the internet without being able to point to things on a score for example. Even with the live lessons, we were not able to use video due to safeguarding practices, so could not do this visual score analysis.” (Teacher – responding in a personal capacity)

“The 18 set works are the huge content challenge here. Why can't we simply reduce the number of set works that will come up on the final paper? Taking away 2-4 of the A level set works would have arguably a bigger impact on our ability to deliver a good product and would result in happier, confident young learners who have engaged with the practical elements of a, just to

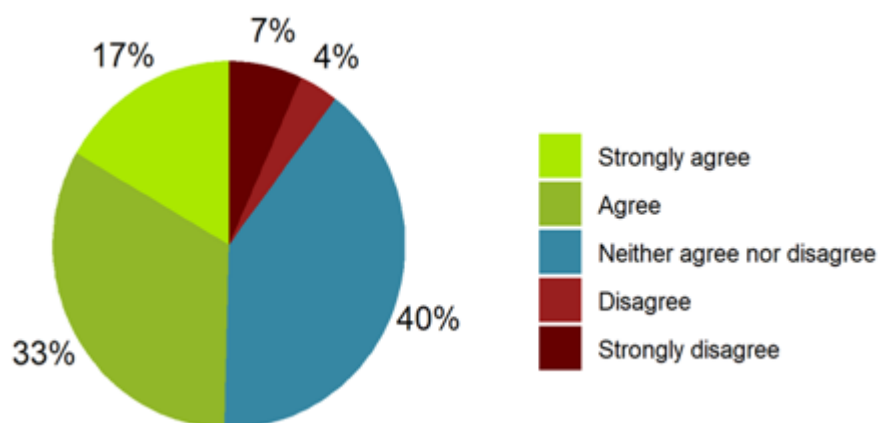
emphasise it, 60% practical course. Whatever the options, there has to be a way to maintain the balance between practical, creative music making and the appraising which, despite the 40% weighting, takes up so much of the course time at the moment because the content is so voluminous.” (School or college)

Music technology

Q170. To what extent do you agree or disagree with the proposed assessment arrangements for AS music technology in 2021?

Q171. Do you have any comments on the proposed assessment arrangements for AS music technology in 2021?

For details of the proposals for this qualification, please see the consultation document, pages 40 and 41.



Q170 responses	Count	Percentage
Strongly Agree	42	17%
Agree	83	33%
Neither Agree nor Disagree	101	40%
Disagree	9	4%
Strongly Disagree	17	7%
Q170 total responses	252	
No response	28,720	
Survey total responses	28,972	

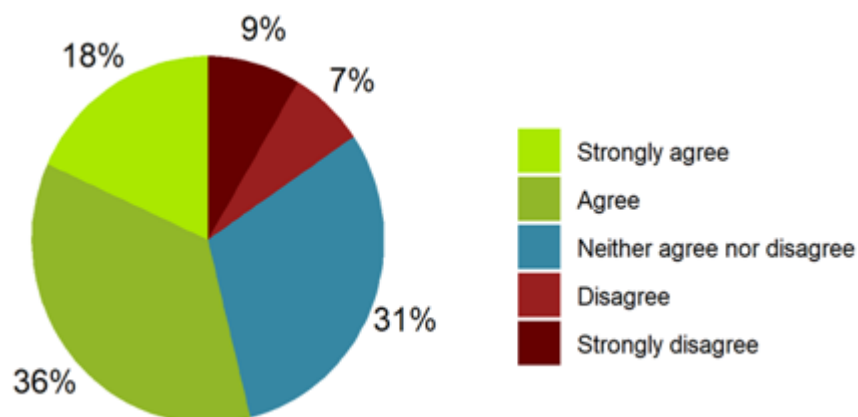
Fifty per cent of respondents agreed or strongly agreed with our proposals for this qualification and 11% strongly disagreed or disagreed. Forty per cent neither agreed nor disagreed. We received 57 comments in relation to this qualification.

The comments mirrored those for the A level qualification set out below.

Q172. To what extent do you agree or disagree with the proposed assessment arrangements for A level music technology in 2021?

Q173. Do you have any comments on the proposed assessment arrangements for A level music technology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 41.



Q172 responses	Count	Percentage
Strongly Agree	47	18%
Agree	92	36%
Neither Agree nor Disagree	79	31%
Disagree	18	7%
Strongly Disagree	22	9%
Q172 total responses	258	
No response		28,714
Survey total responses	28,972	

Fifty-four per cent of respondents agreed or strongly agreed with our proposals for this qualification and 16% strongly disagreed or disagreed. We received 82 comments in relation to this qualification.

Many respondents commented on the challenges for the subject as a result of public health restrictions, including different groups of students rehearsing for and carrying out the initial live capture (recordings of live performances), and of students' access to and use of shared recording studios and equipment. Those who supported the proposal to remove the capture element of the recording assessment said this addressed concerns about students being able to undertake this activity safely, or at all.

"I think it very sensible to take recording capture out of the assessment as this is the activity that presents the most significant complications in maintaining hygiene and adhering to distancing guidelines in the current scenario."
(Teacher – responding in a personal capacity)

"The recording task requires students to book studio facilities and engage with performers (often BTEC Music students) to record instrumental parts for the

assignment. If the college pursues a 'blocked timetable' approach (to keep students in bubbles), this would prohibit Music Tech students from working with musicians studying in a different block." (School or college)

Some respondents commented that the provision and/or use of sample recordings (or musical stems) would save time and would provide a more level playing field for centres, taking into account the possibility of different access issues for different centres around the country over the coming year.

"I think these are good proposals. Reducing the need to capture the sound for the recording would save valuable time that could be spent on teaching. I think it would be important for exam boards to release the audio to ensure an even playing field amongst candidates." (Student)

Some respondents commented that the quality of the recordings would have an impact on the work students would then have to do to edit and produce the recordings. There were mixed views about centres selecting samples taking into account a desire not to limit students' creative choices, balanced against concerns about the administrative burden and time, concerns about comparability, and increased challenges for consistent marking.

Respondents who did not support the proposal were concerned that removing the capture element of the recording assessment would take away a fundamental aspect of the qualification that would impact negatively on students' motivation and progression. A few also suggested that there would be limited distinction then between the remaining part of the recording assessment and the activity included in one of the practical assessments by examination (component 4).

"The idea of being given stems to mix from completely re-creates the task. The mark-schemes cannot be used to assess this task using stems. The recording and capture of the stems will have a direct impact over how candidates EQ and compress their tracks. This will also be very similar to the mix task in Component 4 so will be assessing the same thing; a pointless task. Asking centres to create stems is even worse because some centres will produce professional sounding stems and other centres will produce very poor stems for students to mix. This is completely unreliable and will make a mockery of the whole assessment/qualification." (Teacher – responding in a personal capacity)

Some respondents suggested alternative amendments to the recording assessment, such as reducing the number of instruments that must be recorded and/or removing the need to record a vocal performance.

"Our recommendation is to reduce the number of instruments required to be recorded for the brief. This will reduce the number of studio sessions and cut down the time needed to produce the recordings and help with studio access time and social distancing. Some recording equipment may need to be left for the appropriate time or sanitised between sessions which will impact on the availability of the resources in the centre." (Awarding body or exam board)

Respondents from schools and colleges, as well as teachers responding in a personal capacity, said they would need clear guidance about the impact of specific changes. For example, whether there would be any updates to the set tasks and the assessment criteria, which include marks for capture. A few respondents queried

whether the composition assessment would change in terms of expectations for live capture.

“It is great that offering to produce the stems for the recording component will support the current pandemic. For the composition element, it would be good to offer some more detailed guidance on how much recording is required/expected/limited, as there are marks for the capture of audio - this might otherwise disadvantage some students.” (Teacher – responding in a personal capacity)

Respondents expressed different views about the proposals to reduce the minimum times for both the recording and composition assessments, including whether it would, or would not, save time for teachers and students. However, there were some misperceptions that the proposal to reduce the minimum times would mean that students would be required to produce shorter pieces, which introduced other challenges. For example, the minimum timings are not consistent with the length of standard pop songs, which could make it harder for students to produce shorter work. A few respondents queried whether students would be able to meet all of the marking criteria expectations in a shorter time.

“Shortening the time limit of the Recording Assessment does very little to support the students. A reduction in instrumental requirements (i.e. not requiring backing vocals, acoustic guitar etc.) would be much more useful. Reducing the length of the composition is helpful, however the skills required should also be amended, for instance focussing assessment on either Synthesis or Sampling (not requiring both). (Teacher – responding in a personal capacity)”

A few respondents supported the proposal to permit the recording and composition assessment to be marked by teachers, however, most commented against this. Respondents commented that the qualification had always been marked by the exam board and noted that, without sufficient time for teaching training and standardisation, it would not be realistic to expect teachers to mark the assessments – particularly if there were to be any changes to the assessments as a result of the proposals. In addition, respondents said that expecting teachers to mark the assessment would significantly increase the burden on teacher time. A few said it would be more helpful to extend the deadline for non-exam assessment work to be submitted.

“I do not think, if the customary practice is for the work to be marked externally, that it is appropriate for teachers to take on that responsibility. They would require training and standardisation (thus adding to their workload during what will probably be a very demanding year) and the system would be opened up to criticisms of inconsistency and bias when comparing the experience of students across different cohorts.” (Teacher – responding in a personal capacity)

Many of the respondents commented on the need to reconsider the examined component and to reduce subject content to make up for missed face to face teaching during school closures. In particular, respondents noted that the nature of the subject relied on being able to use specialist equipment and software, which is not generally available to students at home. Some respondents also commented on the risk of further disruption.

“With regards to the Component 4 Production & Analysis exam, students have already lost time in using the School's chosen DAW platform, how would this practical exam elements be amended should further lockdowns occur and students cannot practise using the equipment in preparation for this particular component?” (Teacher – responding in a personal capacity)

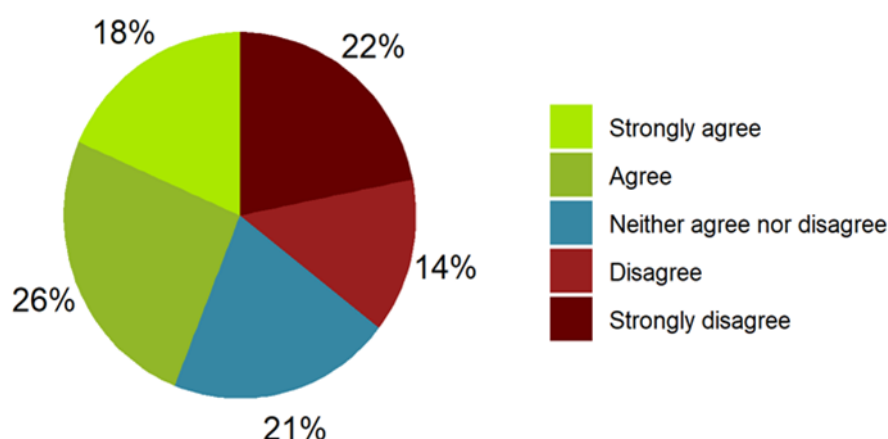
“It will be incredibly difficult for children to complete their music without the use of technology in schools if they cannot be in school along with new government guidelines and the pandemic. (Parent or carer)”

Philosophy

Q174. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level philosophy in 2021?

Q175. Do you have any comments on the proposed assessment arrangements for AS and A level philosophy in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 42.



Q174 responses	Count	Percentage
Strongly Agree	70	18%
Agree	97	26%
Neither Agree nor Disagree	78	21%
Disagree	52	14%
Strongly Disagree	83	22%
Q174 total responses	380	
<i>No response</i>		28,592
Survey total responses	28,972	

Forty-four per cent of the responses to this question agreed or strongly agreed with the proposal and 36% disagreed or strongly disagreed. Fifty per cent of teachers agreed and strongly agreed with the proposal. Students were, overall, not in favour of the proposal. We received 157 comments in relation to these qualifications.

Many commented that, given the lost teaching time, it was not possible to cover all the content. Some respondents felt that elements of the content should be made optional, allowing centres to decide what topics to teach and which to omit. Some respondents felt that teacher assessment or coursework should be taken into account in the final grade.

“Assessment arrangements should be kept the same just less content.”
(Student)

“This is now a very pressured subjects for students with two three hour papers covering the whole syllabus and in which every question is compulsory and 50% hangs off four compulsory essays. There is absolutely nothing lost and much to gain in providing a choice of two questions for the essays.” (SLT - Senior leadership team)

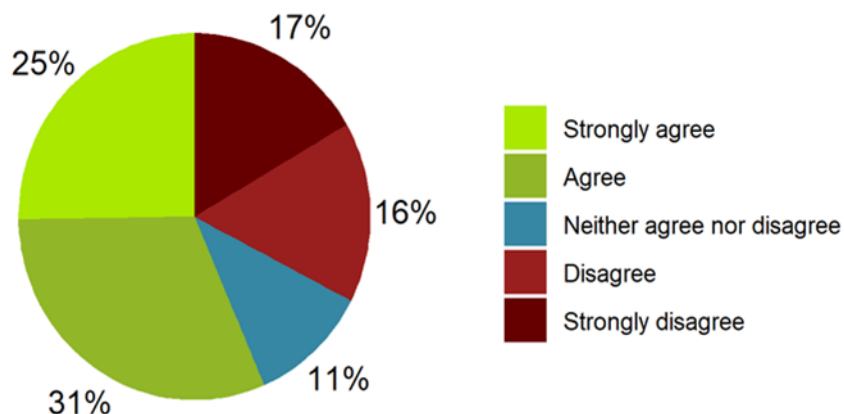
“Instead of scrapping content from the exams, more coursework could be a good idea, even if it is only based on the content missed in lockdown to take some pressure off A level students.” (Student)

Physical Education

Q176. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physical education in 2021?

Q177. Do you have any comments on the proposed assessment arrangements for GCSE physical education in 2021?

For details of the proposals for this qualification, please see the consultation document, page 24.



Q176 responses	Count	Percentage
Strongly Agree	530	25%
Agree	656	31%
Neither Agree nor Disagree	230	11%
Disagree	335	16%
Strongly Disagree	349	17%
Q176 total responses		2,100
<i>No response</i>		26,872
Survey total responses		28,972

Fifty-six per cent of respondents agreed or strongly agreed with our proposals for this qualification and 33% disagreed or strongly disagreed. More respondents who identified themselves as parents or carers were in support of the proposals (69%) than teachers (44%). We received 1,240 comments in relation to this qualification, many of which indicated support for the reduction from 3 assessed performance activities to 2.

Some respondents argued for a further reduction in subject content and the use of question optionality to make up for lost teaching time.

Many comments indicated a misunderstanding about our proposal. We proposed to allow but not require both activities to be individual, rather than team sports. Some respondents asked whether team activities would still be allowed. In addition, respondents misunderstood the proposal to permit remote moderation using videoed evidence for all activities and were under the impression that live moderation would not be allowed.

“I agree with the proposal to cut the NEA practicals down to two but I feel that if you are allowing students to submit two individual activities, you should allow students the option to submit two team activities as well.” (Teacher – responding in a personal capacity)

Respondents raised a range of concerns about the impact of the coronavirus (COVID-19) pandemic on the opportunities for assessing activities in this subject, including:

- reduced opportunities for students to practise their chosen sports
- competitive sport may have been and/or continue to be cancelled
- summer sports, for example, cricket, athletics did not take place
- team and/or contact sports may not be possible due to public health restrictions and advice from National Governing Bodies for some activities
- video evidence for a large cohort was unmanageable teachers did not have equipment and/or skills to video their students to showcase the standard of their performance, particularly for team activities

“We have real concerns about students who would use athletics/cricket - no chance of video evidence over the summer in many cases.” (School or college)

“Many competitive activities/events will not be taking place therefore the competitive element of the activity assessments should be optional.” (Parent or carer)

Respondents suggested different ways by which assessments could be changed, including:

- removing the practical performance from the grade
- allowing different evidence to be provided of performance, for example, Power of 10 data for athletics, Ecole de ski evidence for skiing
- removing the ‘performance analysis assessment’ part of the non-exam assessment

- relaxing the requirements for the provision of evidence for competitive participation in sport
- accepting historical/incomplete videoed evidence of performance, for example, from a previous year
- the provision of a centre assessment grade for the practical performance
- reducing the performance assessment to 1 sport

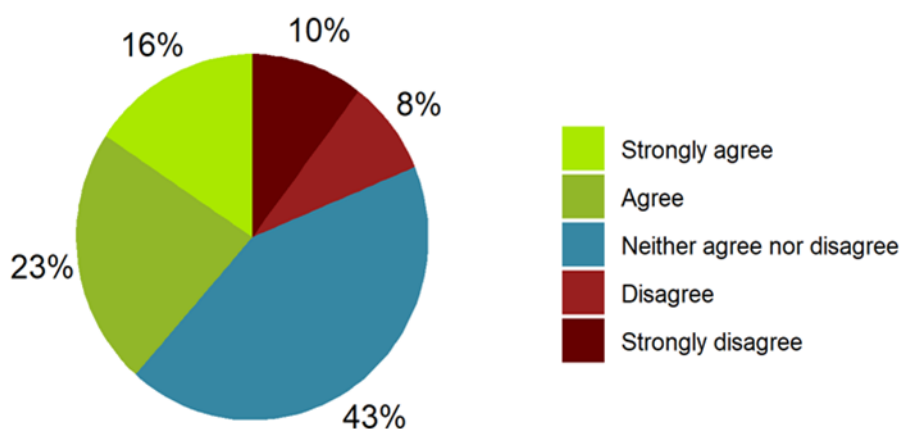
“In terms of fairness the use of teacher assessed grades for practical, as per 2020, would be an alternative.” (Teacher – responding in a personal capacity)

“I don’t believe the practical element can be implemented with the conditions and timescales put in place. I don’t believe there should be an assessment for practical performance.” (Examiner)

Q178. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physical education (short course) in 2021?

Q179. Do you have any comments on the proposed assessment arrangements for GCSE physical education in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q178 responses		Count	Percentage
Strongly Agree		249	16%
Agree		363	23%
Neither Agree nor Disagree		681	43%
Disagree		134	8%
Strongly Disagree		164	10%
Q178 total responses		1,591	
No response		27,381	
Survey total responses		28,972	

More respondents strongly agreed and agreed with the proposals in this subject (39%) than disagreed or strongly disagreed (18%); 43% neither agreed nor disagreed.

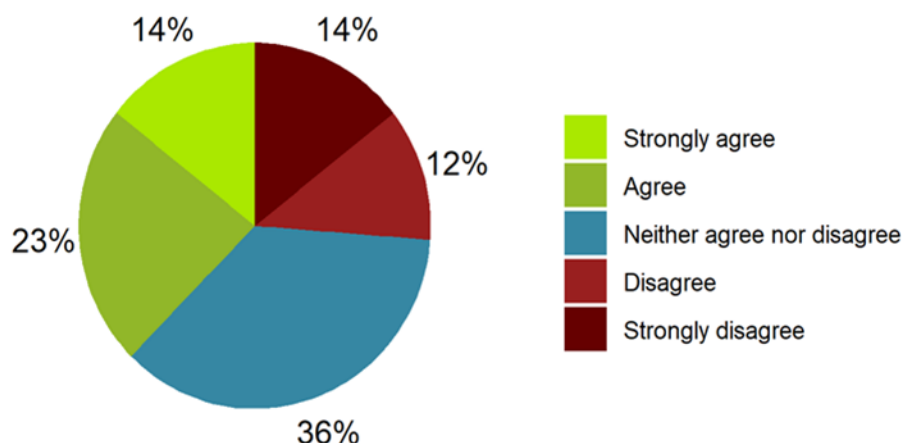
We received 356 comments in relation to this qualification.

The comments mirrored those for the full course GCSE qualification as above.

Q180. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level physical education in 2021?

Q181. Do you have any comments on the proposed assessment arrangements for AS and A level physical education in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 42.



Q180 responses	Count	Percentage
Strongly Agree	247	14%
Agree	399	23%
Neither Agree nor Disagree	620	36%
Disagree	202	12%
Strongly Disagree	248	14%
Q180 total responses	1,716	
No response	27,256	
Survey total responses	28,972	

Thirty-seven per cent of respondents agreed or strongly agreed with our proposals for these qualifications and 26% disagreed or strongly disagreed. We received 667 comments in relation to these qualifications.

Some respondents suggested the need to reduce subject content and introduce question optionality to make up for lost teaching time.

Some respondents misunderstood the proposal to permit remote moderation using videoed evidence for all activities believing that live moderation would not be allowed.

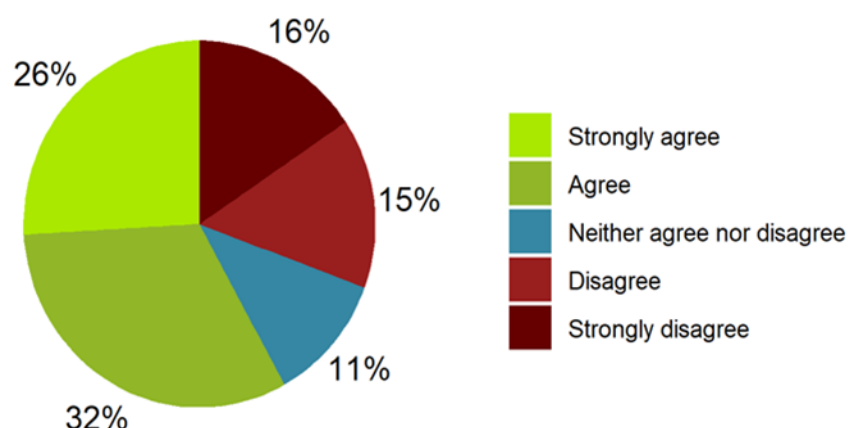
We received a range of concerns and suggestions. These were the same as those summarised for GCSE physical education.

Physics

Q182. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physics in 2021?

Q183. Do you have any comments on the proposed assessment arrangements for GCSE physics in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q182 responses	Count	Percentage
Strongly Agree	1,026	26%
Agree	1,271	32%
Neither Agree nor Disagree	449	11%
Disagree	595	15%
Strongly Disagree	618	16%
Q182 total responses		3,959
No response		25,013
Survey total responses		28,972

Fifty-eight per cent of respondents agreed or strongly agreed with our proposals and 31% disagreed or strongly disagreed. We received 1,812 comments in relation to this qualification, many of which acknowledged that while it would be preferable for students to undertake practical work themselves, this might not be possible or desirable.

“Students have developed practical lab skills in Years 7 to 10 and those intending to pursue science further will therefore not be significantly disadvantaged by the proposed change. Cohort and staff safety overrides any disadvantage.” (Parent or carer)

Many respondents argued for reduced subject content and for optional questions in the exams and some for the provision of equation sheets to students in the exam. Some argued for the contribution of non-examination assessment or teacher assessment to the 9 to 1 grade.

“Give the students the physics equations to reduce wasting time on recalling these so more emphasis can be put onto using and applying them” (Teacher – responding in a personal capacity)

Many respondents, particularly teachers, commented that practical work was still going to be a challenge with the restrictions placed on schools due to the pandemic. Some argued for either a reduction to the number of practical activities that needed to be completed or the removal of this part of the qualification.

“Practicals will be almost impossible to perform with ongoing social distancing issues.” (Teacher – responding in a personal capacity)

“Should cut the number of required practicals for this year.” (Teacher – responding in a personal capacity)

Many respondents were concerned about the ability of students to answer the exams questions that indirectly assess practical skills, if demonstration of the practical activities was permitted.

“I think the nature of the questions asked about the required apparatus and techniques will need to take into account the fact that the students have not been able to carry out the practical work themselves.” (Teacher – responding in a personal capacity)

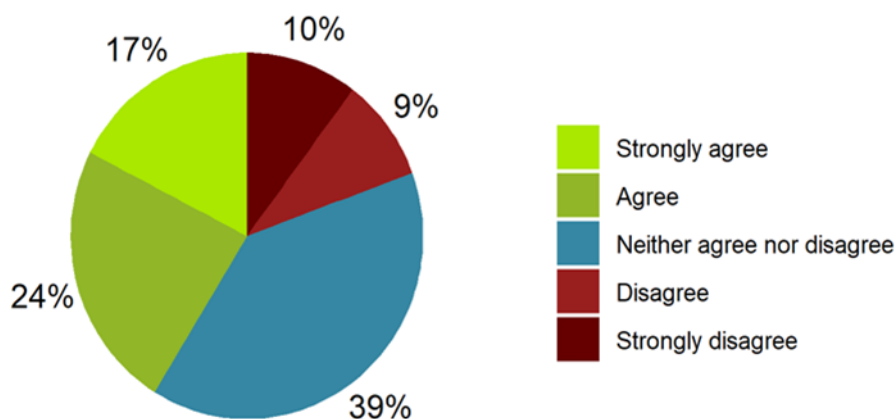
Many suggested that students do not learn about practical activities unless they have the opportunity to carry them out.

