

# **Perceptions of GCSEs, A levels, and Applied General qualifications in England – Wave 22**

An Ofqual commissioned report

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The logo for YouGov, featuring the word "YouGov" in a bold, red, sans-serif font. A small registered trademark symbol (®) is located at the top right of the "v".

## Contents

Executive summary .....	4
Perceptions of GCSEs, A levels and Applied General qualifications .....	4
Aspects of the examination system.....	5
Introduction .....	7
Section 1: Composite confidence measure of qualifications in general.....	8
Key findings .....	8
Composite confidence in GCSEs in general .....	8
Composite confidence in A levels in general.....	10
Composite confidence in Applied General qualifications in general.....	11
Section 2: General perceptions of GCSEs .....	13
Key findings .....	13
Overall perceptions .....	13
Confidence in standards and marking.....	18
Skills and preparation .....	23
Value for money.....	30
Section 3: General perceptions of A levels.....	32
Key findings .....	32
Overall perceptions .....	32
Confidence in standards and marking.....	38
Skills and preparation .....	42
Value for money.....	48
Section 4: General perceptions of Applied General qualifications.....	50
Key findings .....	50
Overall perceptions .....	50
Confidence in standards and marking.....	55
Skills and preparation .....	59
Value for money.....	65
Section 5: Access to marked exam scripts in GCSE and A level qualifications.....	67
Key Findings .....	67
Awareness .....	67
Use and perceptions .....	70
Section 6: Reviews of marking and moderation, and appeals against results for GCSEs and A levels.....	72

Key findings .....	72
Awareness and perceptions.....	72
Section 7: Special consideration and reasonable adjustments for GCSE and A level qualifications .....	85
Key findings .....	85
Special consideration.....	85
Reasonable adjustments .....	91
Section 8: Malpractice for GCSE and A level qualifications .....	97
Awareness and perceptions.....	97
Key findings .....	97
Malpractice for GCSE and A level qualifications .....	97
Section 9: Appeals against results for Applied General qualifications .....	105
Key findings .....	105
Awareness and perceptions.....	105
Section 10: Malpractice for Applied General qualifications.....	109
Key findings .....	109
Malpractice for Applied General qualifications .....	109
Section 11: Onscreen examinations.....	112
Key findings .....	112
Onscreen examinations .....	112

## Executive summary

Ofqual commissions a survey on the Perceptions of General Qualifications. Its aim is to explore perceptions of GCSE, A level and Applied General qualifications, as well as levels of confidence in aspects of the examination system in England. This report presents the findings of wave 22 of this survey conducted by YouGov in 2023.

To provide contextual information and details on the methodology, a [background note](#) is published alongside this report.

A range of stakeholders are involved in this survey:

- young people
- parents
- teachers
- head teachers
- higher education institutions (HEIs)
- employers
- the general public

The full report provides detailed findings on respondents' perceptions of, and confidence in, qualifications and the examination system in England for the past 5 waves, as well as a breakdown of responses by stakeholder group. The key findings of this survey are reported below.

### Perceptions of GCSEs, A levels and Applied General qualifications

#### Composite confidence

Respondents' perceptions of the qualifications are collected in relation to a range of criteria: understanding, trust, maintenance of standards, preparation for further study, preparation for work, skills development, accuracy in marking, and value for money. These criteria are combined to generate a measure of overall composite confidence in GCSEs, A levels and Applied General qualifications.

In wave 22, overall composite confidence in GCSEs was consistent with wave 21, although incremental increases year-on-year led to a slight increase for all stakeholders combined compared to wave 20. For employers and HEIs, composite confidence increased in this wave compared to wave 21. Likewise, across all respondents, confidence in Applied General qualifications was consistent with previous waves, however this did vary among stakeholders. Employers and head teachers reported increased confidence in Applied General qualifications, while confidence declined among young people.

Results were somewhat different for A levels compared to GCSEs and Applied General qualifications. In wave 22, composite confidence in A levels increased across all stakeholders, reversing the decline measured in wave 21.

#### General perceptions

When comparing results in wave 22 and 21, GCSEs and Applied Generals remained similarly understood, trusted, and considered a good preparation for further study, as well for developing a broad range of skills for students. Perceptions that standards are maintained year-on-year also remained stable overall.

For GCSEs, there was some variation across stakeholders. There was higher agreement amongst employers that GCSEs are trusted, well understood, good preparation for work and that standards are maintained. The general public reported increased agreement that GCSEs are good preparation for further study and good value for money. At an overall level, perceptions of marking accuracy in GCSEs were consistent in wave 22 compared to waves 21, 20 and 19.

For A levels, overall agreement in wave 22 increased compared to wave 21 across nearly all metrics. The highest levels of agreement were seen in relation to perceptions that A levels are trusted and are good preparation for further study. The increase in agreement that A levels are good preparation for further study was driven by the general public, who also reported increased agreement when asked whether A levels are trusted, well understood, and that standards are maintained year-on-year. Employers also reported increased agreement that A levels are well understood and that standards are maintained. Employers also reported significant increases in perceptions of value for money and A levels being good preparation for work.

No significant changes in agreement were reported for Applied General qualifications compared with wave 21. However, the level of agreement recorded in wave 19 was also seen in wave 22 when looking at perceptions of Applied General qualifications being trusted, consistent in standards year-on-year, accurate in marking, good preparation for further study and work and good for developing a broad range of skills for students.

## **Aspects of the examination system**

### **Access to marked exam scripts in GCSE and A level qualifications**

In wave 22, new questions were included to ask about awareness of, and use of, the access to scripts provision. At an overall level, the majority of respondents were aware of the access to scripts provision, with head teachers and teachers being most likely to be aware. For those teachers and head teachers who were aware of the access to scripts provision, the majority had used it, with head teachers reporting higher use than teachers. Nearly all teachers and head teachers found the provision helpful when deciding whether to submit a review of marking, with no significant differences between teachers and head teachers.

### **Reviews of marking and moderation and appeals against results**

The vast majority of respondents reported that they were aware of the process for reviews of marking, moderation and appeals for GCSE and A level results. Approximately half of respondents agreed that this process is fair. This was consistent with wave 21 for most stakeholder groups apart from employers, where agreement increased when thinking about GCSEs, and for the general public, where agreement increased when thinking about A levels. The proportion of respondents reporting that they were aware that a school or college can appeal to the exam board on the ground of a

marking error increased in wave 22, mainly due to the increase in agreement among young people, parents, and the general public.

For Applied General qualifications, the overall proportion of respondents who were aware of the appeals against results process remained in line with recent waves. The vast majority of those teaching Applied General qualifications also felt that they had adequate information about the appeals process and were confident that appeals are dealt with fairly, in line with previous findings.

### **Special considerations and reasonable adjustments**

Consistent with previous waves, around 8 in 10 teachers and head teachers reported that they have adequate information about the arrangements available for GCSE or A level students who are eligible for special consideration. Agreement that special consideration and reasonable adjustments makes the qualification system fairer and that the reasonable adjustments are made for the right students also remained broadly in line with previous years.

### **Malpractice**

Similar to wave 21, the vast majority of teachers and head teachers reported that they have adequate information about what constitutes malpractice for GCSEs, A levels and Applied General qualifications. The majority also agreed that they know to whom they should report an incident of malpractice, and that incidents are fairly investigated. For GCSEs and A levels, confidence that incidents of malpractice are properly reported increased compared to wave 21.

### **Onscreen examinations**

All stakeholder groups were asked if onscreen examinations in GCSE and A level qualifications would be more manageable for schools and colleges than existing pen and paper examinations. Around 4 in 10 respondents agreed with this statement, consistent with wave 21. When asked if onscreen examinations would be fairer for students than existing pen and paper examinations, respondents were split equally between those who agreed, disagreed and those who did not agree or disagree.

## Introduction

This report presents the findings of wave 22 of the Perceptions of General Qualifications Survey conducted in 2023. This report should be read alongside the [background information report](#).

The survey was commissioned by Ofqual and conducted by YouGov. The aim of this survey was to investigate young people's, parents', teachers', head teachers'<sup>1</sup>, Higher Education Institutions' (HEIs), employers', and the general public's perceptions of, and levels of confidence in, qualifications and the examination system in England.

The survey followed the approach used since wave 13 in 2015 and was conducted using an online method. The fieldwork for this wave was conducted between 8 November and 12 December 2023.

The final achieved samples were structured to be representative of the relevant target populations. However, while the sampling approach aimed to identify groups of participants who were representative, as this is a survey, it only captures the views of those involved. As a result, the data in this report reflects the responses of only those respondents included in the study. Further information on sampling and methodology is available in the accompanying [background information report](#).

Throughout the report, all differences in percentages between waves have been significance tested. Unless specified otherwise, all changes in this report are statistically significant. If a change is not statistically significant but may appear interesting or indicative of a trend over time, it is also mentioned in the commentary but is noted as non-statistically significant. Any non-significant differences or other apparent differences in the data are within the margin of error, possibly due to smaller sample sizes, and so cannot be viewed as a change from the previous wave(s). For further information on the significance testing applied, please refer to the [background information report](#).

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<sup>1</sup> For the purposes of this report, the head teachers sample refers to school and college leaders (deputy and assistant head teachers) and head teachers.

## Section 1: Composite confidence measure of qualifications in general

The following section considers respondents' composite confidence in GCSEs, A levels and Applied General qualifications in general. The results in this section relate to general perceptions, not specific to any exam series.

The composite confidence measure was calculated based on levels of agreement with 8 separate questions relating to the following criteria: understanding, trust, maintenance of standards, preparation for further study, preparation for work, skills development, accuracy in marking, and value for money. For more information on how the composite confidence measure is calculated, please see the accompanying [background information report](#).

### Key findings

- Overall composite confidence in GCSEs was consistent with wave 21, incremental increases year-on-year led to a slight increase overall compared to wave 20. Employers and HEIs reported increased composite confidence in wave 22, reversing the decline between waves 19 and 20.
- Composite confidence in A levels increased in comparison with wave 21. This represented a recovery in confidence following the decline measured in wave 21. At an overall level, composite confidence returned to roughly the levels recorded in wave 20.
- At an overall level, composite confidence in Applied General qualifications was generally consistent with wave 21. However, composite confidence in Applied General qualifications increased significantly among employers and head teachers compared to wave 21, while it declined for young people.

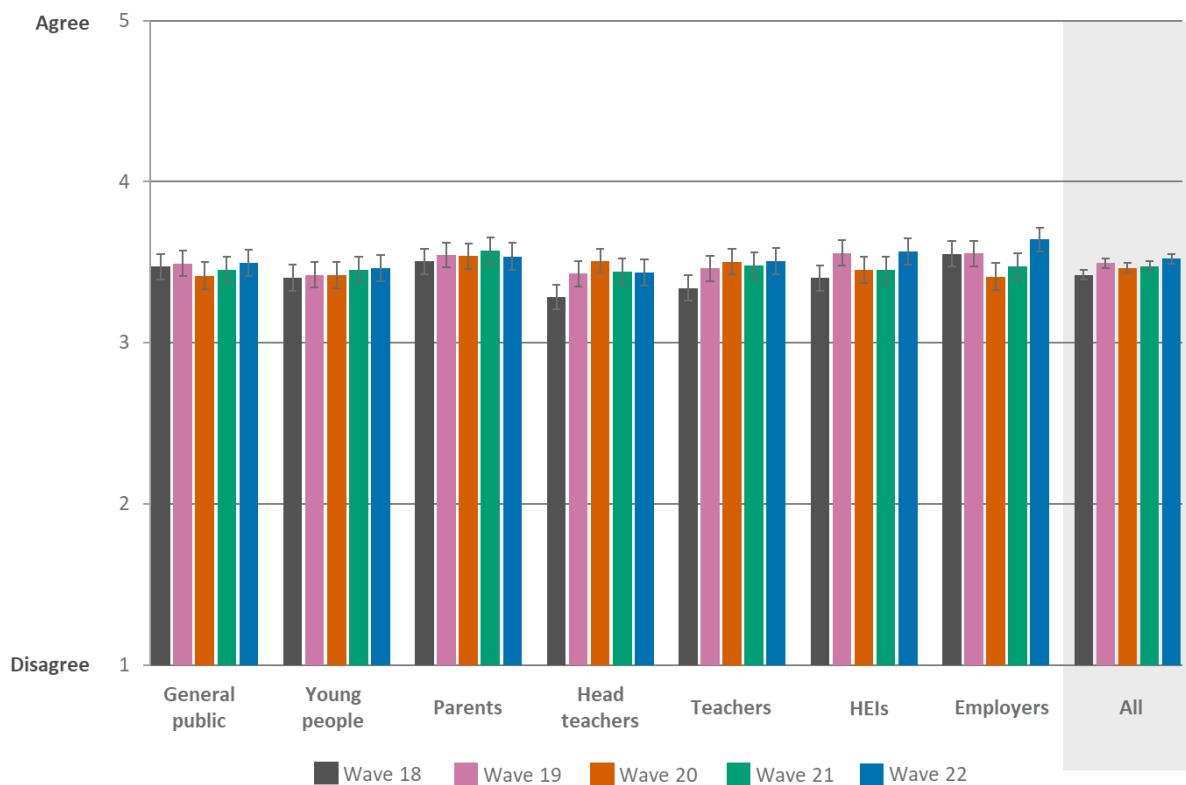
### Composite confidence in GCSEs in general

For Figure 1 the wave 22 base is: All responses (N=3,030); general public (N=1,026); teachers (N=687); head teachers (N=276); HEIs (N=271); young people (N=262); parents (N=255); employers (N=253).

For most stakeholder groups in wave 22, composite confidence in GCSE qualifications was broadly consistent with wave 21 (figure 1). Incremental changes year-on-year led to a slight increase overall compared to wave 20.

In wave 22, employers' and HEIs' composite confidence increased compared to wave 21. As a result of this increase, employers' and HEIs' confidence has recovered from the decline seen in wave 20 and has returned to pre-pandemic levels.