“Without carrying out practical activities for themselves, students may lack the fundamental principles behind them. Problem solving and questions on how to rectify errors in practical methods will be difficult to teach without them understanding the sources of errors in the first place.” (Teacher – responding in a personal capacity)

Q184. To what extent do you agree or disagree with the proposed assessment arrangements for AS physics in 2021?

Q185. Do you have any comments on the proposed assessment arrangements for AS physics in 2021?

For details of the proposals for this qualification, please see the consultation document, page 42.



Q184 responses	Count	Percentage
Strongly Agree	530	17%
Agree	722	24%
Neither Agree nor Disagree	1,196	39%
Disagree	278	9%
Strongly Disagree	311	10%
Q184 total responses	3,037	
No response	25,935	
Survey total responses	28,972	

Forty-one per cent of respondents agreed or strongly agreed with our proposals for this qualification and 19% strongly disagreed or disagreed. We received 738 comments in relation to this qualification. Respondents generally agreed that although it would be preferable for students to undertake practical activities, the opportunity to use demonstrations or simulations would allow teachers to adhere to public health restrictions.

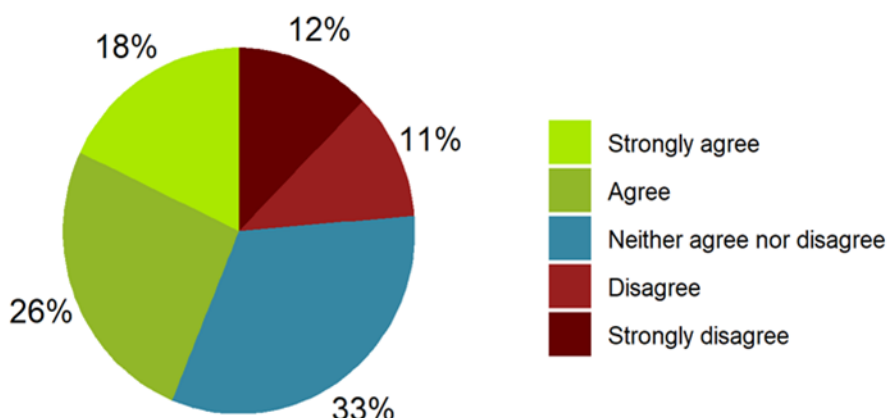
“Seems a sensible approach given the uncertainty about the pandemic and the necessary ongoing public health restrictions” (Teacher – responding in a personal capacity)

All comments mirrored those seen for GCSE physics, summarised above.

Q186. To what extent do you agree or disagree with the proposed assessment arrangements for A level physics in 2021?

Q187. Do you have any comments on the proposed assessment arrangements for A level physics in 2021?

For details of the proposals for this qualification, please see the consultation document, page 42.



Q186 responses	Count	Percentage
Strongly Agree	571	18%
Agree	824	26%
Neither Agree nor Disagree	1,036	33%
Disagree	358	11%
Strongly Disagree	396	12%
Q186 total responses		3,185
No response		25,787
Survey total responses		28,972

Forty-four per cent of respondents agreed or strongly agreed with our proposals for this qualification and 23% strongly disagreed or disagreed. Forty-seven per cent of teachers and 50% of schools and colleges were supportive of the proposals. We received 1,086 comments in relation to this qualification.

Similar comments were made about content, optionality, non-examination assessment and teacher grades as were made for GCSE and AS physics, as well as about the challenges that public health restrictions would place on the ability to complete practical work.

Many respondents expressed concern about the ability of schools to meet the requirements of the Practical Endorsement. This comment was made in light of public health restrictions and lost teaching time. Teachers asked for more guidance on the number of practical activities that will need to be completed.

“My concern is whether the actual carrying out of practicals may be difficult to do given the need to handle and/or share equipment - I anticipate that it is likely that schools may say that any subjects where equipment is shared, the risk of cross-contamination is one they would be unwilling to allow.” (Teacher – responding in a personal capacity)

Some respondents suggested that it would be safer and fairer to remove the Practical Endorsement for the 2021 cohort.

“It would greatly help if you remove the assessment burden of the practical endorsement for the 2021 cohort completely.” (SLT – Senior leadership team)

As for GCSE and AS physics, respondents expressed concern about the ability of students to answer questions on the exam papers that indirectly assess practical skills if requirements for practical work have been reduced.

“We would like clarification as to whether students will be asked examination questions on practicals as their reduced experience of practicals will disadvantage them and the inclusion of questions on this subject would not effectively free up teaching time.” (School or college)

Some respondents suggested that monitoring visits for the Practical Endorsement should be suspended for 2020/2021.

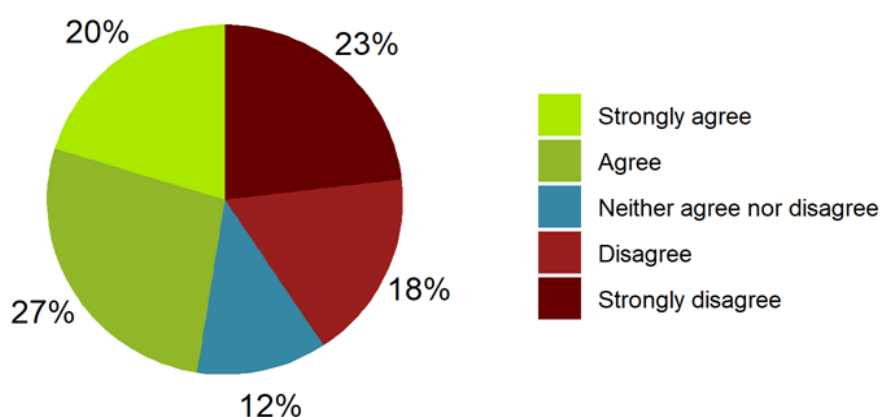
“I think the requirement for CPAC should be suspended for next academic year and no centre monitoring. There will be enough pressure on all without the CPAC.” (Teacher – responding in a personal capacity)

Politics

Q188. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level politics in 2021?

Q189. Do you have any comments on the proposed assessment arrangements for AS and A level politics in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 42.



Q188 responses	Count	Percentage
Strongly Agree	169	20%
Agree	227	27%
Neither Agree nor Disagree	99	12%
Disagree	146	18%
Strongly Disagree	193	23%
Q188 total responses	834	
No response		28,138
Survey total responses	28,972	

Forty-seven per cent of the responses to this question agreed or strongly agreed with the proposal to maintain the assessment arrangements, while 41% disagreed or strongly disagreed. This varied across respondent groups, with 55% of students

disagreeing and strongly disagreeing and 53% of teachers agreeing and strongly agreeing.

We received 467 comments in relation to these qualifications. Many of the comments, whether from those who agreed or disagreed with the proposal, suggested that given the lost teaching time there would be too much content to cover.

Some respondents suggested removing or making elements of the content optional to allow centres to decide which elements to teach and which to omit.

“I am disappointed that there is no room for optional elements in A Level Politics like there is with GCSE history. It would be perfectly possible to say that students could miss the non-core ideology or only study 2 of 3 core ideologies without losing assessment of a skill. The content for A Level Politics is enormous and it will be a struggle to get through the content in enough time.” (Teacher)

Others felt that an element of coursework would be helpful and would provide flexibility should students need to take more time off school before the exams.

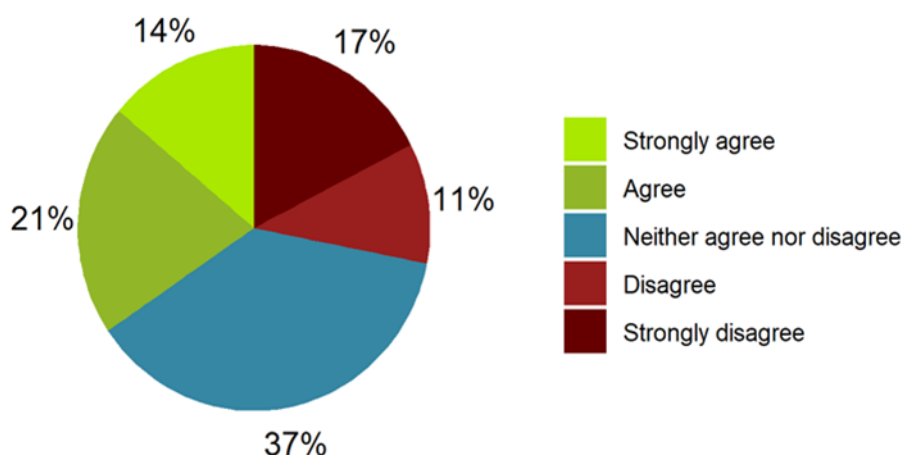
“There should be some coursework... for politics students... e.g. an essay ... on how COVID-19 has and will affect politics worldwide” (Student)

Psychology

Q190. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE psychology in 2021?

Q191. Do you have any comments on the proposed assessment arrangements for GCSE psychology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q190 responses	Count	Percentage
Strongly Agree	242	14%
Agree	358	21%
Neither Agree nor Disagree	651	37%
Disagree	185	11%
Strongly Disagree	304	17%
Q190 total responses		1,740
No response		27,232
Survey total responses		28,972

Thirty-five per cent of the responses to this question agreed or strongly agreed with the proposal and 28% disagreed or strongly disagreed. Most respondent groups showed a similar level of agreement, however, those identifying as students were overall not in favour of the proposal. We received 459 comments in relation to this qualification.

Many, whether or not supportive of the proposals, suggested that the lost teaching time would make it difficult to cover all the content. Some suggested that elements of the content should be made optional to allow centres to choose which topics to focus on and which they could leave out. Some suggested that teacher assessment or coursework should be taken into account in the final grade.

“I think exams should take place in 2021, but some choice over the topics should be included as so much learning time has been lost. For example, 4 topics out of 5 on paper 1.” (Teacher – responding in a personal capacity)

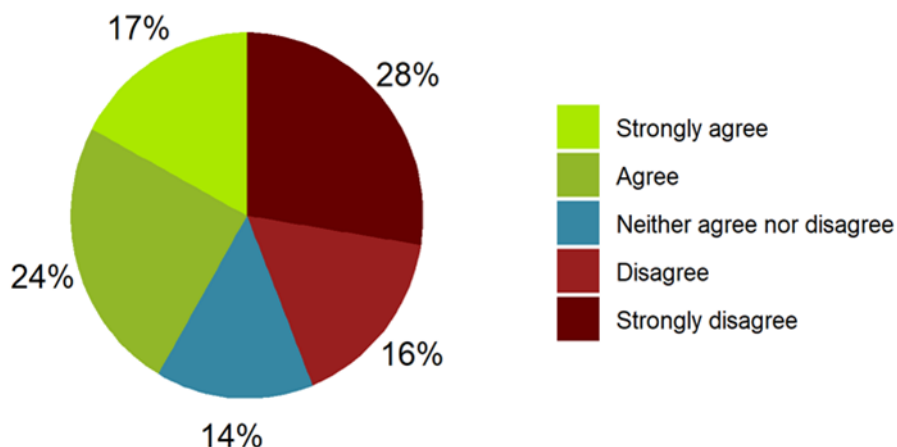
“The mode of assessment is not a concern in light of effects of COVID-19 and lockdown- it is the breadth and amount of content that is a concern to me as a teacher.” (Teacher responding in a personal capacity, strongly agree)

“I think it would be better if I was 70% examination and 30% group experiment/study on a project.” (Student)

Q192. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level psychology in 2021?

Q193. Do you have any comments on the proposed assessment arrangements for AS and A level psychology in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 42.



Q192 responses	Count	Percentage
Strongly Agree	334	17%
Agree	477	24%
Neither Agree nor Disagree	282	14%
Disagree	319	16%
Strongly Disagree	537	28%
Q192 total responses		1,949
No response		27,023
Survey total responses		28,972

Forty-one per cent of the responses to this question agreed or strongly agreed with the proposal and 44% disagreed or strongly disagreed. Those responding as schools, teachers and senior leadership teams were broadly in favour of the proposal, however, students were overall not in favour of the proposal. We received 1,017 comments about these qualifications.

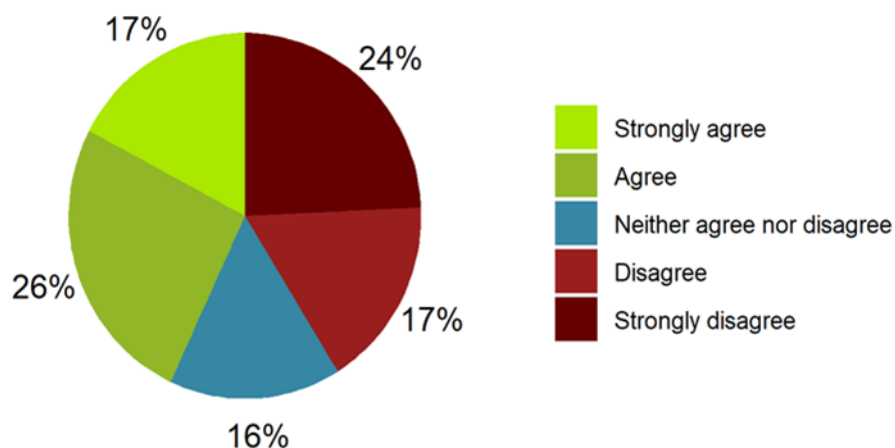
The comments received for mirrored those received for GCSE psychology reported above.

Religious studies

Q194. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE religious studies in 2021?

Q195. Do you have any comments on the proposed assessment arrangements for GCSE religious studies in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q194 responses	Count	Percentage
Strongly Agree	404	17%
Agree	604	26%
Neither Agree nor Disagree	369	16%
Disagree	395	17%
Strongly Disagree	568	24%
Q194 total responses		2,340
No response		26,632
Survey total responses		28,972

Forty-three per cent of responses agreed or strongly agreed with the proposal and 41% disagreed or strongly disagreed. Most respondent groups showed a similar level of disagreement to the proposal, although parents and those identifying as senior leadership teams were more likely to agree or strongly agree. We received 1,253 comments in relation to this qualification.

Many respondents were concerned that the content could not be covered because of lost teaching time. Some argued that elements of the content should be made optional to allow centres to choose which topics to focus on and which to leave out. Many respondents asked why content might be reduced in other humanities subjects but not in religious studies. Many respondents felt that teacher assessment or coursework should be taken into account in the final grade. A few respondents were concerned about the potential devaluing of religious studies as a subject.

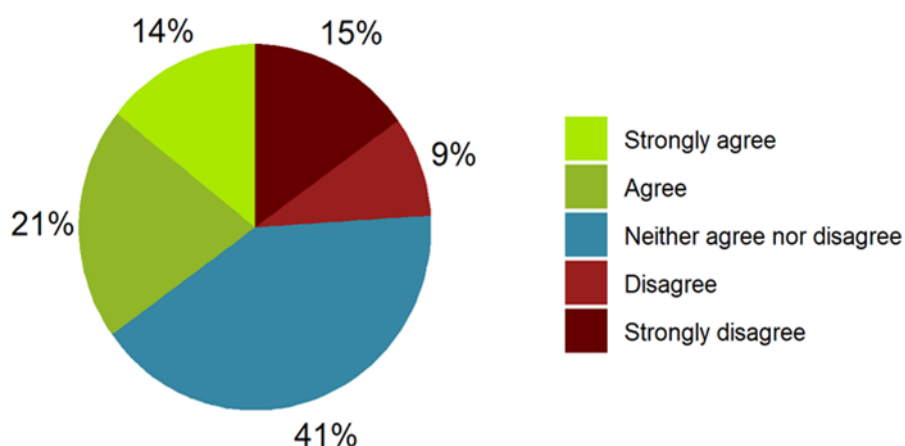
“A choice system should be implemented similar to history. RS already often suffers in schools due to lack of teaching time - squeezed into core time and given fewer lessons than other humanities and often with whole school cohort entries.” (Teacher - responding in a personal capacity)

“Creating more teaching time in history and geography but not in religious studies is not reasonable. It introduces far more pressure on teachers and students going forwards. Moreover, the increased pressure this places on students will have a tangible impact on the reputation of the subject moving forwards.” (Teacher - responding in a personal capacity)

Q196. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE religious studies (short course) in 2021?

Q197. Do you have any comments on the proposed assessment arrangements for GCSE religious studies (short course) in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q196 responses	Count	Percentage
Strongly Agree	261	14%
Agree	376	21%
Neither Agree nor Disagree	749	41%
Disagree	162	9%
Strongly Disagree	275	15%
Q196 total responses		1,823
No response		27,149
Survey total responses		28,972

Thirty-five per cent of the responses to this question agreed or strongly agreed with the proposal and 24% disagreed or strongly disagreed. We received 432 comments in relation to this qualification.

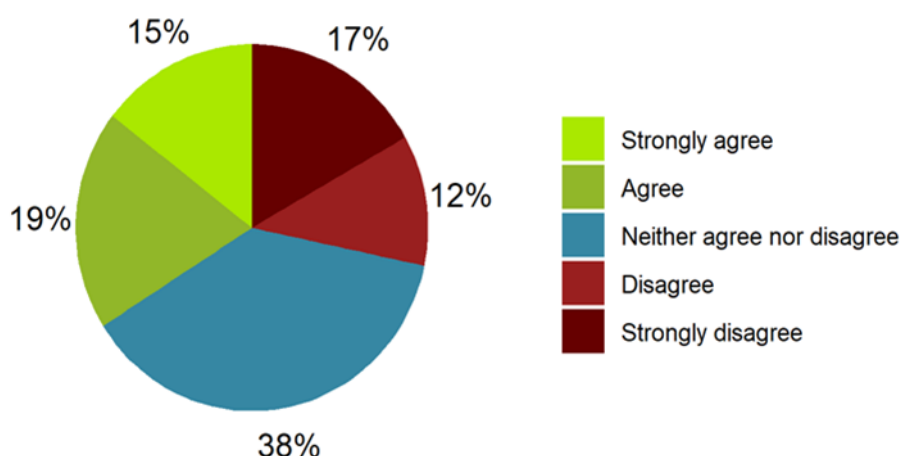
Although more respondents were in favour of the proposal, the comments made for the religious studies GCSE short course generally mirrored those for the full course.

“The arrangements should remain the same, in order that schools and students remain incentivised to learn about all religious faiths and that other subjects that may be seen to be more 'core' are not prioritised ahead of others.” (Other representative or interest group - Equality organisation or group)

Q198. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level religious studies in 2021?

Q199. Do you have any comments on the proposed assessment arrangements for AS and A level religious studies in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 43.



Q198 responses	Count	Percentage
Strongly Agree	270	15%
Agree	360	19%
Neither Agree nor Disagree	698	38%
Disagree	214	12%
Strongly Disagree	311	17%
Q198 total responses		1,853
No response		27,119
Survey total responses		28,972

Thirty-four per cent of the responses to this question agreed or strongly agreed with the proposal and 29% disagreed or strongly disagreed; 38% neither agreed nor disagreed. We received 655 comments in relation to these qualifications. Most respondent groups showed a similar level of agreement, although those identifying as students were more likely to disagree,

The comments for AS and A level religious studies were consistent with those for the GCSE and GCSE short course

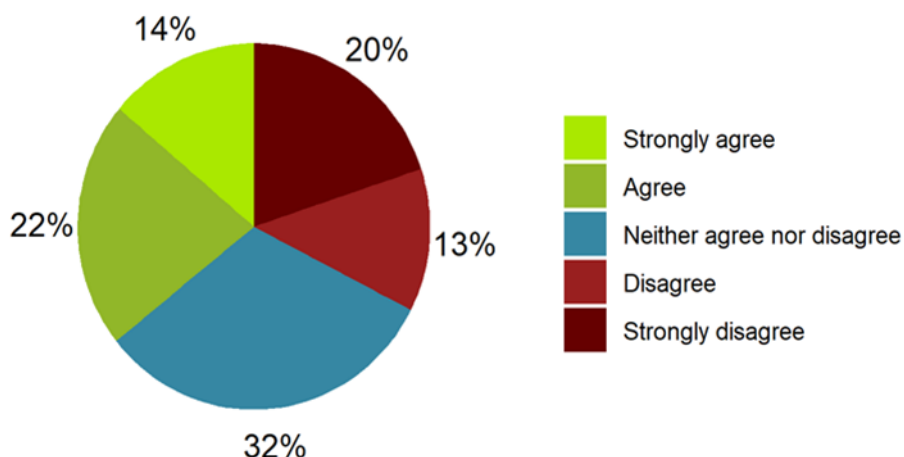
“A level students have missed out on 3 months of learning and are expected to learn the same amount of content and perform as well as they are expected to but that’s not realistic.” (Student)

Sociology

Q200. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE sociology in 2021?

Q201. Do you have any comments on the proposed assessment arrangements for GCSE sociology in 2021?

For details of the proposals for this qualification, please see the consultation document, page 25.



Q200 responses	Count	Percentage
Strongly Agree	168	14%
Agree	265	22%
Neither Agree nor Disagree	385	32%
Disagree	153	13%
Strongly Disagree	241	20%
Q200 total responses		1,212
No response		27,760
Survey total responses		28,972

Thirty-six per cent of the responses to this question agreed or strongly agreed with the proposal and 33% disagreed or strongly disagreed. We received 411 comments in relation to this qualification. Most respondent groups had a similar level of agreement overall supporting the proposal. Those identifying as students were more likely to disagree with the proposal.

Many argued that the content could not be covered because of lost teaching time. Some suggested that elements of the content should be made optional to allow centres to choose which topics to focus on and which they could leave out. A few respondents said that centre assessed grades should contribute towards the final grade.

“The style of assessment shouldn't change as this would again, create panic amongst students who have been preparing for an examination style assessment. The exam just needs to be adapted to reflect time missed.”
(Teacher - responding in a personal capacity)

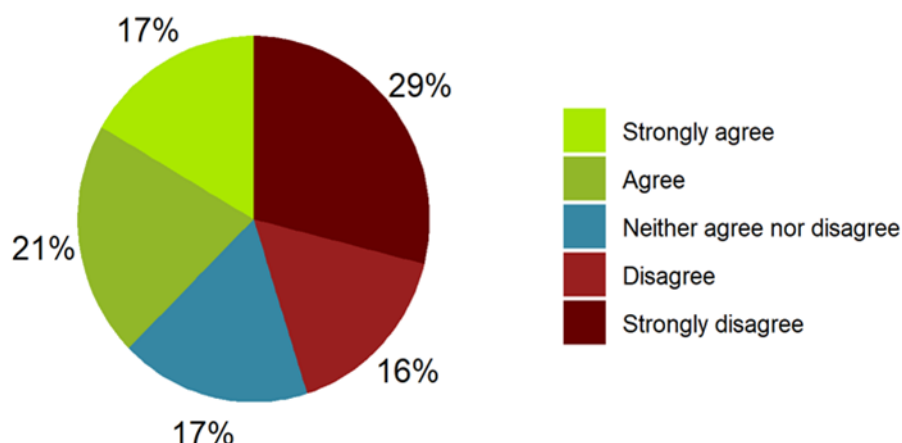
“Factor in at least 25% to 40% of final grade to be based on CAG. There has been too much disruption to the exam cohort of 2021 to continue with 100% exam.” (Teacher - responding in a personal capacity)

“We cannot permit the exams to go ahead unchanged. There should, at least, be a reduction in curriculum content. However, examination is the best form of assessment.” (Student)

Q202. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level sociology in 2021?

Q203. Do you have any comments on the proposed assessment arrangements for AS and A level sociology in 2021?

For details of the proposals for these qualifications, please see the consultation document, page 43.



Q202 responses	Count	Percentage
Strongly Agree	213	17%
Agree	267	21%
Neither Agree nor Disagree	224	17%
Disagree	207	16%
Strongly Disagree	371	29%
Q202 total responses		1,282
No response		27,690
Survey total responses		28,972

Thirty-eight per cent of the responses to this question agreed or strongly agreed with the proposal and 45% disagreed or strongly disagreed. We received 680 comments in relation to these qualifications. Teachers, senior leadership teams and those responding on behalf of schools had a similar level of agreement overall supporting the proposal. Students and parents or carers were more likely to disagree with the proposal.