**Figure 1. Composite confidence in GCSEs**



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

Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All	3.42	3.49	3.46	3.47	3.52
General public	3.47	3.49	3.42	3.45	3.50
Young people	3.40	3.42	3.42	3.45	3.46
Parents	3.51	3.55	3.54	3.57	3.54
Head teachers	3.28	3.43	3.51	3.44	3.44
Teachers	3.34	3.46	3.50	3.48	3.51
HEIs	3.40	3.56	3.45	3.45	3.57
Employers	3.55	3.55	3.41	3.47	3.64

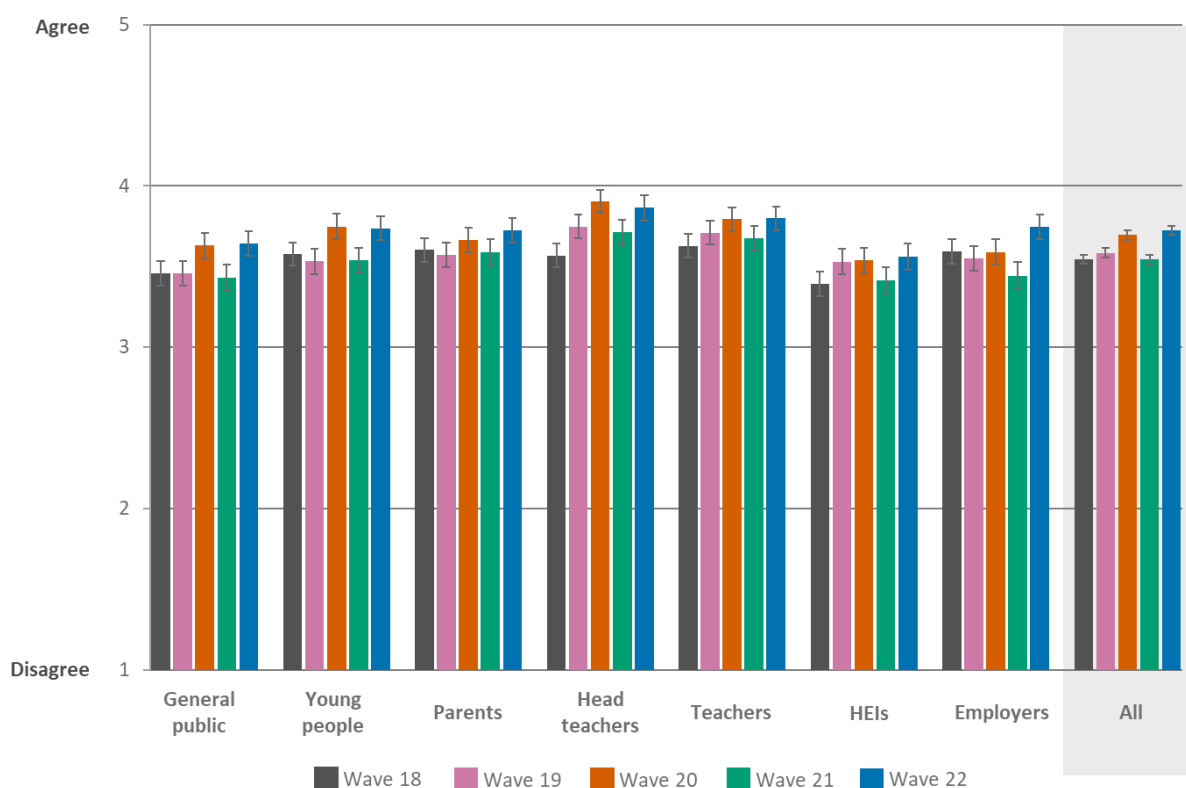
## Composite confidence in A levels in general

For Figure 2 the wave 22 base is: All responses (N=3,057); general public (N=1,039); teachers (N=689); head teachers (N=278); HEIs (N=272); young people (N=267); parents (N=258); employers (N=254).

Following a decline in wave 21, in wave 22, all stakeholders saw an increase in composite confidence when thinking about A levels (figure 2).

As a result of this, at the overall level, composite confidence returned to be roughly in line with levels recorded in wave 20. After experiencing the greatest increase in composite confidence, employers' confidence was at the highest level in recent years.

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



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

Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All	3.55	3.59	3.70	3.54	3.72
General public	3.46	3.46	3.63	3.43	3.64
Young people	3.58	3.53	3.75	3.54	3.74
Parents	3.60	3.57	3.66	3.59	3.72
Head teachers	3.57	3.75	3.90	3.71	3.86
Teachers	3.63	3.71	3.79	3.68	3.80
HEIs	3.39	3.53	3.54	3.41	3.65
Employers	3.59	3.55	3.59	3.44	3.75

## Composite confidence in Applied General qualifications in general

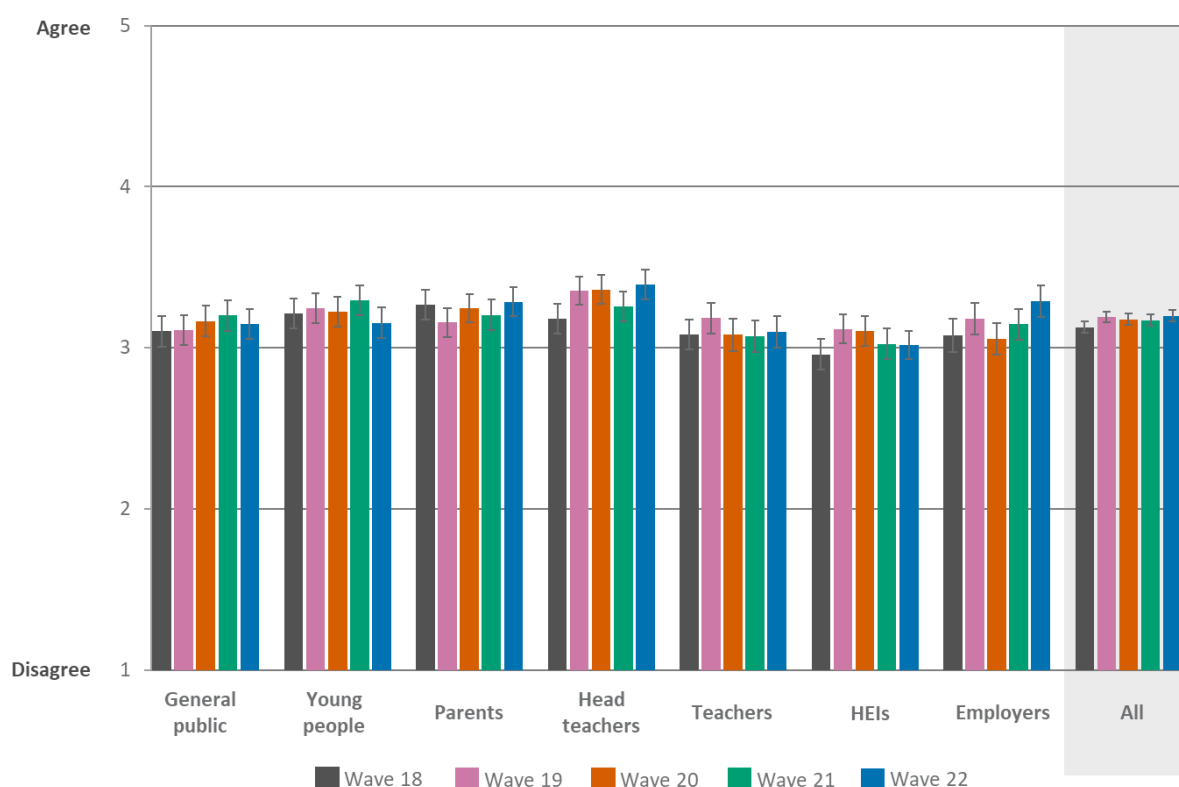
For Figure 3 the wave 22 base is: All responses (N=2,532); general public (N=889); teachers (N=537); HEIs (N=237); head teachers (N=228); parents (N=224); employers (N=209); young people (N=208).

At an overall level, composite confidence in Applied General qualifications was largely consistent with wave 21 (figure 3), however there were differences in confidence across some individual stakeholder groups. Similar to GCSEs and A levels, employer confidence increased for Applied General qualifications compared to wave 21, bringing it to the highest level in recent years.

After declining in wave 21, head teachers' confidence increased this wave, bringing it in line with levels seen in waves 19 and 20.

Young people saw a decline in confidence in Applied General qualifications. While composite confidence for young people in wave 22 was significantly below wave 21, there were no statistically significant differences compared to earlier waves.

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



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

Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All	3.13	3.19	3.18	3.17	3.20
General public	3.10	3.11	3.16	3.20	3.15
Young people	3.21	3.24	3.22	3.29	3.16
Parents	3.27	3.16	3.25	3.20	3.28
Head teachers	3.18	3.35	3.36	3.26	3.39

Teachers	3.08	3.18	3.08	3.07	3.10
HEIs	2.96	3.12	3.10	3.02	3.02
Employers	3.08	3.18	3.05	3.15	3.29

## Section 2: General perceptions of GCSEs

The following section considers respondents' general perceptions of GCSEs.

For the following 8 survey items the wave 22 effective base was: All responses (N=2,133); general public (N=1,036); teachers (N=565); HEIs (N=253); employers (N=251); parents (N=251); head teachers (N=243); young people (N=238).

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

### Key findings

- Overall, perceptions of GCSEs remained consistent with wave 21 across nearly all measures including that they are generally trusted (76%), well understood (72%), 'good preparation for further study' (71%), 'develop a broad range of skills for students' (60%), 'offer value for money' (60%), are qualifications for which 'standards are maintained year-on-year' (43%) and the marking is accurate (42%).
- There was an increase in levels of agreement that, in general, 'GCSEs are good preparation for work' (38%) compared to wave 21 (34%).
- There was higher agreement amongst employers across many measures compared to wave 21, including 'GCSEs are a trusted qualification' (81% compared to 72%), 'GCSEs are well understood by people' (79% compared to 69%), 'GCSEs are good preparation for work' (45% compared to 35%), and 'GCSE standards are maintained year-on-year' (42% compared to 34%).
- There was also higher agreement among the general public that, in general, GCSEs are 'good preparation for further study' (74% compared to 69% in wave 21) and 'GCSEs offer value for money' (56% compared to 52% in wave 21).
- Agreement that, in general, 'GCSE standards are maintained year-on-year' increased among HEIs (49%) compared to wave 21 (39%).
- Levels of agreement that, in general, 'the marking of GCSEs is accurate' among head teachers (36%) continued to decrease compared to wave 21 (46%) and wave 20 (54%).

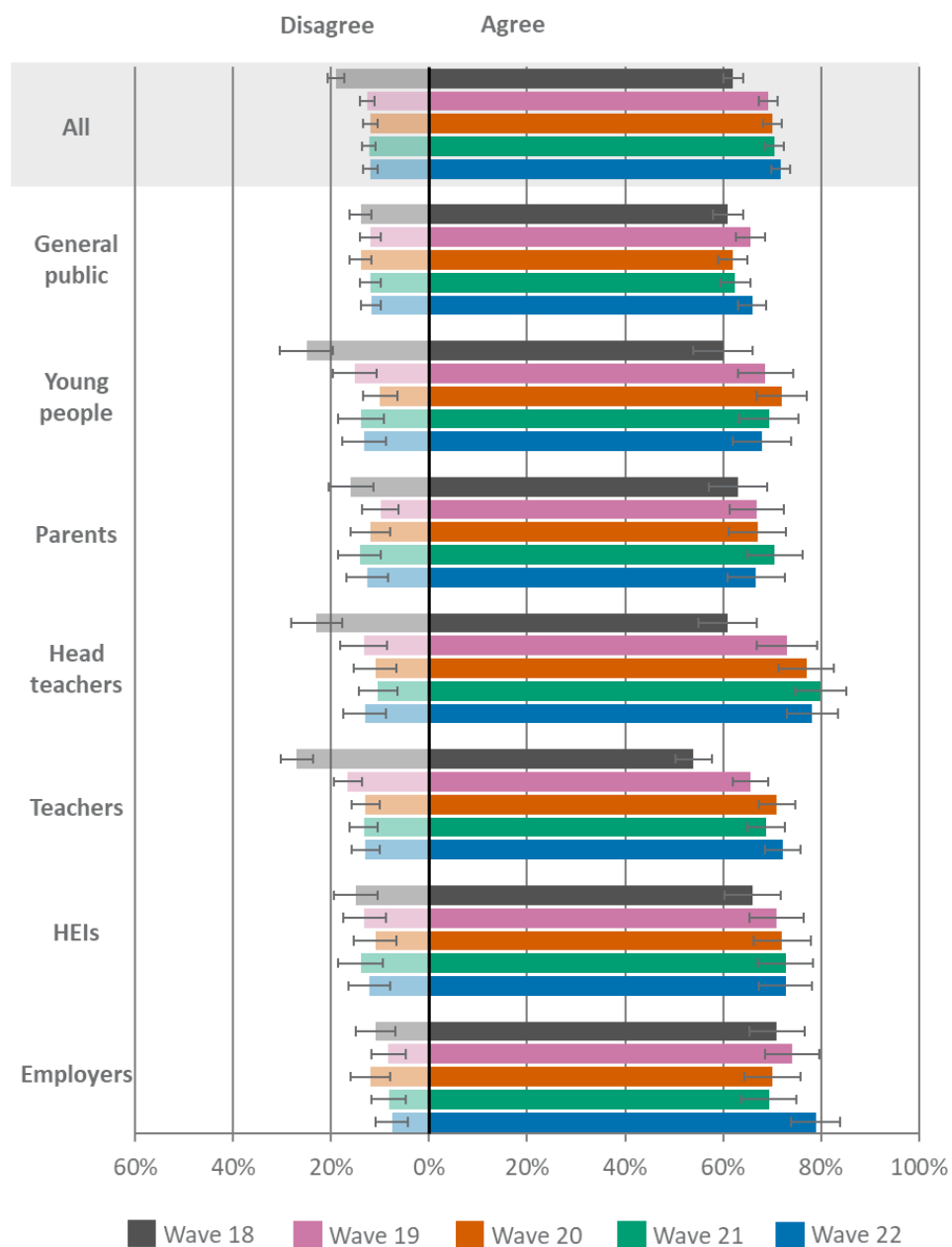
### Overall perceptions

Seventy-two per cent of respondents in wave 22 agreed that, in general, 'GCSEs are well understood by people' (figure 4). This was consistent with wave 21 (70%) and higher than wave 18 (62%).