The comments for AS and A level sociology mirrored those for GCSE sociology.

“There is a great deal of content to get through in order for students to complete the three A level papers - exams should certainly be slimmed down for students to achieve their expected grades, or they will be disadvantaged if the full papers remain as they are.” (Teacher - responding in a personal capacity)

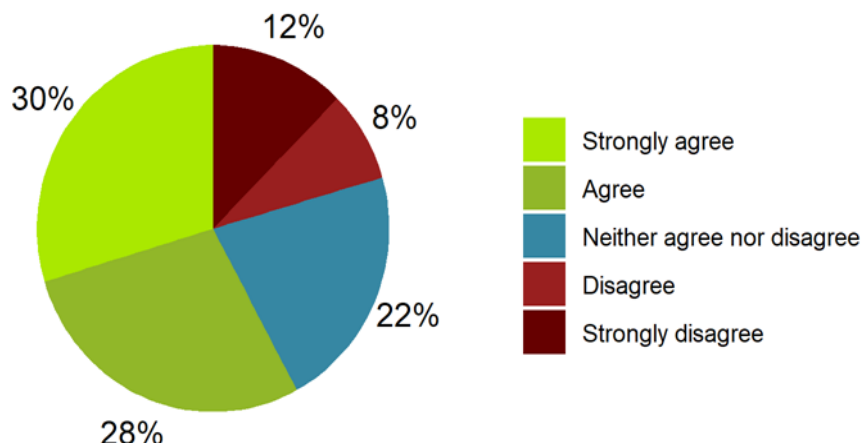
“Consider a portion of the grade being a teacher prediction to make accommodations to the fact that teaching time has been limited. Teachers know students’ potential.” (Student)

Statistics

Q204. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE statistics in 2021?

Q205. Do you have any comments on the proposed assessment arrangements for GCSE statistics in 2021?

For details of the proposal for this qualification, please see the consultation document, page 25.



Q204 responses	Count	Percentage
Strongly Agree	81	30%
Agree	77	28%
Neither Agree nor Disagree	59	22%
Disagree	22	8%
Strongly Disagree	34	12%
Q204 total responses	273	
No response		28,699
Survey total responses	28,972	

Fifty-eight per cent of respondents agreed or strongly agreed with our proposal and 20% disagreed or strongly disagreed. We received 72 comments in relation to this qualification.

Comments in support of the proposal mentioned the importance of student familiarity.

“It’s what we know and therefore no one will be disadvantaged as grade boundaries are not predetermined but done in light of a cohort’s performance.” (Teacher – responding in a personal capacity)

Some respondents argued for the need to reduce content and suggested the use of teacher assessment.

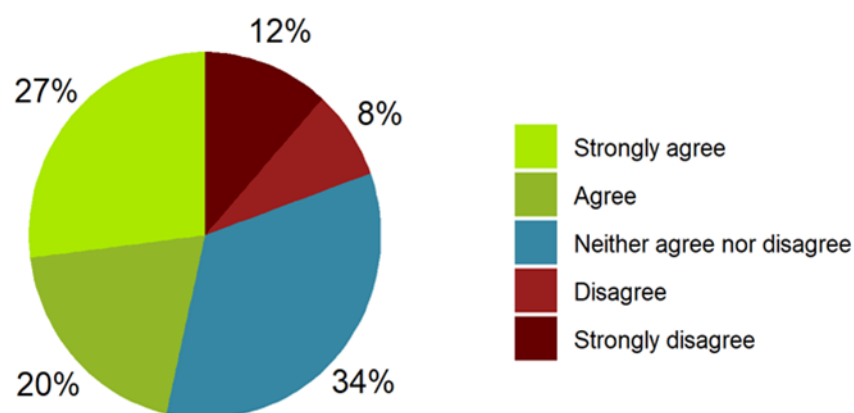
“Every student has missed out a very large and essential part of the GCSE Statistics curriculum, therefore it is essential to cut down the exam content.” (Student)

“Some use of teacher assessment would help mitigate against the effects of COVID-19 on the opportunities for students to study - teachers are best placed to know which students have been most adversely affected and also their true potential. Statistics can easily lend itself to coursework.” (Teacher – responding in a personal capacity)

Q206. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level statistics in 2021?

Q207. Do you have any comments on the proposed assessment arrangements for AS and A level statistics in 2021?

For details of the proposal for these qualifications, please see the consultation document, page 43.



Q206 responses	Count	Percentage
Strongly Agree	65	27%
Agree	47	20%
Neither Agree nor Disagree	82	34%
Disagree	19	8%
Strongly Disagree	28	12%
Q206 total responses	241	
No response	28,731	
Survey total responses	28,972	

Forty-seven per cent of respondents agreed or strongly agreed with our proposal for these qualifications and 20% disagreed or strongly disagreed. We received 47 comments in relation to these qualifications.

All comments mirrored those for GCSE statistics, summarised above.

Appendix A – breakdown of the responses for each question by respondent group⁶

Q14. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level accounting in 2021?

Q14	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	32%	4	21%	2	11%	1	5%	6	32%	19
Academy chain	1	100%	0	0%	0	0%	0	0%	0	0%	1
Awarding body or exam board	1	50%	1	50%	0	0%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	25%	1	25%	1	25%	1	25%	4
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	3	30%	2	20%	1	10%	0	0%	4	40%	10
University or higher education institution	1	50%	0	0%	0	0%	0	0%	1	50%	2
Personal	23	13%	28	16%	54	31%	23	13%	48	27%	176
Awarding organisation employee	1	100%	0	0%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	20%	2	40%	1	20%	0	0%	1	20%	5
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	1	20%	1	20%	0	0%	1	20%	2	40%	5
Parent or carer	2	4%	6	12%	26	51%	4	8%	13	25%	51
SLT (Senior leadership team)	4	19%	4	19%	7	33%	2	10%	4	19%	21
Student	5	10%	6	12%	9	18%	12	24%	18	36%	50
Student - private, home-educated of any age	0	0%	0	0%	0	0%	0	0%	1	100%	1
Teacher (responding in a personal capacity)	9	23%	9	23%	11	28%	4	10%	6	15%	39

No response 28,777

Q16. To what extent do you agree or disagree that centres should have a choice of topics on which their students will answer questions for GCSE ancient history exams in 2021?

Q16	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	5	28%	6	33%	3	17%	0	0%	4	22%	18
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	2	50%	1	25%	0	0%	1	25%	4
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	4	36%	3	27%	1	9%	0	0%	3	27%	11
University or higher education institution	1	50%	0	0%	1	50%	0	0%	0	0%	2
Personal	107	52%	53	26%	35	17%	3	1%	9	4%	207
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	2	50%	1	25%	0	0%	0	0%	1	25%	4
Examiner	2	50%	2	50%	0	0%	0	0%	0	0%	4
Exams officer or manager	0	0	0	0	0	0	0	0	0	0	0
Governor	0	0%	1	50%	0	0%	0	0%	1	50%	2
Other	3	75%	1	25%	0	0%	0	0%	0	0%	4
Parent or carer	18	33%	19	35%	13	24%	2	4%	3	5%	55
SLT (Senior leadership team)	11	52%	3	14%	6	29%	0	0%	1	5%	21
Student	17	55%	9	29%	4	13%	1	3%	0	0%	31
Student - private, home-educated of any age	1	100%	0	0%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	53	63%	16	19%	12	14%	0	0%	3	4%	84

No response 28,747

⁶ Respondents to the consultation self-identified the group to which they belonged. The number of responses reported in the tables are based on these unverified self-descriptions.

Q17. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE ancient history exams in 2021?

Q17	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	12%	6	35%	5	29%	2	12%	2	12%	17
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	2	50%	1	25%	0	0%	1	25%	4
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	20%	2	20%	3	30%	2	20%	1	10%	10
University or higher education institution	0	0%	1	50%	1	50%	0	0%	0	0%	2
Personal	64	32%	52	26%	58	29%	13	6%	15	7%	202
Awarding organisation employee	0	0%	0	0%	1	100%	0	0%	0	0%	1
Consultant	1	25%	1	25%	0	0%	0	0%	2	50%	4
Examiner	1	25%	3	75%	0	0%	0	0%	0	0%	4
Exams officer or manager	0	0	0	0	0	0	0	0	0	0	0
Governor	0	0%	0	0%	0	0%	1	50%	1	50%	2
Other	2	50%	1	25%	1	25%	0	0%	0	0%	4
Parent or carer	11	20%	13	24%	24	44%	2	4%	4	7%	54
SLT (Senior leadership team)	10	50%	2	10%	6	30%	1	5%	1	5%	20
Student	6	20%	8	27%	10	33%	4	13%	2	7%	30
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	33	40%	23	28%	16	20%	5	6%	5	6%	82

No response 28,753

Q19. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level ancient history in 2021?

Q19	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	3	19%	4	25%	3	19%	1	6%	5	31%	16
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	3	27%	2	18%	2	18%	1	9%	3	27%	11
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	32	18%	38	21%	65	37%	12	7%	31	17%	178
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	1	25%	0	0%	1	25%	2	50%	4
Examiner	1	25%	3	75%	0	0%	0	0%	0	0%	4
Exams officer or manager	0	0	0	0	0	0	0	0	0	0	0
Governor	1	50%	0	0%	0	0%	0	0%	1	50%	2
Other	1	25%	2	50%	0	0%	1	25%	0	0%	4
Parent or carer	2	5%	8	18%	25	57%	3	7%	6	14%	44
SLT (Senior leadership team)	5	28%	0	0%	9	50%	1	6%	3	17%	18
Student	4	17%	5	22%	8	35%	1	4%	5	22%	23
Student - private, home-educated of any age	1	100%	0	0%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	17	22%	18	23%	23	30%	5	6%	14	18%	77

No response 28,778

Q21. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE art and design in 2021?

Q21	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	133	63%	44	21%	17	8%	11	5%	7	3%	212
Academy chain	10	77%	3	23%	0	0%	0	0%	0	0%	13
Awarding body or exam board	2	33%	3	50%	0	0%	1	17%	0	0%	6
Employer	1	100%	0	0%	0	0%	0	0%	0	0%	1
Local authority	2	50%	1	25%	0	0%	1	25%	0	0%	4
Other representative or interest group	2	25%	2	25%	3	38%	1	12%	0	0%	8
Private training provider	0	0%	0	0%	0	0%	0	0%	1	100%	1
School or college	115	65%	34	19%	14	8%	8	5%	6	3%	177
University or higher education institution	1	50%	1	50%	0	0%	0	0%	0	0%	2
Personal	1,185	54%	582	27%	220	10%	114	5%	87	4%	2,188
Awarding organisation employee	4	57%	2	29%	0	0%	0	0%	1	14%	7
Consultant	3	43%	0	0%	1	14%	1	14%	2	29%	7
Examiner	8	53%	0	0%	0	0%	3	20%	4	27%	15
Exams officer or manager	29	46%	27	43%	3	5%	3	5%	1	2%	63
Governor	4	50%	3	38%	0	0%	1	12%	0	0%	8
Other	11	52%	5	24%	1	5%	3	14%	1	5%	21
Parent or carer	285	46%	198	32%	76	12%	32	5%	27	4%	618
SLT (Senior leadership team)	132	67%	47	24%	8	4%	6	3%	5	3%	198
Student	166	38%	127	29%	97	22%	33	8%	10	2%	433
Student - private, home-educated of any age	5	56%	3	33%	1	11%	0	0%	0	0%	9
Teacher (responding in a personal capacity)	538	67%	170	21%	33	4%	32	4%	36	4%	809

No response 26,572

Q23. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level art and design in 2021?

Q23	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	97	53%	42	23%	31	17%	8	4%	6	3%	184
Academy chain	9	75%	3	25%	0	0%	0	0%	0	0%	12
Awarding body or exam board	1	17%	4	67%	0	0%	1	17%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	1	25%	1	25%	1	25%	1	25%	0	0%	4
Other representative or interest group	3	38%	2	25%	2	25%	1	12%	0	0%	8
Private training provider	0	0%	0	0%	0	0%	0	0%	1	100%	1
School or college	82	54%	32	21%	27	18%	5	3%	5	3%	151
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	886	46%	443	23%	451	23%	89	5%	78	4%	1,947
Awarding organisation employee	4	67%	1	17%	0	0%	0	0%	1	17%	6
Consultant	3	43%	0	0%	1	14%	1	14%	2	29%	7
Examiner	7	50%	1	7%	1	7%	2	14%	3	21%	14
Exams officer or manager	24	42%	18	32%	11	19%	3	5%	1	2%	57
Governor	3	43%	2	29%	1	14%	1	14%	0	0%	7
Other	9	45%	7	35%	1	5%	2	10%	1	5%	20
Parent or carer	155	32%	102	21%	200	41%	15	3%	18	4%	490
SLT (Senior leadership team)	103	57%	37	20%	35	19%	3	2%	4	2%	182
Student	139	35%	112	28%	98	25%	31	8%	16	4%	396
Student - private, home-educated of any age	2	40%	0	0%	3	60%	0	0%	0	0%	5
Teacher (responding in a personal capacity)	437	57%	163	21%	100	13%	31	4%	32	4%	763

No response 26,841

Q25. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE astronomy in 2021?

Q25	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	0	0%	3	33%	2	22%	0	0%	4	44%	9
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	50%	1	50%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	0	0%	1	25%	0	0%	0	0%	3	75%	4
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	40	28%	31	22%	42	30%	12	9%	16	11%	141
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	25%	2	50%	1	25%	0	0%	0	0%	4
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	3	50%	0	0%	0	0%	2	33%	1	17%	6
Parent or carer	4	11%	9	24%	19	51%	2	5%	3	8%	37
SLT (Senior leadership team)	8	42%	1	5%	7	37%	0	0%	3	16%	19
Student	7	22%	10	31%	5	16%	6	19%	4	12%	32
Student - private, home-educated of any age	1	50%	0	0%	1	50%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	16	43%	7	19%	9	24%	2	5%	3	8%	37

No response 28,822

Q27. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE biblical Hebrew in 2021?

Q27	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	1	12%	2	25%	1	12%	0	0%	4	50%	8
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	25%	0	0%	0	0%	0	0%	3	75%	4
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	15	18%	11	13%	38	45%	3	4%	17	20%	84
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	100%	0	0%	0	0%	0	0%	0	0%	1
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	1	50%	1	50%	0	0%	0	0%	0	0%	2
Parent or carer	2	7%	3	10%	18	62%	1	3%	5	17%	29
SLT (Senior leadership team)	3	21%	0	0%	7	50%	0	0%	4	29%	14
Student	3	23%	2	15%	4	31%	1	8%	3	23%	13
Student - private, home-educated of any age	0	0	0	0	0	0	0	0	0	0	0
Teacher (responding in a personal capacity)	5	24%	3	14%	9	43%	1	5%	3	14%	21

No response 28,880

Q29. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level biblical Hebrew in 2021?

Q29	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	1	11%	3	33%	1	11%	0	0%	4	44%	9
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	2	100%	0	0%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	25%	0	0%	0	0%	0	0%	3	75%	4
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	15	20%	10	13%	33	43%	2	3%	16	21%	76
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	100%	0	0%	0	0%	0	0%	0	0%	1
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	2	67%	1	33%	0	0%	0	0%	0	0%	3
Parent or carer	2	8%	3	12%	16	62%	0	0%	5	19%	26
SLT (Senior leadership team)	3	23%	0	0%	6	46%	0	0%	4	31%	13
Student	3	30%	1	10%	3	30%	1	10%	2	20%	10
Student - private, home-educated of any age	0	0	0	0	0	0	0	0	0	0	0
Teacher (responding in a personal capacity)	4	21%	3	16%	8	42%	1	5%	3	16%	19

No response 28,887

Q31. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE biology in 2021?

Q31	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	78	33%	79	33%	23	10%	25	11%	33	14%	238
Academy chain	3	20%	5	33%	3	20%	0	0%	4	27%	15
Awarding body or exam board	1	12%	5	62%	2	25%	0	0%	0	0%	8
Employer	1	33%	0	0%	0	0%	0	0%	2	67%	3
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	2	9%	6	27%	4	18%	3	14%	7	32%	22
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	70	38%	58	32%	12	7%	22	12%	20	11%	182
University or higher education institution	0	0%	3	75%	1	25%	0	0%	0	0%	4
Personal	1,100	24%	1,498	32%	660	14%	755	16%	645	14%	4,658
Awarding organisation employee	2	40%	1	20%	0	0%	1	20%	1	20%	5
Consultant	0	0%	3	25%	0	0%	4	33%	5	42%	12
Examiner	6	35%	1	6%	0	0%	4	24%	6	35%	17
Exams officer or manager	18	34%	26	49%	4	8%	3	6%	2	4%	53
Governor	1	10%	5	50%	0	0%	0	0%	4	40%	10
Other	10	20%	19	37%	7	14%	5	10%	10	20%	51
Parent or carer	331	23%	528	37%	185	13%	217	15%	154	11%	1,415
SLT (Senior leadership team)	98	34%	81	28%	15	5%	55	19%	36	13%	285
Student	211	15%	375	27%	353	26%	254	18%	189	14%	1,382
Student - private, home-educated of any age	12	36%	6	18%	5	15%	6	18%	4	12%	33
Teacher (responding in a personal capacity)	411	29%	453	32%	91	7%	206	15%	234	17%	1,395

No response 24,076

Q33. To what extent do you agree or disagree with the proposed assessment arrangements for AS biology in 2021?

Q33	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	46	24%	41	22%	71	38%	8	4%	23	12%	189
Academy chain	4	33%	1	8%	4	33%	0	0%	3	25%	12
Awarding body or exam board	1	17%	3	50%	2	33%	0	0%	0	0%	6
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	0	0%	1	33%	2	67%	0	0%	0	0%	3
Other representative or interest group	2	10%	8	38%	3	14%	3	14%	5	24%	21
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	38	27%	27	19%	56	40%	5	4%	14	10%	140
University or higher education institution	0	0%	1	33%	2	67%	0	0%	0	0%	3
Personal	672	17%	947	24%	1,481	38%	422	11%	425	11%	3,947
Awarding organisation employee	1	20%	1	20%	2	40%	1	20%	0	0%	5
Consultant	0	0%	3	25%	1	8%	5	42%	3	25%	12
Examiner	5	31%	1	6%	4	25%	3	19%	3	19%	16
Exams officer or manager	14	27%	16	31%	16	31%	3	6%	2	4%	51
Governor	1	12%	2	25%	4	50%	0	0%	1	12%	8
Other	8	17%	16	33%	10	21%	3	6%	11	23%	48
Parent or carer	134	13%	205	20%	541	53%	73	7%	65	6%	1,018
SLT (Senior leadership team)	74	29%	57	22%	76	30%	31	12%	17	7%	255
Student	133	11%	269	23%	472	39%	156	13%	165	14%	1,195
Student - private, home-educated of any age	8	31%	4	15%	8	31%	2	8%	4	15%	26
Teacher (responding in a personal capacity)	294	22%	373	28%	347	26%	145	11%	154	12%	1,313

No response 24,836

Q35. To what extent do you agree or disagree with the proposed assessment arrangements for A level biology in 2021?

Q35	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	53	25%	55	26%	50	24%	21	10%	33	16%	212
Academy chain	4	33%	1	8%	4	33%	0	0%	3	25%	12
Awarding body or exam board	1	17%	3	50%	0	0%	1	17%	1	17%	6
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	1	5%	8	38%	3	14%	2	10%	7	33%	21
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	46	28%	40	25%	39	24%	17	10%	21	13%	163
University or higher education institution	0	0%	1	33%	1	33%	1	33%	0	0%	3
Personal	707	17%	1,064	26%	1,273	31%	502	12%	555	14%	4,101
Awarding organisation employee	1	20%	0	0%	2	40%	1	20%	1	20%	5
Consultant	0	0%	4	33%	3	25%	1	8%	4	33%	12
Examiner	6	40%	0	0%	2	13%	3	20%	4	27%	15
Exams officer or manager	16	32%	20	40%	8	16%	3	6%	3	6%	50
Governor	2	22%	1	11%	3	33%	0	0%	3	33%	9
Other	10	20%	15	31%	12	24%	3	6%	9	18%	49
Parent or carer	151	14%	247	23%	503	47%	70	7%	91	9%	1,062
SLT (Senior leadership team)	73	28%	66	25%	58	22%	40	15%	26	10%	263
Student	157	12%	333	26%	353	27%	224	17%	229	18%	1,296
Student - private, home-educated of any age	7	25%	6	21%	9	32%	1	4%	5	18%	28
Teacher (responding in a personal capacity)	284	22%	372	28%	320	24%	156	12%	180	14%	1,312

No response 24,659

Q37. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE business in 2021?

Q37	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	30	29%	23	22%	17	16%	15	14%	19	18%	104
Academy chain	3	50%	2	33%	0	0%	0	0%	1	17%	6
Awarding body or exam board	1	20%	2	40%	0	0%	2	40%	0	0%	5
Employer	0	0%	0	0%	0	0%	0	0%	1	100%	1
Local authority	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other representative or interest group	1	12%	1	12%	2	25%	2	25%	2	25%	8
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	24	30%	18	22%	15	19%	10	12%	14	17%	81
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	304	21%	362	26%	285	20%	207	15%	259	18%	1,417
Awarding organisation employee	1	50%	1	50%	0	0%	0	0%	0	0%	2
Consultant	0	0%	0	0%	1	33%	0	0%	2	67%	3
Examiner	3	33%	2	22%	1	11%	0	0%	3	33%	9
Exams officer or manager	17	46%	17	46%	2	5%	0	0%	1	3%	37
Governor	2	40%	2	40%	0	0%	1	20%	0	0%	5
Other	3	33%	3	33%	1	11%	0	0%	2	22%	9
Parent or carer	67	15%	119	27%	100	23%	76	17%	81	18%	443
SLT (Senior leadership team)	44	35%	30	24%	25	20%	13	10%	13	10%	125
Student	54	13%	91	21%	96	22%	79	18%	110	26%	430
Student - private, home-educated of any age	0	0%	1	9%	7	64%	2	18%	1	9%	11
Teacher (responding in a personal capacity)	113	33%	96	28%	52	15%	36	10%	46	13%	343

No response 27,451

Q39. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level business in 2021?

Q39	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	26	27%	24	25%	21	22%	7	7%	17	18%	95
Academy chain	3	50%	2	33%	0	0%	0	0%	1	17%	6
Awarding body or exam board	1	20%	3	60%	0	0%	1	20%	0	0%	5
Employer	0	0%	0	0%	0	0%	0	0%	1	100%	1
Local authority	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other representative or interest group	1	12%	2	25%	1	12%	2	25%	2	25%	8
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	20	28%	17	24%	20	28%	3	4%	12	17%	72
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	263	20%	257	20%	386	30%	149	12%	233	18%	1,288
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	0	0%	0	0%	0	0%	0	0%	4	100%	4
Examiner	3	50%	2	33%	0	0%	0	0%	1	17%	6
Exams officer or manager	17	47%	14	39%	3	8%	0	0%	2	6%	36
Governor	0	0%	2	40%	1	20%	1	20%	1	20%	5
Other	3	27%	5	45%	1	9%	0	0%	2	18%	11
Parent or carer	37	10%	61	17%	167	47%	36	10%	54	15%	355
SLT (Senior leadership team)	40	34%	24	20%	36	31%	10	8%	8	7%	118
Student	51	12%	64	16%	96	23%	71	17%	129	31%	411
Student - private, home-educated of any age	1	9%	0	0%	5	45%	1	9%	4	36%	11
Teacher (responding in a personal capacity)	111	34%	84	26%	76	23%	30	9%	28	9%	329

No response 27,589

Q41. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE chemistry in 2021?