When individual stakeholder groups were considered, employers saw an increase in agreement in wave 22 compared to wave 21 (79% compared to 69%). For all other stakeholder groups, although there may appear to be differences compared to wave 21, these were not statistically significant.

Among head teachers, agreement is consistent in wave 22 compared with wave 21, however, shows higher, levels of agreement in wave 22 compared to wave 18 (78% compared to 61%). Teachers also continued to show higher levels of agreement in wave 22 compared to wave 18 (72% compared to 54%).

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	62%	69%	70%	70%	72%
All – disagree	19%	13%	12%	12%	12%
General public – agree	61%	66%	62%	62%	66%
General public – disagree	14%	12%	14%	12%	12%
Young people – agree	60%	69%	72%	69%	68%
Young people – disagree	25%	15%	10%	14%	13%
Parents – agree	63%	67%	67%	71%	67%
Parents – disagree	16%	10%	12%	14%	13%
Head teachers – agree	61%	73%	77%	80%	78%
Head teachers – disagree	23%	13%	11%	10%	13%
Teachers – agree	54%	66%	71%	69%	72%

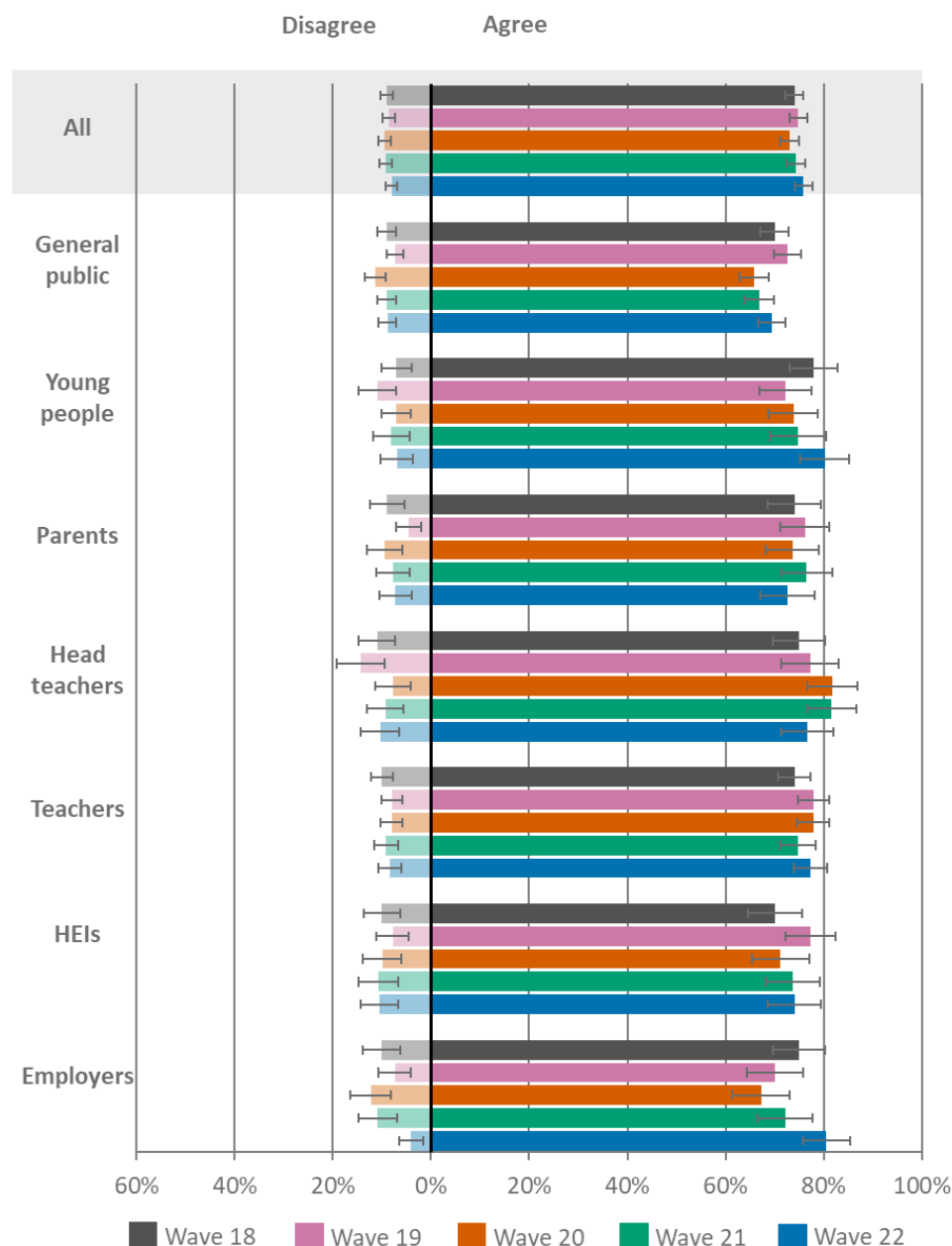
Teachers – disagree	27%	17%	13%	13%	13%
HEIs – agree	66%	71%	72%	73%	73%
HEIs – disagree	15%	13%	11%	14%	12%
Employers – agree	71%	74%	70%	69%	79%
Employers – disagree	11%	8%	12%	8%	8%

Approximately three quarters (76%) of respondents in wave 22 agreed that, in general, ‘GCSEs are a trusted qualification’ (figure 5). This was consistent with wave 21 (74%).

Employers saw an increase in agreement that GCSEs are trusted qualifications compared to wave 21 (81% compared to 72%).

Figure 5 shows that since wave 19, agreement among young people increased slightly yet not significantly each wave, to return to levels seen in wave 18. This led to agreement among young people in wave 22 being significantly higher compared to wave 19 (80% compared to 72%).

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	74%	75%	73%	74%	76%
All – disagree	9%	9%	9%	9%	8%

General public – agree	70%	73%	66%	67%	70%
General public – disagree	9%	7%	11%	9%	9%
Young people – agree	78%	72%	74%	75%	80%
Young people – disagree	7%	11%	7%	8%	7%
Parents – agree	74%	76%	74%	76%	73%
Parents – disagree	9%	5%	9%	8%	7%
Head teachers – agree	75%	77%	82%	82%	77%
Head teachers – disagree	11%	14%	8%	9%	10%
Teachers – agree	74%	78%	78%	75%	77%
Teachers – disagree	10%	8%	8%	9%	8%
HEIs – agree	70%	77%	71%	74%	74%
HEIs – disagree	10%	8%	10%	11%	10%
Employers – agree	75%	70%	67%	72%	81%
Employers – disagree	10%	7%	12%	11%	4%

## **Confidence in standards and marking**

Overall, 43% of respondents agreed in wave 22 that, in general, 'GCSE standards are maintained year-on-year', consistent with wave 21 (42%) (figure 6).

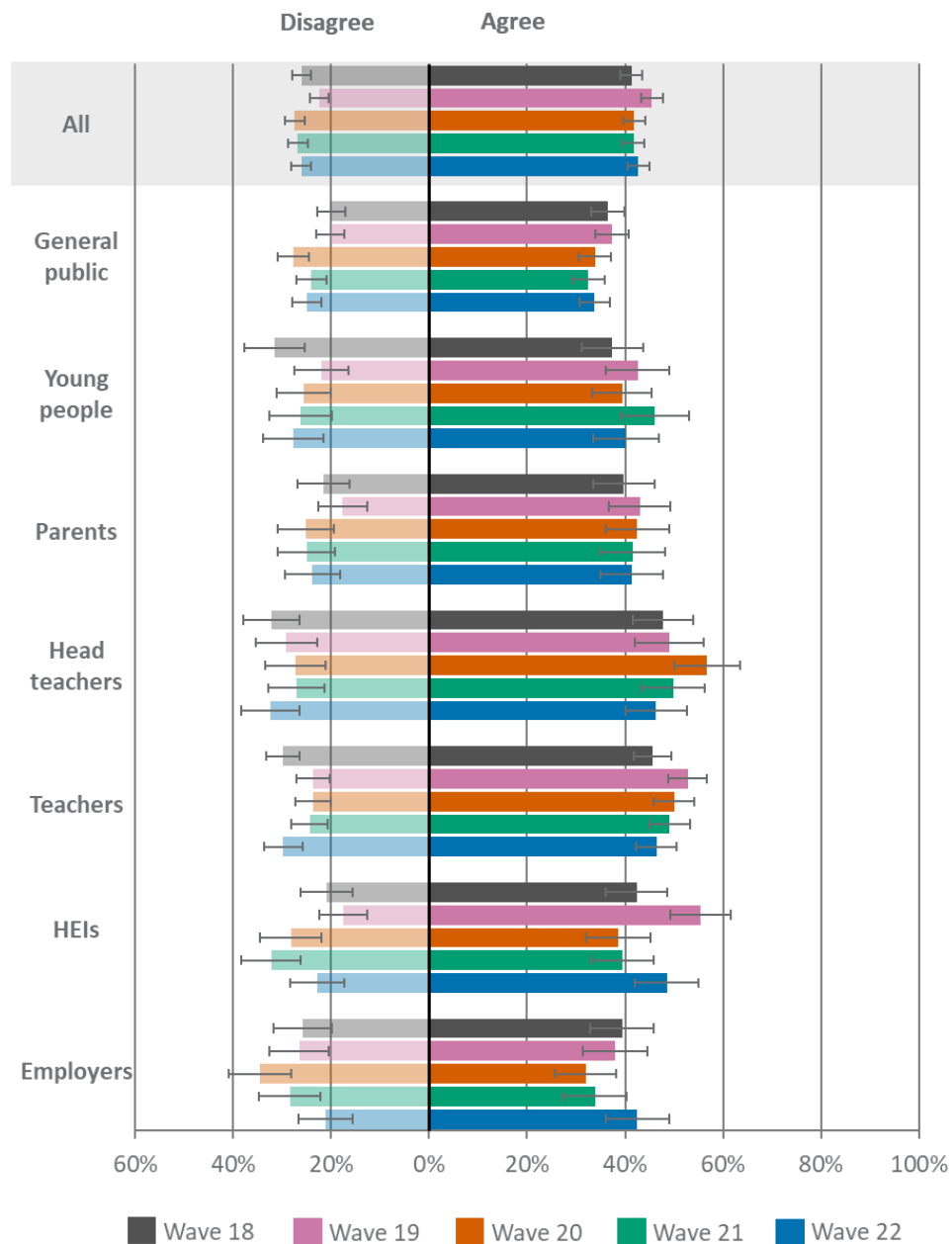
For the sample of head teachers surveyed, agreement has decreased slightly in each wave since wave 20, however, this is not statistically significant so cannot be generalised to all head teachers.

Of the teachers surveyed agreement has also decreased slightly, yet not significantly, each wave. Due to these gradual decreases, agreement in wave 22 is lower compared to wave 19 (46% compared to 53%).

In wave 22, employers and HEIs had higher levels of agreement in comparison to wave 21 (42% and 49% compared to 34% and 39% respectively).

Although there appears to be a decrease in agreement among young people compared to wave 21, the change was not significant. Among all other groups, there were no significant changes.

**Figure 6. Results for "GCSE standards are maintained year-on-year."**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	41%	45%	42%	42%	43%
All – disagree	26%	22%	27%	27%	26%
General public – agree	36%	37%	34%	33%	34%
General public – disagree	20%	20%	28%	24%	25%
Young people – agree	37%	43%	39%	46%	40%
Young people – disagree	32%	22%	26%	26%	28%
Parents – agree	40%	43%	43%	42%	41%
Parents – disagree	22%	18%	25%	25%	24%
Head teachers – agree	48%	49%	57%	50%	46%
Head teachers – disagree	32%	29%	27%	27%	32%
Teachers – agree	46%	53%	50%	49%	46%
Teachers – disagree	30%	24%	24%	24%	30%