Q41	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	67	30%	70	32%	23	10%	21	9%	41	18%	222
Academy chain	3	20%	5	33%	2	13%	1	7%	4	27%	15
Awarding body or exam board	0	0%	4	57%	3	43%	0	0%	0	0%	7
Employer	1	50%	0	0%	0	0%	0	0%	1	50%	2
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	3	14%	5	24%	4	19%	2	10%	7	33%	21
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	59	35%	51	30%	12	7%	18	11%	29	17%	169
University or higher education institution	0	0%	3	75%	1	25%	0	0%	0	0%	4
Personal	1,093	25%	1,388	32%	559	13%	658	15%	668	15%	4,366
Awarding organisation employee	2	40%	2	40%	0	0%	1	20%	0	0%	5
Consultant	0	0%	3	25%	0	0%	4	33%	5	42%	12
Examiner	5	29%	3	18%	0	0%	3	18%	6	35%	17
Exams officer or manager	19	38%	22	44%	4	8%	2	4%	3	6%	50
Governor	2	18%	3	27%	0	0%	2	18%	4	36%	11
Other	10	23%	15	34%	3	7%	5	11%	11	25%	44
Parent or carer	338	25%	498	36%	150	11%	201	15%	185	13%	1,372
SLT (Senior leadership team)	105	38%	76	27%	15	5%	44	16%	40	14%	280
Student	206	17%	337	28%	289	24%	203	17%	169	14%	1,204
Student - private, home-educated of any age	9	30%	6	20%	7	23%	4	13%	4	13%	30
Teacher (responding in a personal capacity)	397	30%	423	32%	91	7%	189	14%	241	18%	1,341

No response 24,384

Q43. To what extent do you agree or disagree with the proposed assessment arrangements for AS chemistry in 2021?

Q43	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	39	23%	39	23%	58	35%	8	5%	22	13%	166
Academy chain	3	33%	1	11%	2	22%	0	0%	3	33%	9
Awarding body or exam board	0	0%	3	60%	2	40%	0	0%	0	0%	5
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	2	11%	7	39%	2	11%	3	17%	4	22%	18
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	33	26%	25	20%	47	38%	5	4%	15	12%	125
University or higher education institution	0	0%	1	33%	2	67%	0	0%	0	0%	3
Personal	634	18%	835	24%	1,330	38%	333	9%	377	11%	3,509
Awarding organisation employee	1	20%	1	20%	1	20%	2	40%	0	0%	5
Consultant	0	0%	3	27%	1	9%	4	36%	3	27%	11
Examiner	4	25%	3	19%	4	25%	2	12%	3	19%	16
Exams officer or manager	13	28%	17	37%	11	24%	2	4%	3	7%	46
Governor	2	22%	1	11%	3	33%	1	11%	2	22%	9
Other	9	22%	12	30%	9	22%	2	5%	8	20%	40
Parent or carer	128	14%	161	17%	504	55%	60	7%	70	8%	923
SLT (Senior leadership team)	76	31%	54	22%	75	30%	22	9%	22	9%	249
Student	129	14%	209	22%	389	41%	104	11%	116	12%	947
Student - private, home-educated of any age	7	30%	5	22%	8	35%	2	9%	1	4%	23
Teacher (responding in a personal capacity)	265	21%	369	30%	325	26%	132	11%	149	12%	1,240

No response 25,297

Q45. To what extent do you agree or disagree with the proposed assessment arrangements for A level chemistry in 2021?

Q45	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	46	23%	56	28%	43	22%	17	9%	37	19%	199
Academy chain	5	42%	1	8%	3	25%	0	0%	3	25%	12
Awarding body or exam board	0	0%	4	67%	0	0%	1	17%	1	17%	6
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	2	11%	8	42%	2	11%	2	11%	5	26%	19
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	38	25%	40	26%	34	22%	13	8%	28	18%	153
University or higher education institution	0	0%	1	33%	1	33%	1	33%	0	0%	3
Personal	688	19%	926	25%	1,176	32%	415	11%	488	13%	3,693
Awarding organisation employee	1	20%	0	0%	2	40%	2	40%	0	0%	5
Consultant	0	0%	3	27%	3	27%	1	9%	4	36%	11
Examiner	6	38%	1	6%	2	12%	2	12%	5	31%	16
Exams officer or manager	18	37%	20	41%	6	12%	2	4%	3	6%	49
Governor	2	22%	0	0%	3	33%	2	22%	2	22%	9
Other	10	24%	12	29%	8	20%	2	5%	9	22%	41
Parent or carer	160	16%	195	20%	470	48%	57	6%	88	9%	970
SLT (Senior leadership team)	76	29%	64	25%	58	22%	31	12%	30	12%	259
Student	158	15%	260	25%	297	28%	165	16%	174	17%	1,054
Student - private, home-educated of any age	7	27%	8	31%	8	31%	2	8%	1	4%	26
Teacher (responding in a personal capacity)	250	20%	363	29%	319	25%	149	12%	172	14%	1,253

No response 25,080

Q47. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE citizenship studies in 2021?

Q47	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	7	28%	8	32%	1	4%	4	16%	5	20%	25
Academy chain	1	33%	0	0%	0	0%	1	33%	1	33%	3
Awarding body or exam board	2	67%	1	33%	0	0%	0	0%	0	0%	3
Employer	0	0%	0	0%	0	0%	1	100%	0	0%	1
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	4	27%	6	40%	0	0%	2	13%	3	20%	15
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	46	17%	71	27%	57	22%	39	15%	52	20%	265
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	50%	0	0%	0	0%	0	0%	1	50%	2
Examiner	0	0%	1	100%	0	0%	0	0%	0	0%	1
Exams officer or manager	3	38%	4	50%	1	12%	0	0%	0	0%	8
Governor	0	0%	1	50%	0	0%	0	0%	1	50%	2
Other	2	40%	1	20%	1	20%	0	0%	1	20%	5
Parent or carer	9	15%	15	25%	23	39%	4	7%	8	14%	59
SLT (Senior leadership team)	7	19%	10	27%	5	14%	6	16%	9	24%	37
Student	7	22%	7	22%	11	34%	3	9%	4	12%	32
Student - private, home-educated of any age	0	0	0	0	0	0	0	0	0	0	0
Teacher (responding in a personal capacity)	17	14%	31	26%	16	14%	26	22%	28	24%	118

No response 28,682

Q49. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE classical civilisation in 2021?

Q49	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	9	33%	3	11%	2	7%	3	11%	10	37%	27
Academy chain	0	0%	1	100%	0	0%	0	0%	0	0%	1
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	1	17%	1	17%	0	0%	3	50%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	8	44%	0	0%	1	6%	3	17%	6	33%	18
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	60	20%	67	22%	81	27%	37	12%	54	18%	299
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	2	40%	3	60%	0	0%	0	0%	0	0%	5
Exams officer or manager	2	22%	5	56%	2	22%	0	0%	0	0%	9
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	1	12%	2	25%	1	12%	1	12%	3	38%	8
Parent or carer	5	10%	9	19%	22	46%	5	10%	7	15%	48
SLT (Senior leadership team)	9	28%	7	22%	8	25%	2	6%	6	19%	32
Student	3	8%	9	23%	14	36%	6	15%	7	18%	39
Student - private, home-educated of any age	1	100%	0	0%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	37	24%	31	20%	34	22%	23	15%	28	18%	153

No response 28,646

Q51. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level classical civilisation in 2021?

Q51	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	8	31%	4	15%	5	19%	3	12%	6	23%	26
Academy chain	0	0%	1	100%	0	0%	0	0%	0	0%	1
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	1	17%	2	33%	0	0%	2	33%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	7	41%	1	6%	3	18%	3	18%	3	18%	17
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	65	23%	71	25%	71	25%	38	13%	43	15%	288
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	20%	4	80%	0	0%	0	0%	0	0%	5
Exams officer or manager	2	22%	6	67%	0	0%	0	0%	1	11%	9
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	2	25%	1	12%	1	12%	3	38%	1	12%	8
Parent or carer	3	7%	3	7%	26	62%	6	14%	4	10%	42
SLT (Senior leadership team)	10	32%	7	23%	6	19%	3	10%	5	16%	31
Student	4	11%	9	24%	8	22%	9	24%	7	19%	37
Student - private, home-educated of any age	1	100%	0	0%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	42	28%	40	26%	30	20%	17	11%	22	15%	151

No response 28,658

Q53. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE classical Greek in 2021?

Q53	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	35%	3	18%	2	12%	1	6%	5	29%	17
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	6	50%	1	8%	1	8%	1	8%	3	25%	12
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	44	27%	38	23%	33	20%	21	13%	30	18%	166
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	1	50%	1	50%	0	0%	0	0%	0	0%	2
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	2	25%	2	25%	0	0%	2	25%	2	25%	8
Parent or carer	5	17%	5	17%	13	45%	2	7%	4	14%	29
SLT (Senior leadership team)	6	35%	2	12%	6	35%	0	0%	3	18%	17
Student	5	24%	3	14%	4	19%	5	24%	4	19%	21
Student - private, home-educated of any age	1	50%	1	50%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	23	28%	22	27%	10	12%	12	15%	14	17%	81

No response 28,789

Q55. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level classical Greek in 2021?

Q55	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	35%	3	18%	3	18%	0	0%	5	29%	17
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	100%	0	0%	0	0%	0	0%	1
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	33%	1	33%	0	0%	1	33%	3
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	6	50%	1	8%	2	17%	0	0%	3	25%	12
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	46	28%	36	22%	41	25%	15	9%	27	16%	165
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	1	50%	1	50%	0	0%	0	0%	0	0%	2
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	2	25%	2	25%	1	12%	2	25%	1	12%	8
Parent or carer	4	15%	4	15%	13	48%	2	7%	4	15%	27
SLT (Senior leadership team)	6	33%	2	11%	6	33%	1	6%	3	17%	18
Student	5	26%	2	11%	4	21%	4	21%	4	21%	19
Student - private, home-educated of any age	2	100%	0	0%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	25	30%	23	28%	17	20%	6	7%	12	14%	83

No response 28,790

Q57. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE combined science in 2021?

Q57	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	65	37%	49	28%	7	4%	31	18%	24	14%	176
Academy chain	5	42%	3	25%	1	8%	2	17%	1	8%	12
Awarding body or exam board	0	0%	4	80%	1	20%	0	0%	0	0%	5
Employer	1	100%	0	0%	0	0%	0	0%	0	0%	1
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	2	13%	4	27%	2	13%	2	13%	5	33%	15
Private training provider	0	0%	0	0%	0	0%	1	100%	0	0%	1
School or college	57	42%	33	24%	3	2%	25	19%	17	13%	135
University or higher education institution	0	0%	3	60%	0	0%	1	20%	1	20%	5
Personal	724	29%	770	31%	213	8%	390	16%	411	16%	2,508
Awarding organisation employee	2	50%	0	0%	1	25%	0	0%	1	25%	4
Consultant	1	12%	1	12%	1	12%	3	38%	2	25%	8
Examiner	3	60%	1	20%	0	0%	1	20%	0	0%	5
Exams officer or manager	26	49%	23	43%	2	4%	2	4%	0	0%	53
Governor	3	43%	0	0%	1	14%	0	0%	3	43%	7
Other	3	13%	9	39%	2	9%	4	17%	5	22%	23
Parent or carer	204	27%	264	36%	75	10%	106	14%	94	13%	743
SLT (Senior leadership team)	104	39%	64	24%	13	5%	45	17%	39	15%	265
Student	34	15%	70	32%	32	14%	48	22%	38	17%	222
Student - private, home-educated of any age	0	0%	4	50%	2	25%	1	12%	1	12%	8
Teacher (responding in a personal capacity)	344	29%	334	29%	84	7%	180	15%	228	19%	1,170

No response 26,288

Q59. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE computer science in 2021?

Q59	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	68	41%	54	33%	12	7%	12	7%	18	11%	164
Academy chain	3	33%	3	33%	1	11%	0	0%	2	22%	9
Awarding body or exam board	2	40%	3	60%	0	0%	0	0%	0	0%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other representative or interest group	2	22%	3	33%	1	11%	2	22%	1	11%	9
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	59	43%	44	32%	10	7%	10	7%	15	11%	138
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	499	37%	386	28%	164	12%	172	13%	138	10%	1,359
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	2	40%	1	20%	1	20%	1	20%	5
Examiner	2	67%	0	0%	0	0%	0	0%	1	33%	3
Exams officer or manager	29	56%	17	33%	4	8%	2	4%	0	0%	52
Governor	2	40%	1	20%	0	0%	1	20%	1	20%	5
Other	4	33%	4	33%	3	25%	0	0%	1	8%	12
Parent or carer	136	33%	126	30%	57	14%	55	13%	43	10%	417
SLT (Senior leadership team)	78	49%	46	29%	10	6%	13	8%	13	8%	160
Student	90	31%	73	25%	50	17%	45	15%	37	13%	295
Student - private, home-educated of any age	1	8%	5	42%	2	17%	2	17%	2	17%	12
Teacher (responding in a personal capacity)	157	40%	111	28%	37	9%	53	13%	39	10%	397

No response 27,449

Q61. To what extent do you agree or disagree with the proposed assessment arrangements for AS computer science in 2021?

Q61	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	27	23%	22	19%	57	49%	2	2%	8	7%	116
Academy chain	3	43%	1	14%	2	29%	0	0%	1	14%	7
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	2	25%	2	25%	2	25%	1	12%	1	12%	8
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	21	22%	15	16%	51	54%	1	1%	6	6%	94
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	216	20%	218	20%	541	50%	48	4%	66	6%	1,089
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	20%	1	20%	1	20%	0	0%	2	40%	5
Examiner	2	100%	0	0%	0	0%	0	0%	0	0%	2
Exams officer or manager	10	22%	16	36%	19	42%	0	0%	0	0%	45
Governor	1	20%	2	40%	1	20%	0	0%	1	20%	5
Other	5	38%	4	31%	3	23%	0	0%	1	8%	13
Parent or carer	31	11%	37	13%	189	66%	14	5%	17	6%	288
SLT (Senior leadership team)	40	31%	19	15%	59	46%	6	5%	4	3%	128
Student	25	11%	42	19%	119	53%	14	6%	24	11%	224
Student - private, home-educated of any age	1	11%	3	33%	4	44%	0	0%	1	11%	9
Teacher (responding in a personal capacity)	100	27%	93	25%	146	40%	14	4%	16	4%	369

No response 27,767

Q63. To what extent do you agree or disagree with the proposed assessment arrangements for A level computer science in 2021?

Q63	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	28	21%	31	23%	52	39%	7	5%	14	11%	132
Academy chain	2	29%	1	14%	1	14%	1	14%	2	29%	7
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	1	12%	2	25%	3	38%	2	25%	0	0%	8
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	24	22%	24	22%	46	42%	4	4%	12	11%	110
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	192	17%	202	18%	449	40%	125	11%	148	13%	1,116
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	2	40%	0	0%	0	0%	1	20%	2	40%	5
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	15	32%	14	30%	15	32%	1	2%	2	4%	47
Governor	2	40%	1	20%	1	20%	0	0%	1	20%	5
Other	6	46%	4	31%	2	15%	0	0%	1	8%	13
Parent or carer	32	11%	50	17%	168	58%	20	7%	22	8%	292
SLT (Senior leadership team)	38	28%	25	18%	49	36%	11	8%	13	10%	136
Student	28	12%	35	15%	85	37%	35	15%	46	20%	229
Student - private, home-educated of any age	1	11%	3	33%	4	44%	0	0%	1	11%	9
Teacher (responding in a personal capacity)	67	18%	68	18%	125	33%	57	15%	60	16%	377

No response 27,724

Q65. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE dance in 2021?

Q65	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	23%	23	40%	12	21%	6	11%	3	5%	57
Academy chain	3	60%	0	0%	2	40%	0	0%	0	0%	5
Awarding body or exam board	0	0%	1	33%	1	33%	0	0%	1	33%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	2	33%	2	33%	1	17%	0	0%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	9	21%	20	47%	7	16%	5	12%	2	5%	43
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	96	16%	260	44%	107	18%	85	14%	45	8%	593
Awarding organisation employee	0	0%	0	0%	1	50%	1	50%	0	0%	2
Consultant	1	25%	1	25%	0	0%	1	25%	1	25%	4
Examiner	1	25%	1	25%	0	0%	1	25%	1	25%	4
Exams officer or manager	7	33%	13	62%	1	5%	0	0%	0	0%	21
Governor	0	0%	2	67%	0	0%	1	33%	0	0%	3
Other	3	25%	4	33%	2	17%	1	8%	2	17%	12
Parent or carer	17	19%	43	48%	23	26%	2	2%	5	6%	90
SLT (Senior leadership team)	17	27%	27	42%	10	16%	5	8%	5	8%	64
Student	11	20%	18	32%	18	32%	7	12%	2	4%	56
Student - private, home-educated of any age	0	0%	0	0%	0	0%	1	50%	1	50%	2
Teacher (responding in a personal capacity)	39	12%	151	45%	52	16%	65	19%	28	8%	335

No response 28,322

Q67. To what extent do you agree or disagree with the proposed assessment arrangements for AS dance in 2021?

Q67	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	8	20%	7	18%	20	50%	2	5%	3	8%	40
Academy chain	2	40%	0	0%	3	60%	0	0%	0	0%	5
Awarding body or exam board	1	33%	1	33%	0	0%	0	0%	1	33%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	3	50%	1	17%	1	17%	0	0%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	4	15%	3	12%	16	62%	1	4%	2	8%	26
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	49	10%	131	27%	259	54%	22	5%	16	3%	477
Awarding organisation employee	0	0%	0	0%	2	100%	0	0%	0	0%	2
Consultant	1	33%	1	33%	1	33%	0	0%	0	0%	3
Examiner	0	0%	0	0%	1	33%	2	67%	0	0%	3
Exams officer or manager	2	12%	6	35%	9	53%	0	0%	0	0%	17
Governor	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other	2	20%	5	50%	1	10%	1	10%	1	10%	10
Parent or carer	7	9%	20	26%	47	61%	1	1%	2	3%	77
SLT (Senior leadership team)	9	17%	18	34%	23	43%	2	4%	1	2%	53
Student	4	10%	10	24%	24	57%	2	5%	2	5%	42
Student - private, home-educated of any age	0	0%	0	0%	0	0%	0	0%	1	100%	1
Teacher (responding in a personal capacity)	24	9%	70	26%	150	56%	13	5%	9	3%	266

No response 28,455

Q69. To what extent do you agree or disagree with the proposed assessment arrangements for A level dance in 2021?

Q69	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	8	20%	11	27%	17	41%	2	5%	3	7%	41
Academy chain	2	40%	0	0%	3	60%	0	0%	0	0%	5
Awarding body or exam board	0	0%	1	33%	1	33%	0	0%	1	33%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	3	50%	1	17%	1	17%	0	0%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	5	19%	7	26%	12	44%	1	4%	2	7%	27
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	58	12%	158	31%	220	44%	38	8%	29	6%	503
Awarding organisation employee	0	0%	0	0%	2	100%	0	0%	0	0%	2
Consultant	1	25%	1	25%	1	25%	1	25%	0	0%	4
Examiner	0	0%	0	0%	1	33%	2	67%	0	0%	3
Exams officer or manager	4	22%	8	44%	6	33%	0	0%	0	0%	18
Governor	0	0%	2	67%	0	0%	1	33%	0	0%	3
Other	2	20%	5	50%	1	10%	0	0%	2	20%	10
Parent or carer	5	6%	25	32%	43	56%	2	3%	2	3%	77
SLT (Senior leadership team)	9	17%	19	35%	21	39%	3	6%	2	4%	54
Student	6	13%	10	21%	25	53%	3	6%	3	6%	47
Student - private, home-educated of any age	1	50%	1	50%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	30	11%	87	31%	120	42%	26	9%	20	7%	283

No response 28,428

Q71. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE design and technology in 2021?

Q71	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	37	24%	59	38%	14	9%	20	13%	24	16%	154
Academy chain	2	25%	1	12%	3	38%	1	12%	1	12%	8
Awarding body or exam board	2	40%	1	20%	1	20%	0	0%	1	20%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other representative or interest group	1	10%	4	40%	1	10%	1	10%	3	30%	10
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	31	24%	52	41%	8	6%	17	13%	19	15%	127
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	427	28%	510	33%	158	10%	243	16%	213	14%	1,551
Awarding organisation employee	0	0%	1	25%	1	25%	0	0%	2	50%	4
Consultant	0	0%	2	33%	2	33%	1	17%	1	17%	6
Examiner	5	83%	0	0%	0	0%	1	17%	0	0%	6
Exams officer or manager	16	46%	14	40%	2	6%	2	6%	1	3%	35
Governor	1	25%	1	25%	0	0%	1	25%	1	25%	4
Other	5	19%	8	30%	6	22%	2	7%	6	22%	27
Parent or carer	113	30%	154	41%	44	12%	36	9%	32	8%	379
SLT (Senior leadership team)	62	37%	56	33%	12	7%	25	15%	14	8%	169
Student	35	20%	55	32%	32	18%	26	15%	25	14%	173
Student - private, home-educated of any age	1	14%	3	43%	0	0%	1	14%	2	29%	7
Teacher (responding in a personal capacity)	189	26%	216	29%	59	8%	148	20%	129	17%	741

No response 27,267

Q73. To what extent do you agree or disagree with the proposed assessment arrangements for AS design and technology in 2021?

Q73	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	12%	25	24%	42	40%	9	9%	15	14%	104
Academy chain	1	20%	1	20%	2	40%	0	0%	1	20%	5
Awarding body or exam board	1	25%	1	25%	0	0%	1	25%	1	25%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other representative or interest group	0	0%	5	50%	1	10%	1	10%	3	30%	10
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	10	12%	17	21%	38	47%	6	7%	10	12%	81
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	226	18%	312	25%	470	37%	136	11%	127	10%	1,271
Awarding organisation employee	0	0%	1	25%	1	25%	0	0%	2	50%	4
Consultant	0	0%	1	17%	3	50%	1	17%	1	17%	6
Examiner	2	40%	1	20%	1	20%	1	20%	0	0%	5
Exams officer or manager	6	20%	9	30%	13	43%	1	3%	1	3%	30
Governor	0	0%	1	25%	0	0%	2	50%	1	25%	4
Other	2	8%	8	33%	9	38%	1	4%	4	17%	24
Parent or carer	37	14%	67	25%	145	53%	12	4%	12	4%	273
SLT (Senior leadership team)	32	24%	31	23%	54	40%	12	9%	6	4%	135
Student	9	7%	25	20%	64	51%	12	10%	15	12%	125
Student - private, home-educated of any age	2	33%	2	33%	1	17%	0	0%	1	17%	6
Teacher (responding in a personal capacity)	136	21%	166	25%	179	27%	94	14%	84	13%	659

No response 27,597

Q75. To what extent do you agree or disagree with the proposed assessment arrangements for A level design and technology in 2021?

Q75	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	20	16%	38	31%	35	29%	13	11%	16	13%	122
Academy chain	2	33%	1	17%	2	33%	0	0%	1	17%	6
Awarding body or exam board	2	40%	1	20%	0	0%	1	20%	1	20%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other representative or interest group	0	0%	5	50%	1	10%	1	10%	3	30%	10
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	15	15%	30	31%	31	32%	10	10%	11	11%	97
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	244	19%	332	25%	415	32%	153	12%	160	12%	1,304
Awarding organisation employee	0	0%	1	25%	1	25%	0	0%	2	50%	4
Consultant	0	0%	1	17%	3	50%	1	17%	1	17%	6
Examiner	2	40%	1	20%	0	0%	2	40%	0	0%	5
Exams officer or manager	9	29%	10	32%	10	32%	1	3%	1	3%	31
Governor	0	0%	1	25%	0	0%	2	50%	1	25%	4
Other	4	16%	7	28%	8	32%	1	4%	5	20%	25
Parent or carer	38	14%	71	25%	142	51%	13	5%	17	6%	281
SLT (Senior leadership team)	38	27%	42	30%	40	29%	14	10%	6	4%	140
Student	10	7%	25	18%	62	46%	15	11%	24	18%	136
Student - private, home-educated of any age	2	29%	2	29%	2	29%	0	0%	1	14%	7
Teacher (responding in a personal capacity)	141	21%	171	26%	147	22%	104	16%	102	15%	665

No response 27,546

Q77. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE drama in 2021?