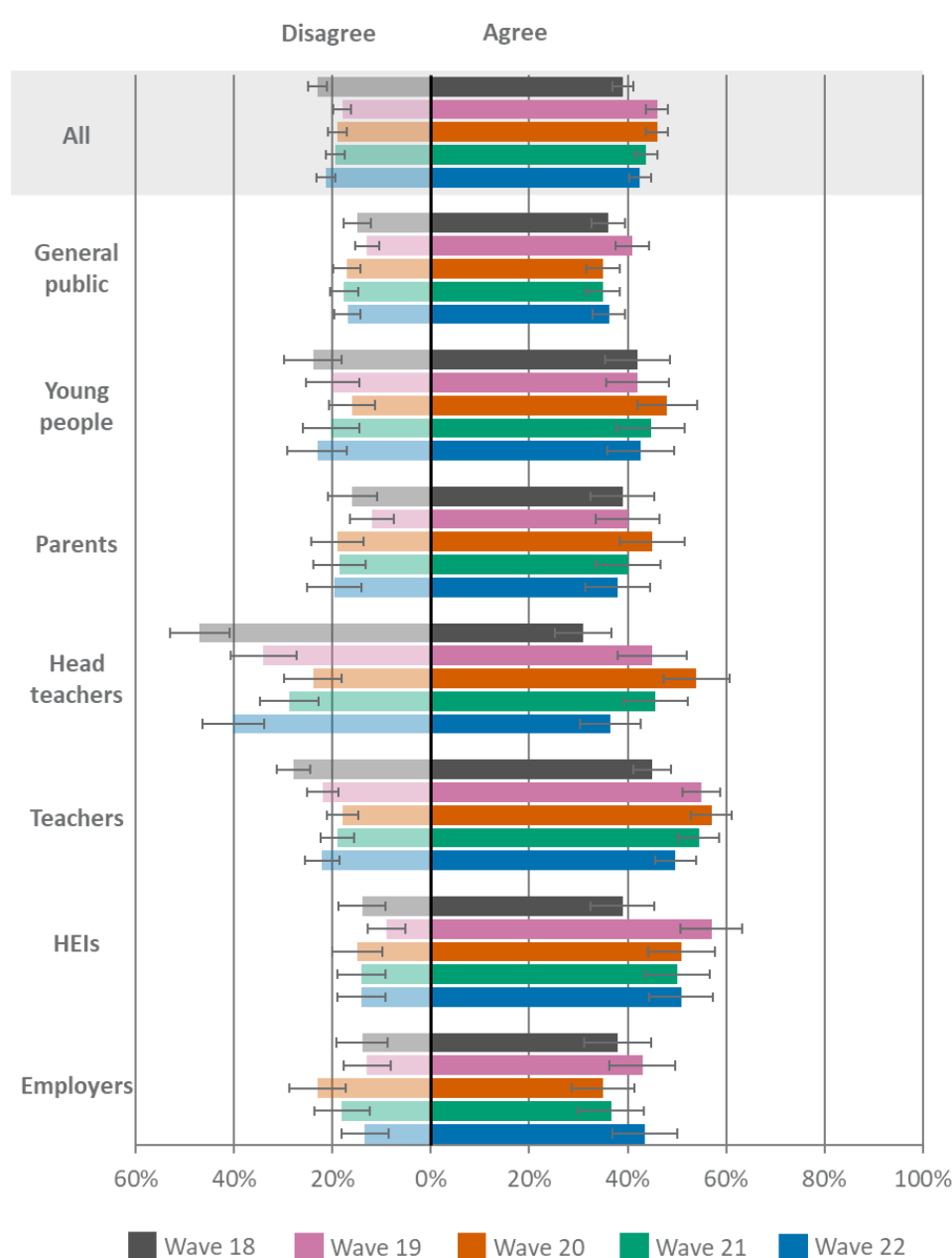
HEIs – agree	42%	55%	39%	39%	49%
HEIs – disagree	21%	18%	28%	32%	23%
Employers – agree	39%	38%	32%	34%	42%
Employers – disagree	26%	26%	34%	28%	21%

Overall, 42% of respondents agreed that, in general, ‘the marking of GCSEs is accurate’ in wave 22. This was consistent with wave 21 (44%) but is an increase compared to wave 18 (39%).

In wave 22, there were lower levels of agreement among head teachers that ‘the marking of GCSEs is accurate’ (36%) compared to wave 21 (46%) and wave 20 (54%). Among teachers, agreement has decreased slightly, yet not significantly, compared to wave 21 (50% compared to 55%). However, agreement is significantly lower for teachers in wave 22 compared to wave 20 (50% compared to 57%).

Although agreement among employers appears to have increased compared to wave 21 (44% compared to 37%), the difference was not significant. Among all other groups, there were no significant changes (figure 7).

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	39%	46%	46%	44%	42%
All – disagree	23%	18%	19%	19%	21%
General public – agree	36%	41%	35%	35%	36%
General public – disagree	15%	13%	17%	18%	17%
Young people – agree	42%	42%	48%	45%	43%
Young people – disagree	24%	20%	16%	20%	23%
Parents – agree	39%	40%	45%	40%	38%
Parents – disagree	16%	12%	19%	19%	20%
Head teachers – agree	31%	45%	54%	46%	36%
Head teachers – disagree	47%	34%	24%	29%	40%
Teachers – agree	45%	55%	57%	55%	50%
Teachers – disagree	28%	22%	18%	19%	22%
HEIs – agree	39%	57%	51%	50%	51%
HEIs – disagree	14%	9%	15%	14%	14%
Employers – agree	38%	43%	35%	37%	44%
Employers – disagree	14%	13%	23%	18%	13%

## **Skills and preparation**

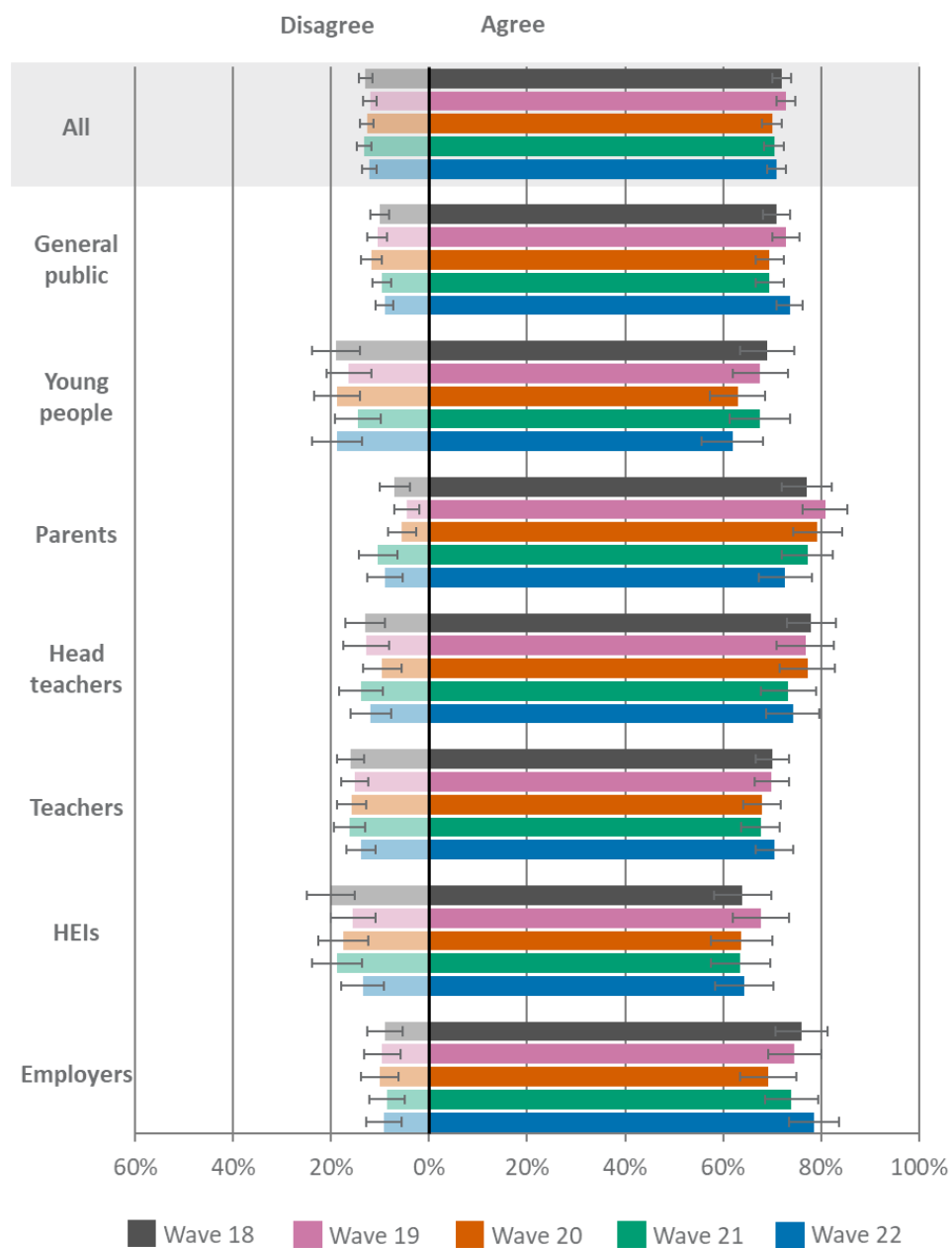
Seventy-one per cent of respondents in wave 22 agreed that, in general, ‘GCSEs are good preparation for further study’ (figure 8). This was consistent with wave 21 (70%).