Q77	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	33	21%	49	31%	24	15%	25	16%	25	16%	156
Academy chain	4	44%	3	33%	0	0%	2	22%	0	0%	9
Awarding body or exam board	0	0%	2	40%	1	20%	1	20%	1	20%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other representative or interest group	0	0%	3	38%	3	38%	1	12%	1	12%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	28	21%	41	31%	19	15%	20	15%	23	18%	131
University or higher education institution	1	50%	0	0%	1	50%	0	0%	0	0%	2
Personal	268	15%	592	33%	267	15%	321	18%	327	18%	1,775
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	1	14%	2	29%	1	14%	2	29%	1	14%	7
Examiner	1	17%	2	33%	0	0%	3	50%	0	0%	6
Exams officer or manager	15	34%	23	52%	5	11%	0	0%	1	2%	44
Governor	1	20%	4	80%	0	0%	0	0%	0	0%	5
Other	1	8%	4	31%	2	15%	3	23%	3	23%	13
Parent or carer	79	23%	145	43%	68	20%	26	8%	21	6%	339
SLT (Senior leadership team)	45	28%	60	37%	21	13%	24	15%	12	7%	162
Student	34	12%	107	38%	67	24%	37	13%	36	13%	281
Student - private, home-educated of any age	0	0%	5	71%	1	14%	1	14%	0	0%	7
Teacher (responding in a personal capacity)	91	10%	239	26%	101	11%	225	25%	253	28%	909

No response 27,041

Q79. To what extent do you agree or disagree with the proposed assessment arrangements for AS drama and theatre in 2021?

Q79	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	17	16%	26	25%	43	41%	7	7%	12	11%	105
Academy chain	3	38%	0	0%	4	50%	1	12%	0	0%	8
Awarding body or exam board	0	0%	3	75%	0	0%	1	25%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other representative or interest group	0	0%	5	62%	1	12%	1	12%	1	12%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	13	16%	18	22%	38	46%	3	4%	11	13%	83
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	117	9%	307	23%	691	51%	117	9%	128	9%	1,360
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	1	14%	3	43%	1	14%	1	14%	1	14%	7
Examiner	2	33%	2	33%	1	17%	1	17%	0	0%	6
Exams officer or manager	9	25%	12	33%	15	42%	0	0%	0	0%	36
Governor	1	33%	2	67%	0	0%	0	0%	0	0%	3
Other	1	10%	4	40%	3	30%	0	0%	2	20%	10
Parent or carer	16	7%	46	21%	143	65%	5	2%	9	4%	219
SLT (Senior leadership team)	23	17%	42	32%	52	39%	10	8%	5	4%	132
Student	13	6%	52	25%	101	48%	26	12%	20	9%	212
Student - private, home-educated of any age	0	0%	2	50%	1	25%	1	25%	0	0%	4
Teacher (responding in a personal capacity)	51	7%	141	19%	373	51%	73	10%	91	12%	729

No response 27,507

Q81. To what extent do you agree or disagree with the proposed assessment arrangements for A level drama and theatre in 2021?

Q81	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	21	17%	39	31%	35	28%	12	10%	18	14%	125
Academy chain	3	33%	1	11%	4	44%	1	11%	0	0%	9
Awarding body or exam board	0	0%	3	60%	0	0%	1	20%	1	20%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other representative or interest group	0	0%	5	62%	1	12%	0	0%	2	25%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	17	17%	30	30%	30	30%	9	9%	15	15%	101
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	145	10%	366	25%	527	36%	208	14%	202	14%	1,448
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	1	12%	3	38%	2	25%	1	12%	1	12%	8
Examiner	1	17%	2	33%	1	17%	2	33%	0	0%	6
Exams officer or manager	13	35%	13	35%	11	30%	0	0%	0	0%	37
Governor	1	33%	2	67%	0	0%	0	0%	0	0%	3
Other	1	9%	5	45%	2	18%	1	9%	2	18%	11
Parent or carer	19	8%	55	24%	138	60%	8	3%	9	4%	229
SLT (Senior leadership team)	28	20%	46	33%	45	32%	13	9%	8	6%	140
Student	19	8%	58	26%	79	35%	39	17%	32	14%	227
Student - private, home-educated of any age	0	0%	3	60%	1	20%	1	20%	0	0%	5
Teacher (responding in a personal capacity)	62	8%	178	23%	247	32%	143	18%	150	19%	780

No response 27,399

Q83. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE economics in 2021?

Q83	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	24%	11	20%	18	33%	6	11%	7	13%	55
Academy chain	0	0%	1	25%	2	50%	1	25%	0	0%	4
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	2	33%	1	17%	2	33%	0	0%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	10	25%	7	18%	14	35%	4	10%	5	12%	40
University or higher education institution	1	50%	0	0%	0	0%	0	0%	1	50%	2
Personal	166	25%	130	20%	242	37%	42	6%	82	12%	662
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	0	0%	0	0%	0	0%	0	0%	3	100%	3
Examiner	2	50%	0	0%	1	25%	0	0%	1	25%	4
Exams officer or manager	4	24%	8	47%	5	29%	0	0%	0	0%	17
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	2	25%	1	12%	3	38%	1	12%	1	12%	8
Parent or carer	31	22%	28	20%	57	41%	8	6%	16	11%	140
SLT (Senior leadership team)	24	38%	13	20%	20	31%	2	3%	5	8%	64
Student	40	16%	38	16%	98	40%	27	11%	41	17%	244
Student - private, home-educated of any age	2	17%	1	8%	7	58%	0	0%	2	17%	12
Teacher (responding in a personal capacity)	61	37%	39	23%	51	31%	4	2%	12	7%	167

No response 28,255

Q85. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level economics in 2021?

Q85	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	23	32%	20	27%	11	15%	9	12%	10	14%	73
Academy chain	1	25%	1	25%	1	25%	1	25%	0	0%	4
Awarding body or exam board	0	0%	3	75%	0	0%	1	25%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	2	33%	1	17%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	19	33%	15	26%	9	16%	6	11%	8	14%	57
University or higher education institution	1	50%	0	0%	0	0%	0	0%	1	50%	2
Personal	218	31%	162	23%	112	16%	88	12%	131	18%	711
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	0	0%	0	0%	0	0%	0	0%	3	100%	3
Examiner	2	50%	0	0%	0	0%	0	0%	2	50%	4
Exams officer or manager	6	33%	10	56%	1	6%	1	6%	0	0%	18
Governor	0	0%	0	0%	0	0%	0	0%	1	100%	1
Other	3	33%	2	22%	1	11%	2	22%	1	11%	9
Parent or carer	28	19%	28	19%	41	28%	20	14%	28	19%	145
SLT (Senior leadership team)	36	54%	11	16%	10	15%	4	6%	6	9%	67
Student	64	23%	60	22%	39	14%	43	16%	71	26%	277
Student - private, home-educated of any age	5	38%	2	15%	0	0%	3	23%	3	23%	13
Teacher (responding in a personal capacity)	74	43%	47	27%	20	12%	15	9%	16	9%	172

No response 28,188

Q87. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE electronics in 2021?

Q87	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	12%	3	18%	3	18%	0	0%	9	53%	17
Academy chain	0	0%	0	0%	0	0%	0	0%	1	100%	1
Awarding body or exam board	0	0%	0	0%	2	100%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	20%	1	20%	1	20%	0	0%	2	40%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	11%	2	22%	0	0%	0	0%	6	67%	9
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	16	14%	20	18%	49	44%	12	11%	15	13%	112
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	33%	1	33%	0	0%	0	0%	1	33%	3
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	0	0%	1	33%	1	33%	1	33%	0	0%	3
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	2	33%	1	17%	2	33%	0	0%	1	17%	6
Parent or carer	2	6%	8	23%	16	46%	4	11%	5	14%	35
SLT (Senior leadership team)	0	0%	2	17%	7	58%	2	17%	1	8%	12
Student	4	21%	1	5%	10	53%	3	16%	1	5%	19
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	7	23%	4	13%	13	42%	1	3%	6	19%	31

No response 28,843

Q89. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level electronics in 2021?

Q89	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	12%	2	12%	4	24%	0	0%	9	53%	17
Academy chain	0	0%	0	0%	0	0%	0	0%	1	100%	1
Awarding body or exam board	0	0%	0	0%	2	100%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	20%	1	20%	1	20%	0	0%	2	40%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	11%	1	11%	1	11%	0	0%	6	67%	9
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	14	13%	16	15%	49	45%	15	14%	15	14%	109
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	0	0%	1	33%	1	33%	0	0%	1	33%	3
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	33%	1	33%	0	0%	1	33%	0	0%	3
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	2	33%	1	17%	2	33%	0	0%	1	17%	6
Parent or carer	1	3%	3	10%	18	60%	4	13%	4	13%	30
SLT (Senior leadership team)	0	0%	1	7%	8	57%	4	29%	1	7%	14
Student	3	18%	1	6%	8	47%	4	24%	1	6%	17
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	7	22%	6	19%	11	34%	1	3%	7	22%	32

No response 28,846

Q91. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE engineering in 2021?

Q91	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	3	12%	9	36%	4	16%	3	12%	6	24%	25
Academy chain	1	25%	1	25%	0	0%	2	50%	0	0%	4
Awarding body or exam board	0	0%	1	50%	0	0%	1	50%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	14%	2	29%	1	14%	0	0%	3	43%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	9%	4	36%	3	27%	0	0%	3	27%	11
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	65	23%	79	28%	73	26%	31	11%	36	13%	284
Awarding organisation employee	1	33%	0	0%	1	33%	1	33%	0	0%	3
Consultant	0	0%	1	33%	1	33%	0	0%	1	33%	3
Examiner	1	100%	0	0%	0	0%	0	0%	0	0%	1
Exams officer or manager	4	67%	1	17%	1	17%	0	0%	0	0%	6
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	1	12%	5	62%	1	12%	0	0%	1	12%	8
Parent or carer	24	27%	25	28%	25	28%	7	8%	8	9%	89
SLT (Senior leadership team)	6	19%	8	26%	8	26%	7	23%	2	6%	31
Student	6	14%	13	30%	15	35%	2	5%	7	16%	43
Student - private, home-educated of any age	1	33%	2	67%	0	0%	0	0%	0	0%	3
Teacher (responding in a personal capacity)	21	22%	23	24%	21	22%	14	15%	17	18%	96

No response 28,663

Q93. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE English language in 2021?

Q93	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	89	38%	69	30%	18	8%	28	12%	28	12%	232
Academy chain	6	32%	6	32%	0	0%	3	16%	4	21%	19
Awarding body or exam board	0	0%	3	60%	1	20%	0	0%	1	20%	5
Employer	1	50%	0	0%	0	0%	1	50%	0	0%	2
Local authority	0	0%	2	67%	1	33%	0	0%	0	0%	3
Other representative or interest group	2	14%	5	36%	1	7%	3	21%	3	21%	14
Private training provider	2	100%	0	0%	0	0%	0	0%	0	0%	2
School or college	78	42%	52	28%	14	8%	21	11%	19	10%	184
University or higher education institution	0	0%	1	33%	1	33%	0	0%	1	33%	3
Personal	1,360	27%	1,500	30%	456	9%	769	16%	876	18%	4,961
Awarding organisation employee	1	14%	2	29%	0	0%	2	29%	2	29%	7
Consultant	2	12%	6	38%	1	6%	0	0%	7	44%	16
Examiner	8	31%	7	27%	2	8%	2	8%	7	27%	26
Exams officer or manager	41	63%	15	23%	3	5%	4	6%	2	3%	65
Governor	4	27%	3	20%	2	13%	2	13%	4	27%	15
Other	13	32%	13	32%	5	12%	4	10%	6	15%	41
Parent or carer	506	33%	582	38%	152	10%	141	9%	148	10%	1,529
SLT (Senior leadership team)	120	30%	107	27%	20	5%	72	18%	80	20%	399
Student	157	22%	222	31%	127	18%	122	17%	95	13%	723
Student - private, home-educated of any age	6	27%	9	41%	2	9%	2	9%	3	14%	22
Teacher (responding in a personal capacity)	502	24%	534	25%	142	7%	418	20%	522	25%	2,118

No response 23,779

Q95. To what extent do you agree or disagree with the proposed assessment arrangements for AS English language in 2021?

Q95	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	34	20%	31	19%	79	47%	9	5%	14	8%	167
Academy chain	4	29%	1	7%	6	43%	1	7%	2	14%	14
Awarding body or exam board	0	0%	4	80%	1	20%	0	0%	0	0%	5
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	1	33%	2	67%	0	0%	0	0%	3
Other representative or interest group	2	13%	4	27%	2	13%	5	33%	2	13%	15
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	27	22%	20	16%	65	52%	3	2%	9	7%	124
University or higher education institution	0	0%	1	33%	1	33%	0	0%	1	33%	3
Personal	480	13%	697	18%	2,037	54%	272	7%	304	8%	3,790
Awarding organisation employee	1	17%	2	33%	0	0%	3	50%	0	0%	6
Consultant	1	8%	1	8%	6	46%	3	23%	2	15%	13
Examiner	5	24%	7	33%	4	19%	2	10%	3	14%	21
Exams officer or manager	15	26%	18	32%	23	40%	0	0%	1	2%	57
Governor	3	27%	1	9%	6	55%	0	0%	1	9%	11
Other	8	23%	8	23%	12	34%	2	6%	5	14%	35
Parent or carer	121	12%	166	17%	609	61%	37	4%	63	6%	996
SLT (Senior leadership team)	50	15%	74	22%	162	49%	23	7%	25	7%	334
Student	49	11%	62	14%	241	53%	40	9%	62	14%	454
Student - private, home-educated of any age	4	31%	4	31%	5	38%	0	0%	0	0%	13
Teacher (responding in a personal capacity)	223	12%	354	19%	969	52%	162	9%	142	8%	1,850

No response 25,015

Q97. To what extent do you agree or disagree with the proposed assessment arrangements for A level English language in 2021?

Q97	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	37	21%	38	21%	74	41%	10	6%	20	11%	179
Academy chain	4	31%	0	0%	4	31%	3	23%	2	15%	13
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	0	0%	3	100%	0	0%	0	0%	3
Other representative or interest group	1	7%	5	33%	3	20%	2	13%	4	27%	15
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	31	22%	29	21%	60	43%	5	4%	14	10%	139
University or higher education institution	0	0%	1	50%	1	50%	0	0%	0	0%	2
Personal	435	12%	751	20%	1,873	50%	325	9%	398	11%	3,782
Awarding organisation employee	1	17%	4	67%	0	0%	1	17%	0	0%	6
Consultant	1	8%	3	23%	2	15%	1	8%	6	46%	13
Examiner	5	24%	7	33%	3	14%	3	14%	3	14%	21
Exams officer or manager	18	31%	24	41%	15	26%	0	0%	1	2%	58
Governor	4	40%	1	10%	4	40%	0	0%	1	10%	10
Other	8	21%	10	26%	12	31%	1	3%	8	21%	39
Parent or carer	112	12%	158	16%	604	62%	31	3%	62	6%	967
SLT (Senior leadership team)	47	14%	76	23%	142	42%	32	10%	38	11%	335
Student	43	9%	80	17%	210	45%	52	11%	86	18%	471
Student - private, home-educated of any age	2	15%	3	23%	6	46%	1	8%	1	8%	13
Teacher (responding in a personal capacity)	194	10%	385	21%	875	47%	203	11%	192	10%	1,849

No response 25,011

Q99. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE English literature in 2021

Q99	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	51	24%	40	19%	24	11%	35	17%	61	29%	211
Academy chain	5	26%	2	11%	1	5%	6	32%	5	26%	19
Awarding body or exam board	0	0%	3	60%	0	0%	2	40%	0	0%	5
Employer	0	0%	0	0%	0	0%	0	0%	2	100%	2
Local authority	0	0%	1	25%	0	0%	2	50%	1	25%	4
Other representative or interest group	3	25%	1	8%	2	17%	3	25%	3	25%	12
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	41	25%	33	20%	21	13%	22	13%	48	29%	165
University or higher education institution	1	33%	0	0%	0	0%	0	0%	2	67%	3
Personal	739	14%	1,200	23%	721	14%	1,008	19%	1,531	29%	5,199
Awarding organisation employee	2	25%	2	25%	0	0%	1	12%	3	38%	8
Consultant	2	13%	2	13%	2	13%	1	7%	8	53%	15
Examiner	3	12%	5	20%	2	8%	2	8%	13	52%	25
Exams officer or manager	27	47%	27	47%	1	2%	0	0%	3	5%	58
Governor	4	24%	4	24%	3	18%	0	0%	6	35%	17
Other	5	16%	9	29%	4	13%	6	19%	7	23%	31
Parent or carer	259	17%	440	29%	244	16%	256	17%	305	20%	1,504
SLT (Senior leadership team)	69	17%	87	22%	29	7%	73	18%	137	35%	395
Student	99	10%	192	19%	255	25%	234	23%	237	23%	1,017
Student - private, home-educated of any age	2	9%	3	13%	4	17%	9	39%	5	22%	23
Teacher (responding in a personal capacity)	267	13%	429	20%	177	8%	426	20%	807	38%	2,106

No response 23,562

Q101. To what extent do you agree or disagree with the proposed assessment arrangements for AS English literature in 2021?

Q101	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	31	21%	27	18%	67	45%	8	5%	15	10%	148
Academy chain	4	31%	2	15%	4	31%	1	8%	2	15%	13
Awarding body or exam board	0	0%	4	80%	1	20%	0	0%	0	0%	5
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	0	0%	3	75%	0	0%	1	25%	4
Other representative or interest group	2	17%	3	25%	2	17%	3	25%	2	17%	12
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	23	21%	18	17%	54	50%	4	4%	10	9%	109
University or higher education institution	1	50%	0	0%	1	50%	0	0%	0	0%	2
Personal	402	10%	696	17%	2,146	53%	344	9%	434	11%	4,022
Awarding organisation employee	2	33%	1	17%	0	0%	3	50%	0	0%	6
Consultant	1	8%	0	0%	5	38%	3	23%	4	31%	13
Examiner	4	19%	5	24%	7	33%	2	10%	3	14%	21
Exams officer or manager	12	24%	17	35%	19	39%	0	0%	1	2%	49
Governor	3	23%	1	8%	7	54%	1	8%	1	8%	13
Other	5	20%	8	32%	5	20%	3	12%	4	16%	25
Parent or carer	100	10%	146	15%	606	61%	57	6%	80	8%	989
SLT (Senior leadership team)	43	13%	69	21%	160	49%	23	7%	30	9%	325
Student	53	7%	107	15%	336	46%	99	14%	131	18%	726
Student - private, home-educated of any age	0	0%	1	8%	7	54%	3	23%	2	15%	13
Teacher (responding in a personal capacity)	179	10%	341	19%	994	54%	150	8%	178	10%	1,842

No response 24,802

Q103. To what extent do you agree or disagree with the proposed assessment arrangements for A level English literature in 2021?

Q103	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	42	24%	39	22%	62	35%	12	7%	23	13%	178
Academy chain	5	33%	1	7%	4	27%	2	13%	3	20%	15
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0%	0	0%	2	100%	0	0%	0	0%	2
Local authority	0	0%	0	0%	3	75%	0	0%	1	25%	4
Other representative or interest group	1	9%	4	36%	2	18%	1	9%	3	27%	11
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	34	24%	31	22%	49	35%	9	6%	16	12%	139
University or higher education institution	1	50%	0	0%	1	50%	0	0%	0	0%	2
Personal	484	11%	843	20%	1,733	41%	536	13%	614	15%	4,210
Awarding organisation employee	2	33%	3	50%	0	0%	1	17%	0	0%	6
Consultant	1	8%	1	8%	2	15%	1	8%	8	62%	13
Examiner	4	19%	5	24%	7	33%	0	0%	5	24%	21
Exams officer or manager	15	29%	23	45%	11	22%	1	2%	1	2%	51
Governor	4	31%	1	8%	5	38%	1	8%	2	15%	13
Other	5	19%	10	38%	4	15%	2	8%	5	19%	26
Parent or carer	114	11%	172	17%	562	56%	67	7%	91	9%	1,006
SLT (Senior leadership team)	57	16%	69	20%	129	37%	46	13%	45	13%	346
Student	73	9%	159	20%	232	29%	173	21%	175	22%	812
Student - private, home-educated of any age	1	7%	4	27%	4	27%	4	27%	2	13%	15
Teacher (responding in a personal capacity)	208	11%	396	21%	777	41%	240	13%	280	15%	1,901

No response 24,584

Q105. To what extent do you agree or disagree with the proposed assessment arrangements for AS English language and literature in 2021?

Q105	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	11	16%	17	25%	19	28%	6	9%	15	22%	68
Academy chain	0	0%	1	50%	0	0%	0	0%	1	50%	2
Awarding body or exam board	0	0%	3	60%	1	20%	0	0%	1	20%	5
Employer	0	0%	0	0%	0	0%	0	0%	1	100%	1
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	3	23%	4	31%	1	8%	2	15%	3	23%	13
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	7	16%	9	20%	16	36%	4	9%	8	18%	44
University or higher education institution	1	50%	0	0%	0	0%	0	0%	1	50%	2
Personal	196	11%	357	21%	701	40%	205	12%	275	16%	1,734
Awarding organisation employee	0	0%	2	67%	0	0%	1	33%	0	0%	3
Consultant	1	12%	0	0%	4	50%	1	12%	2	25%	8
Examiner	3	38%	2	25%	2	25%	0	0%	1	12%	8
Exams officer or manager	1	8%	6	46%	6	46%	0	0%	0	0%	13
Governor	1	12%	2	25%	3	38%	1	12%	1	12%	8
Other	3	17%	6	33%	2	11%	1	6%	6	33%	18
Parent or carer	78	11%	146	21%	269	40%	83	12%	105	15%	681
SLT (Senior leadership team)	12	13%	19	20%	44	46%	6	6%	14	15%	95
Student	31	7%	80	19%	171	40%	70	16%	80	19%	432
Student - private, home-educated of any age	4	33%	1	8%	4	33%	1	8%	2	17%	12
Teacher (responding in a personal capacity)	62	14%	93	20%	196	43%	41	9%	64	14%	456

No response 27,170

Q107. To what extent do you agree or disagree with the proposed assessment arrangements for A level English language and literature in 2021?

Q107	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	11	17%	18	27%	20	30%	6	9%	11	17%	66
Academy chain	1	33%	0	0%	0	0%	1	33%	1	33%	3
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0%	0	0%	0	0%	0	0%	1	100%	1
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	2	15%	4	31%	2	15%	2	15%	3	23%	13
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	7	16%	11	26%	16	37%	3	7%	6	14%	43
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	165	11%	300	20%	709	46%	145	9%	213	14%	1,532
Awarding organisation employee	0	0%	3	100%	0	0%	0	0%	0	0%	3
Consultant	2	25%	0	0%	1	12%	0	0%	5	62%	8
Examiner	3	38%	2	25%	2	25%	0	0%	1	12%	8
Exams officer or manager	4	29%	7	50%	2	14%	1	7%	0	0%	14
Governor	1	14%	2	29%	3	43%	1	14%	0	0%	7
Other	3	18%	7	41%	1	6%	1	6%	5	29%	17
Parent or carer	50	9%	96	17%	311	55%	44	8%	62	11%	563
SLT (Senior leadership team)	11	12%	24	25%	33	35%	11	12%	16	17%	95
Student	27	8%	59	17%	177	50%	43	12%	46	13%	352
Student - private, home-educated of any age	4	40%	2	20%	4	40%	0	0%	0	0%	10
Teacher (responding in a personal capacity)	60	13%	98	22%	175	38%	44	10%	78	17%	455

No response 27,374

Q109. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level environmental science in 2021?

Q109	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	3	19%	1	6%	4	25%	1	6%	7	44%	16
Academy chain	1	100%	0	0%	0	0%	0	0%	0	0%	1
Awarding body or exam board	0	0%	0	0%	2	100%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	1	20%	1	20%	0	0%	3	60%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	25%	0	0%	1	12%	1	12%	4	50%	8
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	22	16%	33	25%	40	30%	18	13%	21	16%	134
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	1	33%	0	0%	1	33%	1	33%	3
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	0	0%	1	100%	0	0%	0	0%	0	0%	1
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	2	18%	3	27%	1	9%	3	27%	2	18%	11
Parent or carer	2	6%	6	18%	15	45%	4	12%	6	18%	33
SLT (Senior leadership team)	5	31%	5	31%	5	31%	1	6%	0	0%	16
Student	5	17%	4	14%	10	34%	4	14%	6	21%	29
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	8	21%	11	29%	9	24%	4	11%	6	16%	38

No response 28,822

Q111. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE film studies in 2021?

Q111	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	6%	12	36%	6	18%	6	18%	7	21%	33
Academy chain	0	0%	0	0%	0	0%	0	0%	1	100%	1
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	50%	1	50%	0	0%	2
Other representative or interest group	0	0%	3	50%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	10%	6	30%	4	20%	3	15%	5	25%	20
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	38	12%	89	27%	103	31%	52	16%	45	14%	327
Awarding organisation employee	0	0%	0	0%	1	100%	0	0%	0	0%	1
Consultant	0	0%	1	50%	1	50%	0	0%	0	0%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	4	36%	5	45%	2	18%	0	0%	0	0%	11
Governor	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other	1	25%	0	0%	1	25%	2	50%	0	0%	4
Parent or carer	7	14%	15	30%	25	50%	1	2%	2	4%	50
SLT (Senior leadership team)	7	18%	15	39%	9	24%	4	11%	3	8%	38
Student	5	9%	15	26%	23	40%	9	16%	5	9%	57
Student - private, home-educated of any age	0	0%	0	0%	1	100%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	13	8%	37	23%	39	24%	36	22%	35	22%	160

No response 28,612

Q113. To what extent do you agree or disagree with the proposed assessment arrangements for AS film studies in 2021?

Q113	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	6%	10	32%	8	26%	5	16%	6	19%	31
Academy chain	0	0%	0	0%	0	0%	0	0%	1	100%	1
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	0	0%	1	50%	1	50%	2
Other representative or interest group	0	0%	3	50%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	11%	5	28%	6	33%	2	11%	3	17%	18
University or higher education institution	0	0%	0	0%	1	100%	0	0%	0	0%	1
Personal	28	9%	80	26%	115	37%	41	13%	43	14%	307
Awarding organisation employee	0	0%	0	0%	1	100%	0	0%	0	0%	1
Consultant	0	0%	1	50%	1	50%	0	0%	0	0%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	2	22%	4	44%	3	33%	0	0%	0	0%	9
Governor	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other	1	25%	0	0%	1	25%	2	50%	0	0%	4
Parent or carer	5	11%	8	18%	28	62%	1	2%	3	7%	45
SLT (Senior leadership team)	3	9%	14	41%	11	32%	2	6%	4	12%	34
Student	5	9%	18	32%	17	30%	12	21%	4	7%	56
Student - private, home-educated of any age	0	0%	0	0%	1	100%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	11	7%	34	22%	51	34%	24	16%	32	21%	152

No response 28,634

Q115. To what extent do you agree or disagree with the proposed assessment arrangements for A level film studies in 2021?

Q115	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	3	8%	12	32%	7	19%	9	24%	6	16%	37
Academy chain	0	0%	1	50%	0	0%	0	0%	1	50%	2
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	0	0%	1	50%	1	50%	2
Other representative or interest group	0	0%	3	50%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	3	13%	6	26%	6	26%	5	22%	3	13%	23
University or higher education institution	0	0%	0	0%	0	0%	1	100%	0	0%	1
Personal	38	11%	94	28%	78	23%	48	14%	78	23%	336
Awarding organisation employee	0	0%	0	0%	1	100%	0	0%	0	0%	1
Consultant	0	0%	1	50%	1	50%	0	0%	0	0%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	3	30%	6	60%	1	10%	0	0%	0	0%	10
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	1	25%	0	0%	1	25%	2	50%	0	0%	4
Parent or carer	8	17%	10	21%	22	46%	2	4%	6	12%	48
SLT (Senior leadership team)	6	16%	14	37%	9	24%	4	11%	5	13%	38
Student	7	12%	20	33%	16	27%	9	15%	8	13%	60
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	12	7%	40	24%	27	16%	31	18%	59	35%	169

No response 28,599

Q117. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE food preparation and nutrition in 2021?

Q117	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	71	55%	39	30%	4	3%	6	5%	8	6%	128
Academy chain	7	78%	2	22%	0	0%	0	0%	0	0%	9
Awarding body or exam board	0	0%	1	33%	0	0%	2	67%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	1	33%	0	0%	1	33%	0	0%	1	33%	3
Other representative or interest group	1	17%	3	50%	1	17%	0	0%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	62	58%	33	31%	2	2%	4	4%	6	6%	107
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	936	62%	357	24%	76	5%	92	6%	44	3%	1,505
Awarding organisation employee	1	33%	1	33%	1	33%	0	0%	0	0%	3
Consultant	3	38%	2	25%	1	12%	2	25%	0	0%	8
Examiner	2	67%	0	0%	0	0%	1	33%	0	0%	3
Exams officer or manager	15	52%	13	45%	1	3%	0	0%	0	0%	29
Governor	1	20%	2	40%	1	20%	0	0%	1	20%	5
Other	4	33%	3	25%	3	25%	1	8%	1	8%	12
Parent or carer	103	45%	72	31%	23	10%	17	7%	14	6%	229
SLT (Senior leadership team)	73	57%	36	28%	6	5%	11	9%	2	2%	128
Student	41	40%	32	31%	15	15%	11	11%	4	4%	103
Student - private, home-educated of any age	1	33%	0	0%	0	0%	2	67%	0	0%	3
Teacher (responding in a personal capacity)	692	70%	196	20%	25	3%	47	5%	22	2%	982

No response 27,339

Q119. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level further maths in 2021?

Q119	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	34	42%	20	25%	12	15%	7	9%	8	10%	81
Academy chain	0	0%	1	50%	1	50%	0	0%	0	0%	2
Awarding body or exam board	0	0%	2	100%	0	0%	0	0%	0	0%	2
Employer	0	0%	0	0%	0	0%	0	0%	0	0%	0
Local authority	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other representative or interest group	3	27%	3	27%	1	9%	2	18%	2	18%	11
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	30	47%	14	22%	10	16%	4	6%	6	9%	64
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	346	39%	214	24%	173	20%	68	8%	77	9%	878
Awarding organisation employee	0	0%	3	75%	0	0%	1	25%	0	0%	4
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	50%	1	50%	0	0%	0	0%	0	0%	2
Exams officer or manager	13	43%	12	40%	5	17%	0	0%	0	0%	30
Governor	2	50%	1	25%	0	0%	0	0%	1	25%	4
Other	4	44%	1	11%	1	11%	0	0%	3	33%	9
Parent or carer	70	31%	63	28%	59	26%	17	8%	15	7%	224
SLT (Senior leadership team)	39	47%	21	25%	13	16%	2	2%	8	10%	83
Student	89	30%	60	20%	73	25%	39	13%	35	12%	296
Student - private, home-educated of any age	2	29%	2	29%	1	14%	2	29%	0	0%	7
Teacher (responding in a personal capacity)	126	58%	50	23%	21	10%	7	3%	13	6%	217

No response 28,013

Q121. To what extent do you agree or disagree that students taking GCSE geography exams in 2021 should not be required to undertake or be assessed on fieldwork?

Q121	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	150	52%	75	26%	24	8%	15	5%	27	9%	291
Academy chain	16	53%	7	23%	3	10%	1	3%	3	10%	30
Awarding body or exam board	1	20%	2	40%	0	0%	2	40%	0	0%	5
Employer	2	100%	0	0%	0	0%	0	0%	0	0%	2
Local authority	1	33%	2	67%	0	0%	0	0%	0	0%	3
Other representative or interest group	3	18%	4	24%	3	18%	1	6%	6	35%	17
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	126	54%	60	26%	18	8%	10	4%	18	8%	232
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	2,479	54%	1,064	23%	391	8%	369	8%	322	7%	4,625
Awarding organisation employee	4	57%	1	14%	0	0%	1	14%	1	14%	7
Consultant	1	5%	6	32%	1	5%	3	16%	8	42%	19
Examiner	4	31%	2	15%	1	8%	2	15%	4	31%	13
Exams officer or manager	32	53%	22	37%	4	7%	2	3%	0	0%	60
Governor	8	42%	4	21%	1	5%	1	5%	5	26%	19
Other	22	48%	6	13%	7	15%	0	0%	11	24%	46
Parent or carer	458	39%	387	33%	125	11%	109	9%	86	7%	1,165
SLT (Senior leadership team)	231	65%	75	21%	9	3%	24	7%	19	5%	358
Student	328	39%	212	26%	161	19%	78	9%	52	6%	831
Student - private, home-educated of any age	11	44%	3	12%	5	20%	5	20%	1	4%	25
Teacher (responding in a personal capacity)	1,380	66%	346	17%	77	4%	144	7%	135	6%	2,082

No response 24,056

Q123. To what extent do you agree or disagree with the proposed assessment arrangements for AS geography in 2021?

Q123	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	22	11%	36	17%	101	49%	15	7%	33	16%	207
Academy chain	0	0%	3	14%	13	62%	3	14%	2	10%	21
Awarding body or exam board	0	0%	3	60%	0	0%	2	40%	0	0%	5
Employer	0	0%	0	0%	1	50%	0	0%	1	50%	2
Local authority	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other representative or interest group	3	21%	4	29%	2	14%	2	14%	3	21%	14
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	19	12%	24	15%	84	52%	7	4%	27	17%	161
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	370	10%	614	17%	1,775	48%	417	11%	507	14%	3,683
Awarding organisation employee	0	0%	1	17%	3	50%	1	17%	1	17%	6
Consultant	2	12%	8	47%	4	24%	1	6%	2	12%	17
Examiner	2	18%	4	36%	1	9%	2	18%	2	18%	11
Exams officer or manager	12	22%	14	25%	29	53%	0	0%	0	0%	55
Governor	2	13%	6	40%	4	27%	0	0%	3	20%	15
Other	7	18%	11	28%	8	20%	7	18%	7	18%	40
Parent or carer	79	11%	130	18%	452	61%	36	5%	41	6%	738
SLT (Senior leadership team)	36	12%	56	19%	126	42%	42	14%	41	14%	301
Student	40	7%	89	15%	309	51%	84	14%	86	14%	608
Student - private, home-educated of any age	3	19%	5	31%	7	44%	0	0%	1	6%	16
Teacher (responding in a personal capacity)	187	10%	290	15%	832	44%	244	13%	323	17%	1,876

No response 25,082

Q125. To what extent do you agree or disagree with the proposed assessment arrangements for A level geography in 2021?

Q125	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	36	14%	34	13%	62	24%	44	17%	78	31%	254
Academy chain	1	4%	3	12%	8	31%	5	19%	9	35%	26
Awarding body or exam board	0	0%	1	20%	1	20%	2	40%	1	20%	5
Employer	0	0%	0	0%	1	50%	0	0%	1	50%	2
Local authority	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other representative or interest group	4	29%	4	29%	1	7%	3	21%	2	14%	14
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	30	15%	25	12%	50	25%	33	16%	65	32%	203
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	428	11%	640	16%	1,149	29%	599	15%	1,155	29%	3,971
Awarding organisation employee	0	0%	1	17%	2	33%	1	17%	2	33%	6
Consultant	3	17%	8	44%	3	17%	2	11%	2	11%	18
Examiner	3	25%	3	25%	0	0%	3	25%	3	25%	12
Exams officer or manager	16	28%	17	29%	19	33%	4	7%	2	3%	58
Governor	2	12%	7	41%	3	18%	0	0%	5	29%	17
Other	7	17%	11	26%	7	17%	6	14%	11	26%	42
Parent or carer	109	13%	160	20%	388	48%	63	8%	94	12%	814
SLT (Senior leadership team)	50	15%	57	17%	77	23%	53	16%	91	28%	328
Student	53	7%	109	15%	191	27%	135	19%	220	31%	708
Student - private, home-educated of any age	4	24%	4	24%	4	24%	1	6%	4	24%	17
Teacher (responding in a personal capacity)	181	9%	263	13%	455	23%	331	17%	721	37%	1,951

No response 24,747

Q127. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE geology in 2021?

Q127	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	11%	5	26%	5	26%	2	11%	5	26%	19
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	50%	0	0%	1	50%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	2	40%	1	20%	1	20%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	18%	1	9%	4	36%	0	0%	4	36%	11
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	19	13%	28	19%	65	44%	16	11%	21	14%	149
Awarding organisation employee	0	0%	0	0%	1	50%	1	50%	0	0%	2
Consultant	0	0%	1	50%	0	0%	0	0%	1	50%	2
Examiner	1	20%	1	20%	1	20%	1	20%	1	20%	5
Exams officer or manager	1	50%	1	50%	0	0%	0	0%	0	0%	2
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	2	25%	2	25%	2	25%	1	12%	1	12%	8
Parent or carer	3	10%	5	17%	14	47%	3	10%	5	17%	30
SLT (Senior leadership team)	1	8%	4	33%	6	50%	1	8%	0	0%	12
Student	3	15%	3	15%	10	50%	2	10%	2	10%	20
Student - private, home-educated of any age	1	50%	1	50%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	7	11%	10	15%	31	48%	6	9%	11	17%	65

No response 28,804

Q129. To what extent do you agree or disagree with the proposed assessment arrangements for AS geology in 2021?

Q129	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	1	6%	5	29%	5	29%	2	12%	4	24%	17
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	0	0%	1	50%	1	50%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	2	40%	1	20%	1	20%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	1	11%	2	22%	3	33%	0	0%	3	33%	9
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	18	13%	26	18%	59	42%	16	11%	23	16%	142
Awarding organisation employee	0	0%	0	0%	1	50%	1	50%	0	0%	2
Consultant	0	0%	1	50%	0	0%	0	0%	1	50%	2
Examiner	1	20%	2	40%	1	20%	0	0%	1	20%	5
Exams officer or manager	1	50%	1	50%	0	0%	0	0%	0	0%	2
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	2	25%	2	25%	2	25%	1	12%	1	12%	8
Parent or carer	2	7%	4	14%	15	54%	3	11%	4	14%	28
SLT (Senior leadership team)	1	8%	4	33%	5	42%	1	8%	1	8%	12
Student	3	16%	3	16%	7	37%	4	21%	2	11%	19
Student - private, home-educated of any age	1	50%	1	50%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	7	11%	8	13%	28	46%	5	8%	13	21%	61

No response 28,813

Q131. To what extent do you agree or disagree with the proposed assessment arrangements for A level geology in 2021?

Q131	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	2	9%	4	18%	3	14%	4	18%	9	41%	22
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	0	0%	1	50%	1	50%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	0	0%	2	40%	1	20%	1	20%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	2	14%	1	7%	1	7%	2	14%	8	57%	14
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	18	12%	31	20%	45	30%	26	17%	32	21%	152
Awarding organisation employee	0	0%	0	0%	0	0%	2	100%	0	0%	2
Consultant	0	0%	1	50%	0	0%	0	0%	1	50%	2
Examiner	1	20%	2	40%	1	20%	0	0%	1	20%	5
Exams officer or manager	1	33%	2	67%	0	0%	0	0%	0	0%	3
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	1	12%	2	25%	2	25%	2	25%	1	12%	8
Parent or carer	1	3%	8	26%	14	45%	3	10%	5	16%	31
SLT (Senior leadership team)	2	14%	3	21%	6	43%	1	7%	2	14%	14
Student	4	20%	2	10%	6	30%	6	30%	2	10%	20
Student - private, home-educated of any age	0	0%	2	100%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	8	12%	9	14%	16	25%	11	17%	20	31%	64

No response 28,798

Q133. To what extent do you agree or disagree that centres should have a choice of topics on which their students will answer questions for GCSE history exams in 2021?

Q133	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	147	59%	69	28%	18	7%	7	3%	9	4%	250
Academy chain	16	70%	3	13%	3	13%	1	4%	0	0%	23
Awarding body or exam board	1	17%	5	83%	0	0%	0	0%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	2	50%	2	50%	0	0%	0	0%	0	0%	4
Other representative or interest group	5	38%	6	46%	0	0%	1	8%	1	8%	13
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	120	60%	53	27%	13	7%	5	3%	8	4%	199
University or higher education institution	3	75%	0	0%	1	25%	0	0%	0	0%	4
Personal	2,777	61%	1,126	25%	356	8%	136	3%	147	3%	4,542
Awarding organisation employee	1	25%	1	25%	0	0%	1	25%	1	25%	4
Consultant	6	67%	1	11%	1	11%	0	0%	1	11%	9
Examiner	19	61%	9	29%	2	6%	1	3%	0	0%	31
Exams officer or manager	24	42%	27	47%	4	7%	1	2%	1	2%	57
Governor	5	38%	4	31%	2	15%	1	8%	1	8%	13
Other	14	52%	9	33%	2	7%	1	4%	1	4%	27
Parent or carer	525	47%	394	35%	95	8%	53	5%	59	5%	1,126
SLT (Senior leadership team)	232	68%	86	25%	12	4%	4	1%	8	2%	342
Student	314	36%	294	33%	183	21%	44	5%	47	5%	882
Student - private, home-educated of any age	10	43%	6	26%	2	9%	3	13%	2	9%	23
Teacher (responding in a personal capacity)	1,627	80%	295	15%	53	3%	27	1%	26	1%	2,028

No response 24,180

Q134. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE history exams in 2021 as set out in annex C?

Q134	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	112	47%	71	30%	21	9%	10	4%	22	9%	236
Academy chain	14	61%	5	22%	2	9%	1	4%	1	4%	23
Awarding body or exam board	0	0%	5	83%	1	17%	0	0%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	3	75%	0	0%	1	25%	0	0%	4
Other representative or interest group	3	23%	4	31%	2	15%	3	23%	1	8%	13
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	94	51%	53	29%	14	8%	5	3%	19	10%	185
University or higher education institution	1	25%	1	25%	1	25%	0	0%	1	25%	4
Personal	1,852	42%	1,413	32%	635	14%	288	6%	263	6%	4,451
Awarding organisation employee	1	25%	2	50%	0	0%	1	25%	0	0%	4
Consultant	2	22%	1	11%	2	22%	2	22%	2	22%	9
Examiner	10	33%	8	27%	4	13%	7	23%	1	3%	30
Exams officer or manager	18	35%	25	48%	7	13%	1	2%	1	2%	52
Governor	5	38%	4	31%	1	8%	2	15%	1	8%	13
Other	11	37%	10	33%	5	17%	2	7%	2	7%	30
Parent or carer	308	28%	413	38%	214	20%	67	6%	79	7%	1,081
SLT (Senior leadership team)	172	51%	117	35%	18	5%	16	5%	15	4%	338
Student	170	20%	283	34%	267	32%	59	7%	53	6%	832
Student - private, home-educated of any age	7	28%	4	16%	10	40%	2	8%	2	8%	25
Teacher (responding in a personal capacity)	1,148	56%	546	27%	107	5%	129	6%	107	5%	2,037

No response 24,285

Q136. To what extent do you agree or disagree with the proposed assessment arrangements for AS history in 2021?

Q136	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	30	17%	35	19%	96	53%	11	6%	9	5%	181
Academy chain	4	25%	2	12%	9	56%	1	6%	0	0%	16
Awarding body or exam board	0	0%	4	67%	2	33%	0	0%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	0	0%	3	100%	0	0%	0	0%	3
Other representative or interest group	1	11%	2	22%	2	22%	3	33%	1	11%	9
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	25	17%	27	19%	78	54%	6	4%	8	6%	144
University or higher education institution	0	0%	0	0%	1	50%	1	50%	0	0%	2
Personal	452	12%	702	19%	2,043	56%	230	6%	237	6%	3,664
Awarding organisation employee	1	25%	1	25%	1	25%	1	25%	0	0%	4
Consultant	1	11%	2	22%	2	22%	2	22%	2	22%	9
Examiner	6	19%	9	29%	9	29%	2	6%	5	16%	31
Exams officer or manager	10	20%	19	37%	21	41%	0	0%	1	2%	51
Governor	3	25%	1	8%	7	58%	1	8%	0	0%	12
Other	7	27%	7	27%	6	23%	3	12%	3	12%	26
Parent or carer	59	8%	92	13%	489	68%	34	5%	47	7%	721
SLT (Senior leadership team)	55	19%	57	20%	152	52%	16	6%	10	3%	290
Student	35	5%	119	18%	348	52%	69	10%	104	15%	675
Student - private, home-educated of any age	2	12%	2	12%	7	41%	4	24%	2	12%	17
Teacher (responding in a personal capacity)	273	15%	393	21%	1,001	55%	98	5%	63	3%	1,828

No response 25,127

Q138. To what extent do you agree or disagree with the proposed assessment arrangements for A level history in 2021?

Q138	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	39	18%	54	25%	65	30%	33	15%	23	11%	214
Academy chain	3	15%	5	25%	6	30%	4	20%	2	10%	20
Awarding body or exam board	0	0%	5	83%	1	17%	0	0%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	0	0%	3	100%	0	0%	0	0%	3
Other representative or interest group	0	0%	2	22%	2	22%	3	33%	2	22%	9
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	35	20%	42	24%	51	29%	26	15%	19	11%	173
University or higher education institution	1	50%	0	0%	1	50%	0	0%	0	0%	2
Personal	499	13%	868	22%	1,350	34%	609	15%	635	16%	3,961
Awarding organisation employee	1	25%	1	25%	1	25%	1	25%	0	0%	4
Consultant	2	22%	3	33%	1	11%	0	0%	3	33%	9
Examiner	6	19%	9	29%	5	16%	2	6%	9	29%	31
Exams officer or manager	14	25%	28	51%	8	15%	3	5%	2	4%	55
Governor	3	25%	2	17%	6	50%	0	0%	1	8%	12
Other	5	17%	7	24%	7	24%	6	21%	4	14%	29
Parent or carer	80	10%	126	16%	437	56%	53	7%	81	10%	777
SLT (Senior leadership team)	62	20%	71	23%	100	32%	41	13%	41	13%	315
Student	51	6%	148	19%	203	25%	183	23%	214	27%	799
Student - private, home-educated of any age	1	5%	5	25%	5	25%	2	10%	7	35%	20
Teacher (responding in a personal capacity)	274	14%	468	25%	577	30%	318	17%	273	14%	1,910

No response 24,797

Q140. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level history of art in 2021?

Q140	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	35%	3	18%	2	12%	1	6%	5	29%	17
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	50%	1	50%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	2	33%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	5	56%	0	0%	0	0%	0	0%	4	44%	9
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	26	25%	20	19%	36	35%	7	7%	15	14%	104
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0	0	0	0	0	0	0	0	0	0
Exams officer or manager	1	50%	1	50%	0	0%	0	0%	0	0%	2
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	1	25%	0	0%	2	50%	1	25%	0	0%	4
Parent or carer	4	16%	2	8%	13	52%	2	8%	4	16%	25
SLT (Senior leadership team)	7	41%	3	18%	4	24%	0	0%	3	18%	17
Student	4	19%	5	24%	7	33%	2	10%	3	14%	21
Student - private, home-educated of any age	0	0	0	0	0	0	0	0	0	0	0
Teacher (responding in a personal capacity)	9	29%	8	26%	10	32%	1	3%	3	10%	31

No response 28,851

Q142. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE Latin in 2021?

Q142	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	11	31%	9	26%	2	6%	2	6%	11	31%	35
Academy chain	0	0%	0	0%	1	100%	0	0%	0	0%	1
Awarding body or exam board	0	0%	2	100%	0	0%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	2	25%	1	12%	1	12%	0	0%	4	50%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	9	39%	6	26%	0	0%	2	9%	6	26%	23
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	107	30%	102	29%	47	13%	51	14%	47	13%	354
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	33%	2	67%	0	0%	0	0%	0	0%	3
Exams officer or manager	2	33%	4	67%	0	0%	0	0%	0	0%	6
Governor	0	0%	1	50%	1	50%	0	0%	0	0%	2
Other	2	29%	1	14%	1	14%	3	43%	0	0%	7
Parent or carer	25	30%	25	30%	18	22%	3	4%	11	13%	82
SLT (Senior leadership team)	13	46%	7	25%	4	14%	0	0%	4	14%	28
Student	16	26%	14	23%	8	13%	19	31%	5	8%	62
Student - private, home-educated of any age	3	43%	2	29%	0	0%	2	29%	0	0%	7
Teacher (responding in a personal capacity)	45	29%	45	29%	15	10%	24	16%	25	16%	154

No response 28,583

Q144. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level Latin in 2021?

Q144	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	10	31%	7	22%	5	16%	2	6%	8	25%	32
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	1	50%	1	50%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	2	25%	1	12%	2	25%	0	0%	3	38%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	8	38%	5	24%	2	10%	2	10%	4	19%	21
University or higher education institution	0	0%	0	0%	0	0%	0	0%	1	100%	1
Personal	79	25%	79	25%	97	31%	25	8%	31	10%	311
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	33%	2	67%	0	0%	0	0%	0	0%	3
Exams officer or manager	2	29%	5	71%	0	0%	0	0%	0	0%	7
Governor	0	0%	0	0%	2	100%	0	0%	0	0%	2
Other	1	14%	2	29%	1	14%	3	43%	0	0%	7
Parent or carer	10	16%	16	25%	31	49%	1	2%	5	8%	63
SLT (Senior leadership team)	13	43%	6	20%	7	23%	1	3%	3	10%	30
Student	8	19%	8	19%	19	44%	3	7%	5	12%	43
Student - private, home-educated of any age	2	40%	3	60%	0	0%	0	0%	0	0%	5
Teacher (responding in a personal capacity)	42	28%	36	24%	37	25%	17	11%	16	11%	148

No response 28,629

Q146. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level law in 2021?

Q146	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	9	29%	7	23%	5	16%	5	16%	5	16%	31
Academy chain	2	67%	1	33%	0	0%	0	0%	0	0%	3
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	2	40%	1	20%	1	20%	0	0%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	4	22%	3	17%	4	22%	3	17%	4	22%	18
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	60	15%	97	23%	76	18%	62	15%	118	29%	413
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	1	50%	0	0%	0	0%	0	0%	1	50%	2
Exams officer or manager	2	50%	1	25%	0	0%	0	0%	1	25%	4
Governor	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other	3	38%	0	0%	1	12%	2	25%	2	25%	8
Parent or carer	6	9%	13	20%	17	27%	6	9%	22	34%	64
SLT (Senior leadership team)	7	33%	5	24%	4	19%	1	5%	4	19%	21
Student	14	7%	47	23%	42	21%	42	21%	58	29%	203
Student - private, home-educated of any age	0	0%	0	0%	0	0%	1	100%	0	0%	1
Teacher (responding in a personal capacity)	27	25%	30	28%	11	10%	10	9%	28	26%	106

No response 28,528

Q148. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE maths in 2021?

Q148	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	54	23%	68	29%	31	13%	38	16%	44	19%	235
Academy chain	3	18%	6	35%	0	0%	4	24%	4	24%	17
Awarding body or exam board	1	17%	3	50%	0	0%	1	17%	1	17%	6
Employer	0	0%	0	0%	0	0%	1	50%	1	50%	2
Local authority	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other representative or interest group	4	24%	3	18%	4	24%	2	12%	4	24%	17
Private training provider	1	50%	1	50%	0	0%	0	0%	0	0%	2
School or college	45	24%	53	29%	27	15%	29	16%	31	17%	185
University or higher education institution	0	0%	1	20%	0	0%	1	20%	3	60%	5
Personal	1,202	24%	1,469	29%	1,084	22%	648	13%	631	13%	5,034
Awarding organisation employee	1	20%	2	40%	1	20%	1	20%	0	0%	5
Consultant	2	12%	6	38%	2	12%	1	6%	5	31%	16
Examiner	10	56%	1	6%	0	0%	2	11%	5	28%	18
Exams officer or manager	36	47%	32	42%	4	5%	1	1%	3	4%	76
Governor	5	25%	6	30%	3	15%	1	5%	5	25%	20
Other	9	22%	13	32%	5	12%	5	12%	9	22%	41
Parent or carer	400	19%	696	33%	465	22%	254	12%	279	13%	2,094
SLT (Senior leadership team)	82	28%	87	29%	34	12%	56	19%	36	12%	295
Student	293	19%	374	25%	449	30%	215	14%	188	12%	1,519
Student - private, home-educated of any age	10	23%	13	30%	10	23%	6	14%	5	11%	44
Teacher (responding in a personal capacity)	354	39%	239	26%	111	12%	106	12%	96	11%	906

No response 23,703

Q150. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level maths in 2021?

Q150	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	48	25%	46	24%	58	30%	18	9%	24	12%	194
Academy chain	5	38%	3	23%	1	8%	2	15%	2	15%	13
Awarding body or exam board	1	25%	2	50%	1	25%	0	0%	0	0%	4
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	3	21%	3	21%	3	21%	2	14%	3	21%	14
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	37	24%	38	25%	49	32%	13	8%	18	12%	155
University or higher education institution	1	33%	0	0%	1	33%	1	33%	0	0%	3
Personal	947	23%	950	23%	1,463	36%	307	7%	429	10%	4,096
Awarding organisation employee	0	0%	3	60%	1	20%	1	20%	0	0%	5
Consultant	2	14%	3	21%	4	29%	0	0%	5	36%	14
Examiner	8	50%	3	19%	2	12%	0	0%	3	19%	16
Exams officer or manager	27	40%	25	37%	14	21%	0	0%	2	3%	68
Governor	3	18%	3	18%	7	41%	2	12%	2	12%	17
Other	11	29%	10	26%	8	21%	4	11%	5	13%	38
Parent or carer	190	13%	291	20%	777	54%	69	5%	125	9%	1,452
SLT (Senior leadership team)	80	31%	63	25%	84	33%	16	6%	13	5%	256
Student	257	19%	324	24%	371	28%	173	13%	215	16%	1,340
Student - private, home-educated of any age	14	36%	10	26%	8	21%	3	8%	4	10%	39
Teacher (responding in a personal capacity)	355	42%	215	25%	187	22%	39	5%	55	6%	851

No response 24,682

Q152. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE media studies in 2021?

Q152	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	18%	27	37%	13	18%	11	15%	9	12%	73
Academy chain	3	43%	1	14%	0	0%	3	43%	0	0%	7
Awarding body or exam board	0	0%	3	75%	0	0%	1	25%	0	0%	4
Employer	0	0%	0	0%	0	0%	0	0%	0	0%	0
Local authority	0	0%	1	50%	0	0%	1	50%	0	0%	2
Other representative or interest group	1	14%	2	29%	2	29%	1	14%	1	14%	7
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	9	18%	19	37%	11	22%	5	10%	7	14%	51
University or higher education institution	0	0%	1	50%	0	0%	0	0%	1	50%	2
Personal	146	16%	256	29%	182	20%	139	16%	167	19%	890
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	1	25%	2	50%	0	0%	0	0%	1	25%	4
Examiner	0	0%	0	0%	0	0%	1	25%	3	75%	4
Exams officer or manager	8	36%	11	50%	3	14%	0	0%	0	0%	22
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	3	27%	4	36%	2	18%	1	9%	1	9%	11
Parent or carer	39	23%	67	40%	44	26%	7	4%	11	7%	168
SLT (Senior leadership team)	18	25%	24	33%	6	8%	16	22%	9	12%	73
Student	19	12%	43	27%	56	35%	19	12%	22	14%	159
Student - private, home-educated of any age	0	0%	0	0%	2	50%	2	50%	0	0%	4
Teacher (responding in a personal capacity)	58	13%	103	23%	69	16%	92	21%	120	27%	442

No response 28,009

Q154. To what extent do you agree or disagree with the proposed assessment arrangements for AS media studies in 2021?

Q152	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	18%	27	37%	13	18%	11	15%	9	12%	73
Academy chain	3	43%	1	14%	0	0%	3	43%	0	0%	7
Awarding body or exam board	0	0%	3	75%	0	0%	1	25%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	50%	0	0%	1	50%	0	0%	2
Other representative or interest group	1	14%	2	29%	2	29%	1	14%	1	14%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	9	18%	19	37%	11	22%	5	10%	7	14%	51
University or higher education institution	0	0%	1	50%	0	0%	0	0%	1	50%	2
Personal	146	16%	256	29%	182	20%	139	16%	167	19%	890
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	1	25%	2	50%	0	0%	0	0%	1	25%	4
Examiner	0	0%	0	0%	0	0%	1	25%	3	75%	4
Exams officer or manager	8	36%	11	50%	3	14%	0	0%	0	0%	22
Governor	0	0%	0	0%	0	0%	1	100%	0	0%	1
Other	3	27%	4	36%	2	18%	1	9%	1	9%	11
Parent or carer	39	23%	67	40%	44	26%	7	4%	11	7%	168
SLT (Senior leadership team)	18	25%	24	33%	6	8%	16	22%	9	12%	73
Student	19	12%	43	27%	56	35%	19	12%	22	14%	159
Student - private, home-educated of any age	0	0%	0	0%	2	50%	2	50%	0	0%	4
Teacher (responding in a personal capacity)	58	13%	103	23%	69	16%	92	21%	120	27%	442

No response 28,139

Q156. To what extent do you agree or disagree with the proposed assessment arrangements for A level media studies in 2021?

Q156	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	12	18%	27	40%	10	15%	10	15%	9	13%	68
Academy chain	3	43%	1	14%	0	0%	2	29%	1	14%	7
Awarding body or exam board	0	0%	3	75%	0	0%	1	25%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	50%	1	50%	0	0%	2
Other representative or interest group	1	14%	3	43%	1	14%	1	14%	1	14%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	8	17%	20	43%	8	17%	4	9%	7	15%	47
University or higher education institution	0	0%	0	0%	0	0%	1	100%	0	0%	1
Personal	104	13%	196	24%	220	27%	115	14%	189	23%	824
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	25%	2	50%	0	0%	0	0%	1	25%	4
Examiner	0	0%	0	0%	0	0%	0	0%	3	100%	3
Exams officer or manager	6	29%	7	33%	7	33%	1	5%	0	0%	21
Governor	0	0%	1	100%	0	0%	0	0%	0	0%	1
Other	2	22%	2	22%	2	22%	1	11%	2	22%	9
Parent or carer	20	15%	34	26%	58	45%	4	3%	14	11%	130
SLT (Senior leadership team)	9	13%	22	32%	22	32%	7	10%	9	13%	69
Student	20	13%	41	26%	33	21%	29	18%	35	22%	158
Student - private, home-educated of any age	0	0%	1	25%	1	25%	2	50%	0	0%	4
Teacher (responding in a personal capacity)	46	11%	85	20%	97	23%	71	17%	125	29%	424

No response 28,080

Q158. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE modern foreign languages in 2021?

Q158	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	39	15%	56	22%	17	7%	55	22%	85	34%	252
Academy chain	4	18%	3	14%	0	0%	8	36%	7	32%	22
Awarding body or exam board	1	17%	2	33%	0	0%	3	50%	0	0%	6
Employer	1	33%	0	0%	0	0%	1	33%	1	33%	3
Local authority	0	0%	1	25%	0	0%	2	50%	1	25%	4
Other representative or interest group	3	19%	5	31%	2	12%	1	6%	5	31%	16
Private training provider	0	0%	0	0%	1	100%	0	0%	0	0%	1
School or college	30	15%	43	22%	14	7%	40	20%	71	36%	198
University or higher education institution	0	0%	2	100%	0	0%	0	0%	0	0%	2
Personal	810	19%	1,025	24%	365	9%	851	20%	1,153	27%	4,204
Awarding organisation employee	0	0%	3	33%	1	11%	4	44%	1	11%	9
Consultant	3	21%	2	14%	0	0%	2	14%	7	50%	14
Examiner	2	6%	5	15%	1	3%	4	12%	21	64%	33
Exams officer or manager	18	34%	21	40%	4	8%	8	15%	2	4%	53
Governor	2	17%	3	25%	0	0%	3	25%	4	33%	12
Other	2	5%	8	21%	5	13%	4	11%	19	50%	38
Parent or carer	258	28%	339	37%	83	9%	112	12%	115	13%	907
SLT (Senior leadership team)	69	27%	77	30%	11	4%	48	19%	51	20%	256
Student	178	27%	196	30%	128	19%	101	15%	55	8%	658
Student - private, home-educated of any age	4	25%	6	38%	2	12%	3	19%	1	6%	16
Teacher (responding in a personal capacity)	274	12%	365	17%	130	6%	562	25%	877	40%	2,208

No response 24,516

Q160. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level modern foreign languages in 2021?

Q160	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	40	19%	59	28%	71	33%	20	9%	23	11%	213
Academy chain	3	15%	8	40%	7	35%	2	10%	0	0%	20
Awarding body or exam board	1	17%	2	33%	2	33%	1	17%	0	0%	6
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	1	25%	0	0%	1	25%	1	25%	1	25%	4
Other representative or interest group	1	8%	5	38%	3	23%	1	8%	3	23%	13
Private training provider	1	100%	0	0%	0	0%	0	0%	0	0%	1
School or college	33	20%	43	26%	56	34%	15	9%	18	11%	165
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	532	15%	824	24%	1,326	38%	405	12%	406	12%	3,493
Awarding organisation employee	2	22%	3	33%	2	22%	1	11%	1	11%	9
Consultant	2	15%	3	23%	2	15%	1	8%	5	38%	13
Examiner	8	24%	2	6%	6	18%	6	18%	11	33%	33
Exams officer or manager	17	35%	18	37%	9	18%	2	4%	3	6%	49
Governor	3	33%	1	11%	3	33%	1	11%	1	11%	9
Other	7	20%	9	26%	10	29%	3	9%	6	17%	35
Parent or carer	63	11%	99	18%	342	61%	21	4%	37	7%	562
SLT (Senior leadership team)	43	19%	57	25%	80	35%	26	12%	20	9%	226
Student	42	9%	84	18%	180	38%	90	19%	82	17%	478
Student - private, home-educated of any age	1	9%	3	27%	5	45%	1	9%	1	9%	11
Teacher (responding in a personal capacity)	344	17%	545	26%	687	33%	253	12%	239	12%	2,068

No response 25,266

Q162. To what extent do you agree or disagree with the proposed assessment arrangements for A level modern foreign languages (listening, reading, writing) in 2021?

Q162	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	24	19%	37	29%	36	28%	7	6%	23	18%	127
Academy chain	1	10%	4	40%	4	40%	0	0%	1	10%	10
Awarding body or exam board	0	0%	2	50%	0	0%	1	25%	1	25%	4
Employer	0	0%	0	0%	1	50%	0	0%	1	50%	2
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	1	17%	2	33%	1	17%	1	17%	1	17%	6
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	22	21%	29	28%	29	28%	4	4%	19	18%	103
University or higher education institution	0	0%	0	0%	0	0%	1	100%	0	0%	1
Personal	474	18%	655	25%	970	37%	248	9%	270	10%	2,617
Awarding organisation employee	1	25%	2	50%	1	25%	0	0%	0	0%	4
Consultant	2	22%	3	33%	2	22%	0	0%	2	22%	9
Examiner	7	41%	3	18%	5	29%	2	12%	0	0%	17
Exams officer or manager	15	38%	18	45%	5	12%	0	0%	2	5%	40
Governor	0	0%	5	56%	3	33%	0	0%	1	11%	9
Other	9	29%	8	26%	8	26%	4	13%	2	6%	31
Parent or carer	86	14%	144	24%	280	46%	47	8%	47	8%	604
SLT (Senior leadership team)	42	25%	47	28%	58	35%	10	6%	8	5%	165
Student	65	13%	105	20%	180	35%	77	15%	86	17%	513
Student - private, home-educated of any age	3	23%	1	8%	5	38%	3	23%	1	8%	13
Teacher (responding in a personal capacity)	244	20%	319	26%	423	35%	105	9%	121	10%	1,212

No response 26,228

Q164. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE music in 2021?

Q164	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	48	33%	63	44%	16	11%	14	10%	3	2%	144
Academy chain	3	33%	2	22%	2	22%	2	22%	0	0%	9
Awarding body or exam board	0	0%	4	67%	0	0%	2	33%	0	0%	6
Employer	0	0%	1	100%	0	0%	0	0%	0	0%	1
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	1	17%	3	50%	1	17%	0	0%	1	17%	6
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	44	37%	51	42%	13	11%	10	8%	2	2%	120
University or higher education institution	0	0%	0	0%	0	0%	0	0%	0	0%	0
Personal	670	45%	492	33%	163	11%	89	6%	61	4%	1,475
Awarding organisation employee	2	50%	1	25%	1	25%	0	0%	0	0%	4
Consultant	3	50%	1	17%	0	0%	1	17%	1	17%	6
Examiner	4	36%	5	45%	1	9%	1	9%	0	0%	11
Exams officer or manager	19	41%	22	48%	4	9%	1	2%	0	0%	46
Governor	1	17%	2	33%	2	33%	0	0%	1	17%	6
Other	5	33%	6	40%	3	20%	1	7%	0	0%	15
Parent or carer	119	36%	126	38%	51	16%	15	5%	18	5%	329
SLT (Senior leadership team)	53	36%	67	45%	11	7%	13	9%	5	3%	149
Student	81	37%	70	32%	43	20%	11	5%	13	6%	218
Student - private, home-educated of any age	0	0%	3	75%	1	25%	0	0%	0	0%	4
Teacher (responding in a personal capacity)	383	56%	189	28%	46	7%	46	7%	23	3%	687

No response 27,353

Q166. To what extent do you agree or disagree with the proposed assessment arrangements for AS music in 2021?

Q166	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	18	17%	27	26%	49	47%	6	6%	4	4%	104
Academy chain	2	29%	2	29%	2	29%	1	14%	0	0%	7
Awarding body or exam board	0	0%	3	60%	0	0%	2	40%	0	0%	5
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	1	17%	3	50%	1	17%	0	0%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	15	18%	17	20%	45	54%	3	4%	3	4%	83
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	284	25%	277	24%	519	45%	42	4%	31	3%	1,153
Awarding organisation employee	1	25%	2	50%	1	25%	0	0%	0	0%	4
Consultant	3	60%	1	20%	0	0%	1	20%	0	0%	5
Examiner	2	17%	4	33%	3	25%	2	17%	1	8%	12
Exams officer or manager	10	25%	14	35%	16	40%	0	0%	0	0%	40
Governor	1	25%	0	0%	2	50%	0	0%	1	25%	4
Other	5	36%	5	36%	3	21%	0	0%	1	7%	14
Parent or carer	18	9%	36	18%	132	66%	8	4%	7	3%	201
SLT (Senior leadership team)	26	22%	37	31%	49	41%	4	3%	3	3%	119
Student	22	15%	29	20%	84	58%	6	4%	4	3%	145
Student - private, home-educated of any age	0	0%	2	50%	2	50%	0	0%	0	0%	4
Teacher (responding in a personal capacity)	196	32%	147	24%	227	38%	21	3%	14	2%	605

No response 27,715

Q168. To what extent do you agree or disagree with the proposed assessment arrangements for A level music in 2021?

Q168	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	24	19%	47	37%	35	27%	14	11%	8	6%	128
Academy chain	3	38%	2	25%	2	25%	1	12%	0	0%	8
Awarding body or exam board	0	0%	4	67%	0	0%	2	33%	0	0%	6
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	1	17%	3	50%	1	17%	0	0%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	20	19%	36	34%	31	30%	11	10%	7	7%	105
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	340	27%	346	28%	403	33%	93	8%	56	5%	1,238
Awarding organisation employee	2	50%	1	25%	1	25%	0	0%	0	0%	4
Consultant	3	43%	1	14%	1	14%	1	14%	1	14%	7
Examiner	2	17%	3	25%	4	33%	1	8%	2	17%	12
Exams officer or manager	12	28%	19	44%	11	26%	1	2%	0	0%	43
Governor	2	50%	0	0%	1	25%	0	0%	1	25%	4
Other	5	33%	6	40%	3	20%	0	0%	1	7%	15
Parent or carer	25	11%	50	23%	122	55%	13	6%	11	5%	221
SLT (Senior leadership team)	30	23%	46	36%	36	28%	10	8%	6	5%	128
Student	35	21%	35	21%	71	42%	19	11%	9	5%	169
Student - private, home-educated of any age	0	0%	3	60%	1	20%	1	20%	0	0%	5
Teacher (responding in a personal capacity)	224	36%	182	29%	152	24%	47	7%	25	4%	630

No response 27,606

Q170. To what extent do you agree or disagree with the proposed assessment arrangements for AS music technology in 2021?

Q170	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	5	15%	12	35%	12	35%	2	6%	3	9%	34
Academy chain	0	0%	0	0%	1	100%	0	0%	0	0%	1
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	1	20%	2	40%	1	20%	0	0%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	4	17%	6	26%	10	43%	1	4%	2	9%	23
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	37	17%	71	33%	89	41%	7	3%	14	6%	218
Awarding organisation employee	0	0%	0	0%	0	0%	1	100%	0	0%	1
Consultant	2	67%	1	33%	0	0%	0	0%	0	0%	3
Examiner	0	0%	1	17%	0	0%	0	0%	5	83%	6
Exams officer or manager	1	20%	3	60%	1	20%	0	0%	0	0%	5
Governor	2	67%	0	0%	1	33%	0	0%	0	0%	3
Other	2	29%	4	57%	1	14%	0	0%	0	0%	7
Parent or carer	2	6%	7	21%	21	62%	1	3%	3	9%	34
SLT (Senior leadership team)	2	8%	12	48%	10	40%	1	4%	0	0%	25
Student	3	13%	4	17%	16	70%	0	0%	0	0%	23
Student - private, home-educated of any age	0	0%	1	100%	0	0%	0	0%	0	0%	1
Teacher (responding in a personal capacity)	23	21%	38	35%	39	35%	4	4%	6	5%	110

No response 28,720

Q172. To what extent do you agree or disagree with the proposed assessment arrangements for A level music technology in 2021?

Q172	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	4	11%	16	42%	11	29%	4	11%	3	8%	38
Academy chain	0	0%	0	0%	1	100%	0	0%	0	0%	1
Awarding body or exam board	0	0%	2	67%	0	0%	1	33%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	50%	1	50%	0	0%	0	0%	2
Other representative or interest group	1	20%	2	40%	1	20%	0	0%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	3	11%	11	41%	8	30%	3	11%	2	7%	27
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	43	20%	76	35%	68	31%	14	6%	19	9%	220
Awarding organisation employee	0	0%	0	0%	0	0%	1	100%	0	0%	1
Consultant	2	67%	1	33%	0	0%	0	0%	0	0%	3
Examiner	0	0%	1	17%	0	0%	1	17%	4	67%	6
Exams officer or manager	2	40%	3	60%	0	0%	0	0%	0	0%	5
Governor	2	67%	0	0%	1	33%	0	0%	0	0%	3
Other	3	43%	3	43%	1	14%	0	0%	0	0%	7
Parent or carer	2	6%	5	15%	22	67%	1	3%	3	9%	33
SLT (Senior leadership team)	0	0%	17	65%	8	31%	1	4%	0	0%	26
Student	5	22%	3	13%	12	52%	2	9%	1	4%	23
Student - private, home-educated of any age	0	0%	0	0%	0	0%	1	100%	0	0%	1
Teacher (responding in a personal capacity)	27	24%	43	38%	24	21%	7	6%	11	10%	112

No response 28,714

Q174. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level philosophy in 2021?

Q174	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	10	34%	11	38%	2	7%	2	7%	4	14%	29
Academy chain	0	0	0	0	0	0	0	0	0	0	0
Awarding body or exam board	0	0%	2	100%	0	0%	0	0%	0	0%	2
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	20%	1	20%	1	20%	1	20%	1	20%	5
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	9	41%	8	36%	1	5%	1	5%	3	14%	22
University or higher education institution	0	0	0	0	0	0	0	0	0	0	0
Personal	60	17%	86	25%	76	22%	50	14%	79	23%	351
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	0	0%	3	75%	0	0%	1	25%	0	0%	4
Exams officer or manager	1	17%	5	83%	0	0%	0	0%	0	0%	6
Governor	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other	3	38%	1	12%	1	12%	2	25%	1	12%	8
Parent or carer	10	12%	13	16%	30	37%	13	16%	16	20%	82
SLT (Senior leadership team)	10	29%	11	32%	8	24%	2	6%	3	9%	34
Student	14	11%	29	24%	22	18%	23	19%	35	28%	123
Student - private, home-educated of any age	2	50%	0	0%	1	25%	0	0%	1	25%	4
Teacher (responding in a personal capacity)	20	24%	22	26%	13	15%	9	11%	21	25%	85

No response 28,592

Q176. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physical education in 2021?

Q176	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	48	23%	55	27%	21	10%	41	20%	41	20%	206
Academy chain	5	33%	4	27%	0	0%	4	27%	2	13%	15
Awarding body or exam board	0	0%	0	0%	2	50%	2	50%	0	0%	4
Employer	1	100%	0	0%	0	0%	0	0%	0	0%	1
Local authority	1	33%	0	0%	0	0%	1	33%	1	33%	3
Other representative or interest group	1	12%	2	25%	2	25%	0	0%	3	38%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	40	23%	48	28%	17	10%	34	20%	35	20%	174
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	482	25%	601	32%	209	11%	294	16%	308	16%	1,894
Awarding organisation employee	1	50%	1	50%	0	0%	0	0%	0	0%	2
Consultant	3	30%	3	30%	1	10%	2	20%	1	10%	10
Examiner	2	17%	2	17%	0	0%	5	42%	3	25%	12
Exams officer or manager	22	48%	17	37%	4	9%	1	2%	2	4%	46
Governor	2	50%	1	25%	1	25%	0	0%	0	0%	4
Other	5	33%	3	20%	3	20%	2	13%	2	13%	15
Parent or carer	205	36%	189	33%	74	13%	48	8%	53	9%	569
SLT (Senior leadership team)	71	39%	68	38%	10	6%	20	11%	11	6%	180
Student	51	22%	77	33%	53	23%	33	14%	21	9%	235
Student - private, home-educated of any age	1	20%	0	0%	2	40%	1	20%	1	20%	5
Teacher (responding in a personal capacity)	119	15%	240	29%	61	7%	182	22%	214	26%	816

No response 26,872

Q178. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physical education (short course) in 2021?

Q178	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	9%	32	23%	61	44%	19	14%	15	11%	140
Academy chain	2	20%	4	40%	1	10%	2	20%	1	10%	10
Awarding body or exam board	0	0%	2	50%	1	25%	1	25%	0	0%	4
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	0	0%	0	0%	1	50%	1	50%	0	0%	2
Other representative or interest group	1	12%	2	25%	2	25%	0	0%	3	38%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	10	9%	23	20%	55	48%	15	13%	11	10%	114
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	236	16%	331	23%	620	43%	115	8%	149	10%	1,451
Awarding organisation employee	0	0%	1	50%	1	50%	0	0%	0	0%	2
Consultant	3	33%	1	11%	3	33%	1	11%	1	11%	9
Examiner	3	25%	2	17%	2	17%	3	25%	2	17%	12
Exams officer or manager	12	32%	12	32%	13	34%	1	3%	0	0%	38
Governor	1	25%	0	0%	3	75%	0	0%	0	0%	4
Other	4	29%	3	21%	5	36%	0	0%	2	14%	14
Parent or carer	75	19%	95	24%	181	46%	17	4%	23	6%	391
SLT (Senior leadership team)	34	24%	40	29%	47	34%	8	6%	11	8%	140
Student	23	13%	41	23%	78	45%	23	13%	10	6%	175
Student - private, home-educated of any age	0	0%	1	33%	2	67%	0	0%	0	0%	3
Teacher (responding in a personal capacity)	81	12%	135	20%	285	43%	62	9%	100	15%	663

No response 27,381

Q180. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level physical education in 2021?

Q180	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	34	20%	38	23%	52	31%	23	14%	21	12%	168
Academy chain	3	27%	2	18%	3	27%	2	18%	1	9%	11
Awarding body or exam board	0	0%	1	25%	1	25%	2	50%	0	0%	4
Employer	0	0%	0	0%	1	100%	0	0%	0	0%	1
Local authority	1	50%	0	0%	0	0%	1	50%	0	0%	2
Other representative or interest group	2	22%	3	33%	1	11%	0	0%	3	33%	9
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	28	20%	31	22%	46	33%	18	13%	17	12%	140
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	213	14%	361	23%	568	37%	179	12%	227	15%	1,548
Awarding organisation employee	0	0%	1	50%	0	0%	0	0%	1	50%	2
Consultant	2	25%	3	38%	1	12%	1	12%	1	12%	8
Examiner	1	8%	3	25%	3	25%	3	25%	2	17%	12
Exams officer or manager	15	36%	14	33%	12	29%	0	0%	1	2%	42
Governor	1	25%	0	0%	3	75%	0	0%	0	0%	4
Other	4	29%	2	14%	5	36%	1	7%	2	14%	14
Parent or carer	57	15%	77	20%	197	51%	22	6%	32	8%	385
SLT (Senior leadership team)	38	25%	45	30%	43	28%	17	11%	8	5%	151
Student	21	10%	48	23%	56	27%	40	19%	43	21%	208
Student - private, home-educated of any age	1	25%	1	25%	1	25%	0	0%	1	25%	4
Teacher (responding in a personal capacity)	73	10%	167	23%	247	34%	95	13%	136	19%	718

No response 27,256

Q182. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE physics in 2021?

Q182	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	57	28%	66	33%	31	15%	19	9%	30	15%	203
Academy chain	1	11%	3	33%	1	11%	1	11%	3	33%	9
Awarding body or exam board	0	0%	4	57%	3	43%	0	0%	0	0%	7
Employer	1	33%	0	0%	0	0%	0	0%	2	67%	3
Local authority	0	0%	2	67%	0	0%	0	0%	1	33%	3
Other representative or interest group	3	18%	5	29%	3	18%	2	12%	4	24%	17
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	52	32%	49	31%	24	15%	15	9%	20	12%	160
University or higher education institution	0	0%	3	75%	0	0%	1	25%	0	0%	4
Personal	969	26%	1,205	32%	418	11%	576	15%	588	16%	3,756
Awarding organisation employee	3	43%	1	14%	1	14%	2	29%	0	0%	7
Consultant	0	0%	3	23%	0	0%	4	31%	6	46%	13
Examiner	6	30%	3	15%	1	5%	4	20%	6	30%	20
Exams officer or manager	19	39%	21	43%	4	8%	1	2%	4	8%	49
Governor	2	15%	4	31%	0	0%	0	0%	7	54%	13
Other	8	19%	14	33%	7	17%	2	5%	11	26%	42
Parent or carer	288	25%	437	37%	120	10%	172	15%	158	13%	1,175
SLT (Senior leadership team)	89	35%	74	29%	16	6%	37	14%	41	16%	257
Student	169	19%	259	29%	181	20%	168	19%	124	14%	901
Student - private, home-educated of any age	9	33%	5	19%	5	19%	4	15%	4	15%	27
Teacher (responding in a personal capacity)	376	30%	384	31%	83	7%	182	15%	227	18%	1,252

No response 25,013

Q184. To what extent do you agree or disagree with the proposed assessment arrangements for AS physics in 2021?

Q184	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	28	19%	39	27%	55	37%	6	4%	19	13%	147
Academy chain	1	14%	2	29%	1	14%	0	0%	3	43%	7
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	0	0%	1	33%	1	33%	0	0%	1	33%	3
Other representative or interest group	2	12%	6	38%	2	12%	3	19%	3	19%	16
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	25	23%	26	23%	46	41%	3	3%	11	10%	111
University or higher education institution	0	0%	1	33%	2	67%	0	0%	0	0%	3
Personal	502	17%	683	24%	1,141	39%	272	9%	292	10%	2,890
Awarding organisation employee	2	29%	1	14%	2	29%	2	29%	0	0%	7
Consultant	0	0%	2	18%	1	9%	3	27%	5	45%	11
Examiner	4	22%	2	11%	5	28%	3	17%	4	22%	18
Exams officer or manager	8	19%	14	33%	17	40%	1	2%	3	7%	43
Governor	2	18%	0	0%	5	45%	2	18%	2	18%	11
Other	7	18%	11	29%	10	26%	2	5%	8	21%	38
Parent or carer	79	11%	137	19%	420	58%	42	6%	45	6%	723
SLT (Senior leadership team)	57	25%	55	24%	75	33%	22	10%	18	8%	227
Student	89	14%	138	22%	273	44%	60	10%	66	11%	626
Student - private, home-educated of any age	6	29%	3	14%	9	43%	1	5%	2	10%	21
Teacher (responding in a personal capacity)	248	21%	320	27%	324	28%	134	12%	139	12%	1,165

No response 25,935

Q186. To what extent do you agree or disagree with the proposed assessment arrangements for A level physics in 2021?

Q186	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	38	21%	52	29%	38	21%	22	12%	30	17%	180
Academy chain	3	33%	2	22%	0	0%	1	11%	3	33%	9
Awarding body or exam board	0	0%	4	80%	0	0%	1	20%	0	0%	5
Employer	0	0%	0	0%	2	67%	0	0%	1	33%	3
Local authority	0	0%	1	33%	1	33%	0	0%	1	33%	3
Other representative or interest group	2	12%	6	38%	2	12%	3	19%	3	19%	16
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	33	23%	38	27%	32	23%	16	11%	22	16%	141
University or higher education institution	0	0%	1	33%	1	33%	1	33%	0	0%	3
Personal	533	18%	772	26%	998	33%	336	11%	366	12%	3,005
Awarding organisation employee	1	14%	2	29%	2	29%	2	29%	0	0%	7
Consultant	0	0%	3	27%	1	9%	2	18%	5	45%	11
Examiner	4	24%	0	0%	3	18%	5	29%	5	29%	17
Exams officer or manager	16	33%	20	42%	7	15%	3	6%	2	4%	48
Governor	1	9%	2	18%	4	36%	1	9%	3	27%	11
Other	9	22%	10	25%	9	22%	4	10%	8	20%	40
Parent or carer	100	13%	171	23%	385	51%	41	5%	62	8%	759
SLT (Senior leadership team)	56	23%	69	29%	55	23%	33	14%	26	11%	239
Student	108	16%	179	26%	217	32%	86	13%	95	14%	685
Student - private, home-educated of any age	5	23%	5	23%	8	36%	2	9%	2	9%	22
Teacher (responding in a personal capacity)	233	20%	311	27%	307	26%	157	13%	158	14%	1,166

No response 25,787

Q188. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level politics in 2021?

Q188	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	20	34%	17	29%	8	14%	5	9%	8	14%	58
Academy chain	1	25%	2	50%	1	25%	0	0%	0	0%	4
Awarding body or exam board	1	33%	2	67%	0	0%	0	0%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	17%	2	33%	1	17%	1	17%	1	17%	6
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	16	36%	11	25%	6	14%	4	9%	7	16%	44
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	149	19%	210	27%	91	12%	141	18%	185	24%	776
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	1	25%	1	25%	0	0%	2	50%	4
Examiner	2	29%	4	57%	0	0%	1	14%	0	0%	7
Exams officer or manager	6	50%	6	50%	0	0%	0	0%	0	0%	12
Governor	0	0%	1	33%	2	67%	0	0%	0	0%	3
Other	1	8%	2	17%	2	17%	2	17%	5	42%	12
Parent or carer	16	17%	23	24%	19	20%	15	16%	23	24%	96
SLT (Senior leadership team)	22	35%	14	23%	10	16%	9	15%	7	11%	62
Student	28	11%	57	23%	26	11%	64	26%	70	29%	245
Student - private, home-educated of any age	3	43%	1	14%	1	14%	0	0%	2	29%	7
Teacher (responding in a personal capacity)	71	22%	100	31%	30	9%	50	15%	76	23%	327

No response 28,138

Q190. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE psychology in 2021?

Q190	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	14	20%	15	22%	23	33%	5	7%	12	17%	69
Academy chain	1	25%	1	25%	2	50%	0	0%	0	0%	4
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	1	14%	1	14%	2	29%	1	14%	2	29%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	12	23%	9	17%	17	33%	4	8%	10	19%	52
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	228	14%	343	21%	628	38%	180	11%	292	17%	1,671
Awarding organisation employee	0	0%	2	100%	0	0%	0	0%	0	0%	2
Consultant	1	20%	1	20%	0	0%	0	0%	3	60%	5
Examiner	3	60%	1	20%	0	0%	0	0%	1	20%	5
Exams officer or manager	9	27%	18	55%	5	15%	0	0%	1	3%	33
Governor	0	0%	1	20%	3	60%	1	20%	0	0%	5
Other	4	21%	3	16%	4	21%	4	21%	4	21%	19
Parent or carer	29	10%	58	20%	131	45%	29	10%	45	15%	292
SLT (Senior leadership team)	20	22%	22	25%	28	31%	5	6%	14	16%	89
Student	56	8%	137	19%	297	41%	92	13%	147	20%	729
Student - private, home-educated of any age	5	28%	4	22%	4	22%	3	17%	2	11%	18
Teacher (responding in a personal capacity)	101	21%	96	20%	156	33%	46	10%	75	16%	474

No response 27,232

Q192. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level psychology in 2021?

Q192	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	23	26%	25	28%	17	19%	12	13%	13	14%	90
Academy chain	1	20%	3	60%	1	20%	0	0%	0	0%	5
Awarding body or exam board	0	0%	3	75%	1	25%	0	0%	0	0%	4
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	0	0%	1	100%	0	0%	0	0%	1
Other representative or interest group	1	14%	1	14%	2	29%	1	14%	2	29%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	20	28%	18	25%	12	17%	11	15%	11	15%	72
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	311	17%	452	24%	265	14%	307	17%	524	28%	1,859
Awarding organisation employee	1	50%	1	50%	0	0%	0	0%	0	0%	2
Consultant	1	20%	1	20%	0	0%	0	0%	3	60%	5
Examiner	4	67%	2	33%	0	0%	0	0%	0	0%	6
Exams officer or manager	10	30%	19	58%	2	6%	0	0%	2	6%	33
Governor	0	0%	2	40%	2	40%	0	0%	1	20%	5
Other	4	21%	4	21%	1	5%	2	11%	8	42%	19
Parent or carer	36	11%	84	26%	77	24%	46	14%	77	24%	320
SLT (Senior leadership team)	31	33%	23	25%	17	18%	10	11%	12	13%	93
Student	76	9%	198	23%	108	12%	180	21%	303	35%	865
Student - private, home-educated of any age	6	30%	4	20%	1	5%	4	20%	5	25%	20
Teacher (responding in a personal capacity)	142	29%	114	23%	57	12%	65	13%	113	23%	491

No response 27.023

Q194. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE religious studies in 2021?

Q194	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	36	24%	37	25%	19	13%	23	15%	35	23%	150
Academy chain	3	20%	3	20%	1	7%	3	20%	5	33%	15
Awarding body or exam board	0	0%	3	50%	1	17%	2	33%	0	0%	6
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	3	25%	3	25%	1	8%	2	17%	3	25%	12
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	30	27%	25	22%	15	13%	16	14%	26	23%	112
University or higher education institution	0	0%	1	33%	1	33%	0	0%	1	33%	3
Personal	368	17%	567	26%	350	16%	372	17%	533	24%	2,190
Awarding organisation employee	0	0%	1	25%	0	0%	2	50%	1	25%	4
Consultant	3	38%	1	12%	1	12%	0	0%	3	38%	8
Examiner	2	25%	4	50%	0	0%	0	0%	2	25%	8
Exams officer or manager	15	38%	22	55%	2	5%	1	2%	0	0%	40
Governor	0	0%	2	29%	1	14%	0	0%	4	57%	7
Other	4	29%	3	21%	1	7%	2	14%	4	29%	14
Parent or carer	83	14%	168	29%	128	22%	99	17%	108	18%	586
SLT (Senior leadership team)	51	26%	49	25%	20	10%	41	21%	33	17%	194
Student	46	10%	115	24%	116	24%	94	20%	103	22%	474
Student - private, home-educated of any age	2	15%	4	31%	2	15%	3	23%	2	15%	13
Teacher (responding in a personal capacity)	162	19%	198	24%	79	9%	130	15%	273	32%	842

No response 26,632

Q196. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE religious studies (short course) in 2021?

Q196	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	16	16%	20	21%	39	40%	8	8%	14	14%	97
Academy chain	1	10%	1	10%	5	50%	1	10%	2	20%	10
Awarding body or exam board	0	0%	3	60%	1	20%	1	20%	0	0%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	2	100%	0	0%	0	0%	0	0%	2
Other representative or interest group	3	33%	2	22%	1	11%	2	22%	1	11%	9
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	12	18%	11	16%	30	45%	3	4%	11	16%	67
University or higher education institution	0	0%	1	25%	2	50%	1	25%	0	0%	4
Personal	245	14%	356	21%	710	41%	154	9%	261	15%	1,726
Awarding organisation employee	0	0%	1	25%	1	25%	2	50%	0	0%	4
Consultant	3	43%	1	14%	0	0%	0	0%	3	43%	7
Examiner	0	0%	6	75%	0	0%	0	0%	2	25%	8
Exams officer or manager	9	28%	14	44%	9	28%	0	0%	0	0%	32
Governor	0	0%	1	17%	3	50%	0	0%	2	33%	6
Other	4	29%	4	29%	2	14%	0	0%	4	29%	14
Parent or carer	42	11%	72	19%	202	52%	35	9%	37	10%	388
SLT (Senior leadership team)	33	20%	29	18%	65	40%	16	10%	18	11%	161
Student	30	9%	72	21%	147	43%	34	10%	60	17%	343
Student - private, home-educated of any age	2	22%	2	22%	4	44%	0	0%	1	11%	9
Teacher (responding in a personal capacity)	122	16%	154	20%	277	37%	67	9%	134	18%	754

No response 27,149

Q198. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level religious studies in 2021?

Q198	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	26	22%	23	20%	36	31%	8	7%	23	20%	116
Academy chain	1	10%	1	10%	6	60%	0	0%	2	20%	10
Awarding body or exam board	0	0%	3	60%	1	20%	0	0%	1	20%	5
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0%	1	50%	1	50%	0	0%	0	0%	2
Other representative or interest group	3	38%	2	25%	1	12%	1	12%	1	12%	8
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	21	24%	16	18%	26	30%	7	8%	18	20%	88
University or higher education institution	1	33%	0	0%	1	33%	0	0%	1	33%	3
Personal	244	14%	337	19%	662	38%	206	12%	288	17%	1,737
Awarding organisation employee	0	0%	1	25%	1	25%	2	50%	0	0%	4
Consultant	2	33%	0	0%	1	17%	0	0%	3	50%	6
Examiner	0	0%	5	62%	1	12%	0	0%	2	25%	8
Exams officer or manager	12	34%	17	49%	5	14%	0	0%	1	3%	35
Governor	0	0%	2	33%	1	17%	1	17%	2	33%	6
Other	5	36%	1	7%	2	14%	2	14%	4	29%	14
Parent or carer	38	10%	44	12%	235	62%	28	7%	31	8%	376
SLT (Senior leadership team)	38	23%	36	22%	53	33%	17	10%	19	12%	163
Student	27	8%	61	17%	116	33%	72	20%	78	22%	354
Student - private, home-educated of any age	1	11%	2	22%	4	44%	0	0%	2	22%	9
Teacher (responding in a personal capacity)	121	16%	168	22%	243	32%	84	11%	146	19%	762

No response 27,119

Q200. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE sociology in 2021?

Q200	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	11	22%	12	24%	13	25%	4	8%	11	22%	51
Academy chain	0	0%	1	33%	1	33%	0	0%	1	33%	3
Awarding body or exam board	0	0%	2	67%	1	33%	0	0%	0	0%	3
Employer	0	0	0	0	0	0	0	0	0	0	0
Local authority	0	0	0	0	0	0	0	0	0	0	0
Other representative or interest group	1	14%	1	14%	2	29%	1	14%	2	29%	7
Private training provider	0	0	0	0	0	0	0	0	0	0	0
School or college	10	27%	7	19%	9	24%	3	8%	8	22%	37
University or higher education institution	0	0%	1	100%	0	0%	0	0%	0	0%	1
Personal	157	14%	253	22%	372	32%	149	13%	230	20%	1,161
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	25%	1	25%	0	0%	0	0%	2	50%	4
Examiner	2	50%	0	0%	0	0%	1	25%	1	25%	4
Exams officer or manager	5	22%	10	43%	7	30%	0	0%	1	4%	23
Governor	0	0%	1	33%	1	33%	0	0%	1	33%	3
Other	3	18%	3	18%	6	35%	2	12%	3	18%	17
Parent or carer	20	10%	47	24%	77	40%	24	12%	26	13%	194
SLT (Senior leadership team)	24	27%	22	24%	21	23%	8	9%	15	17%	90
Student	23	6%	61	16%	147	40%	55	15%	86	23%	372
Student - private, home-educated of any age	1	9%	1	9%	5	45%	1	9%	3	27%	11
Teacher (responding in a personal capacity)	78	18%	106	24%	108	24%	58	13%	92	21%	442

No response 27,760

Q202. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level sociology in 2021?

Q202	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	13	22%	15	25%	15	25%	6	10%	10	17%	59
Academy chain	0	0%	1	33%	2	67%	0	0%	0	0%	3
Awarding body or exam board	0	0%	2	67%	1	33%	0	0%	0	0%	3
Employer	0	0%	0	0%	0	0%	0	0%	0	0%	0
Local authority	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other representative or interest group	1	14%	1	14%	1	14%	2	29%	2	29%	7
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	11	24%	11	24%	11	24%	4	9%	8	18%	45
University or higher education institution	1	100%	0	0%	0	0%	0	0%	0	0%	1
Personal	200	16%	252	21%	209	17%	201	16%	361	30%	1,223
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	1	17%	1	17%	0	0%	0	0%	4	67%	6
Examiner	2	50%	0	0%	0	0%	1	25%	1	25%	4
Exams officer or manager	7	29%	13	54%	2	8%	0	0%	2	8%	24
Governor	0	0%	1	33%	1	33%	1	33%	0	0%	3
Other	3	18%	3	18%	2	12%	3	18%	6	35%	17
Parent or carer	20	10%	33	17%	57	29%	27	14%	58	30%	195
SLT (Senior leadership team)	26	29%	19	21%	22	24%	7	8%	16	18%	90
Student	30	7%	73	17%	54	13%	105	25%	161	38%	423
Student - private, home-educated of any age	1	9%	3	27%	2	18%	1	9%	4	36%	11
Teacher (responding in a personal capacity)	110	24%	105	23%	69	15%	56	12%	109	24%	449

No response 27,690

Q204. To what extent do you agree or disagree with the proposed assessment arrangements for GCSE statistics in 2021?

Q204	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	21%	9	32%	2	7%	4	14%	7	25%	28
Academy chain	0	0%	0	0%	0	0%	0	0%	0	0%	0
Awarding body or exam board	0	0%	3	100%	0	0%	0	0%	0	0%	3
Employer	0	0%	0	0%	0	0%	0	0%	0	0%	0
Local authority	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other representative or interest group	1	10%	3	30%	1	10%	2	20%	3	30%	10
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	5	38%	2	15%	1	8%	1	8%	4	31%	13
University or higher education institution	0	0%	1	50%	0	0%	1	50%	0	0%	2
Personal	75	31%	68	28%	57	23%	18	7%	27	11%	245
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	4	100%	0	0%	0	0%	0	0%	0	0%	4
Exams officer or manager	4	44%	4	44%	1	11%	0	0%	0	0%	9
Governor	1	33%	1	33%	0	0%	0	0%	1	33%	3
Other	4	50%	1	12%	1	12%	1	12%	1	12%	8
Parent or carer	14	22%	18	28%	19	29%	6	9%	8	12%	65
SLT (Senior leadership team)	7	19%	12	33%	10	28%	3	8%	4	11%	36
Student	8	18%	11	24%	15	33%	5	11%	6	13%	45
Student - private, home-educated of any age	2	50%	2	50%	0	0%	0	0%	0	0%	4
Teacher (responding in a personal capacity)	31	46%	18	26%	11	16%	3	4%	5	7%	68

No response 28,699

Q206. To what extent do you agree or disagree with the proposed assessment arrangements for AS and A level statistics in 2021?

Q206	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Organisation	6	24%	7	28%	3	12%	4	16%	5	20%	25
Academy chain	0	0%	0	0%	0	0%	0	0%	0	0%	0
Awarding body or exam board	0	0%	3	100%	0	0%	0	0%	0	0%	3
Employer	0	0%	0	0%	0	0%	0	0%	0	0%	0
Local authority	0	0%	0	0%	0	0%	0	0%	0	0%	0
Other representative or interest group	1	11%	3	33%	1	11%	2	22%	2	22%	9
Private training provider	0	0%	0	0%	0	0%	0	0%	0	0%	0
School or college	4	36%	1	9%	2	18%	1	9%	3	27%	11
University or higher education institution	1	50%	0	0%	0	0%	1	50%	0	0%	2
Personal	59	27%	40	19%	79	37%	15	7%	23	11%	216
Awarding organisation employee	0	0%	1	100%	0	0%	0	0%	0	0%	1
Consultant	0	0%	0	0%	0	0%	0	0%	2	100%	2
Examiner	4	100%	0	0%	0	0%	0	0%	0	0%	4
Exams officer or manager	2	25%	1	12%	5	62%	0	0%	0	0%	8
Governor	0	0%	1	33%	2	67%	0	0%	0	0%	3
Other	4	50%	1	12%	1	12%	1	12%	1	12%	8
Parent or carer	9	18%	10	20%	20	39%	6	12%	6	12%	51
SLT (Senior leadership team)	6	19%	6	19%	14	45%	1	3%	4	13%	31
Student	5	12%	6	15%	20	50%	4	10%	5	12%	40
Student - private, home-educated of any age	1	50%	1	50%	0	0%	0	0%	0	0%	2
Teacher (responding in a personal capacity)	28	42%	13	20%	17	26%	3	5%	5	8%	66

No response 28,731



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