When individual stakeholder groups are considered, agreement has continued to decrease gradually yet not significantly among parents sampled since wave 19. Therefore, agreement in wave 22 was lower compared to wave 19 (73% compared to 81%).

There was an increase in agreement, however, among the general public in wave 22 (74%) compared to wave 21 (69%). Based on the employers sampled there was a gradual yet not statistically significant increase in wave 22 (79%) compared to wave 21 (74%), leading to a significant increase compared to wave 20 (69%).

Although agreement among young people appears to have decreased compared to wave 21 (62% compared to 67%) the difference was not significant. Among all other groups, there were no significant changes.

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



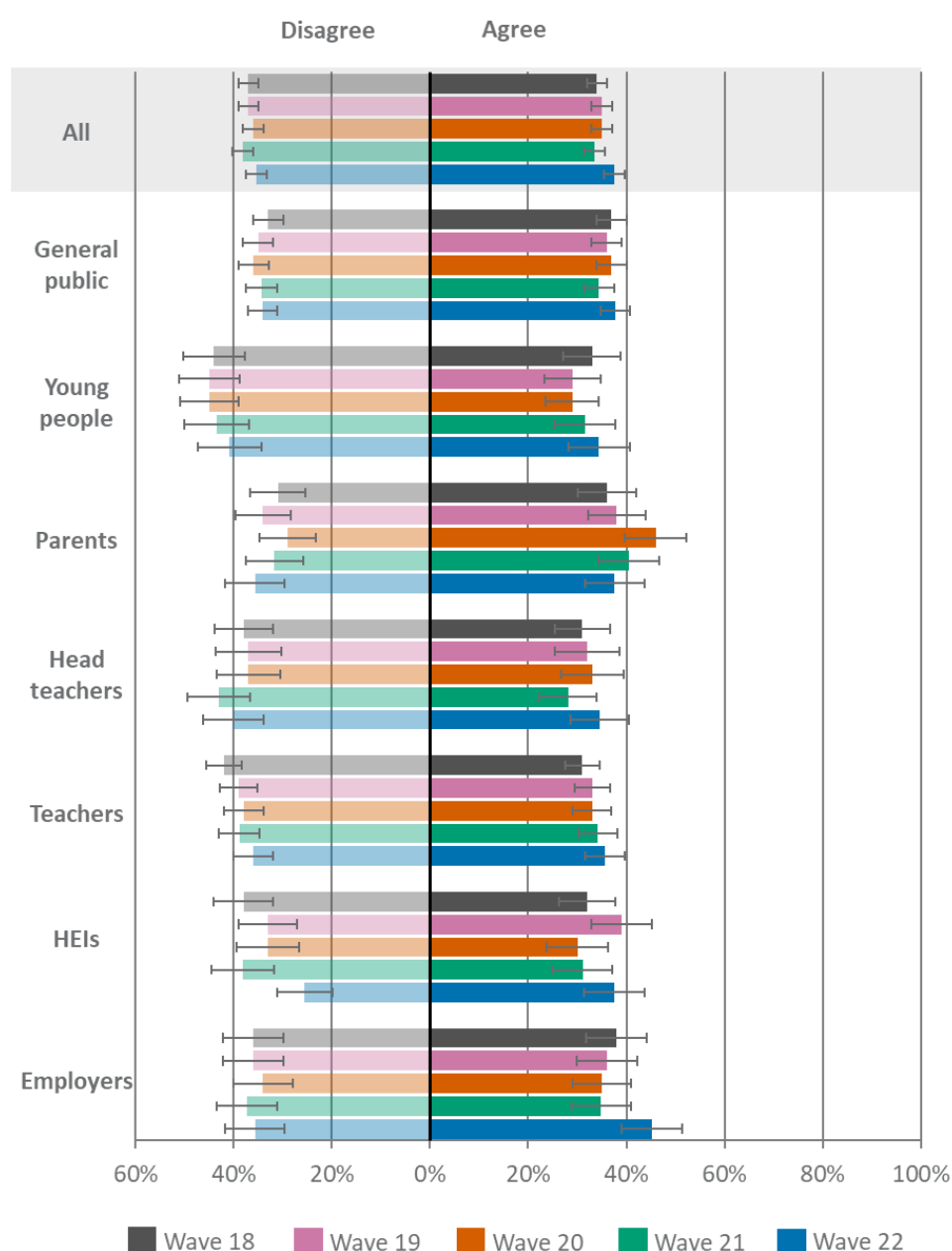
Teachers – disagree	16%	15%	16%	16%	14%
HEIs – agree	64%	68%	64%	64%	64%
HEIs – disagree	20%	16%	18%	19%	14%
Employers – agree	76%	75%	69%	74%	79%
Employers – disagree	9%	10%	10%	9%	9%

Thirty-eight per cent of respondents in wave 22 agreed that, in general, ‘GCSEs are good preparation for work’. This has increased since wave 21 (34%) (figure 9).

This increase was largely driven by an increase in agreement among employers in wave 22 (45%) compared to wave 21 (35%).

There was also decrease in disagreement that GCSEs are good preparation for work among HEIs compared to wave 21 (26% compared to 38%). Although there may appear to be an increase in agreement among HEIs and head teachers compared to wave 21 the differences were not significant. Among all other groups, there were no significant changes.

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	34%	35%	35%	34%	38%

All – disagree	37%	37%	36%	38%	35%
General public – agree	37%	36%	37%	34%	38%
General public – disagree	33%	35%	36%	34%	34%
Young people – agree	33%	29%	29%	32%	34%
Young people – disagree	44%	45%	45%	43%	41%
Parents – agree	36%	38%	46%	40%	38%
Parents – disagree	31%	34%	29%	32%	36%
Head teachers – agree	31%	32%	33%	28%	35%
Head teachers – disagree	38%	37%	37%	43%	40%
Teachers – agree	31%	33%	33%	34%	36%
Teachers – disagree	42%	39%	38%	39%	36%
HEIs – agree	32%	39%	30%	31%	38%
HEIs – disagree	38%	33%	33%	38%	26%
Employers – agree	38%	36%	35%	35%	45%
Employers – disagree	36%	36%	34%	37%	36%

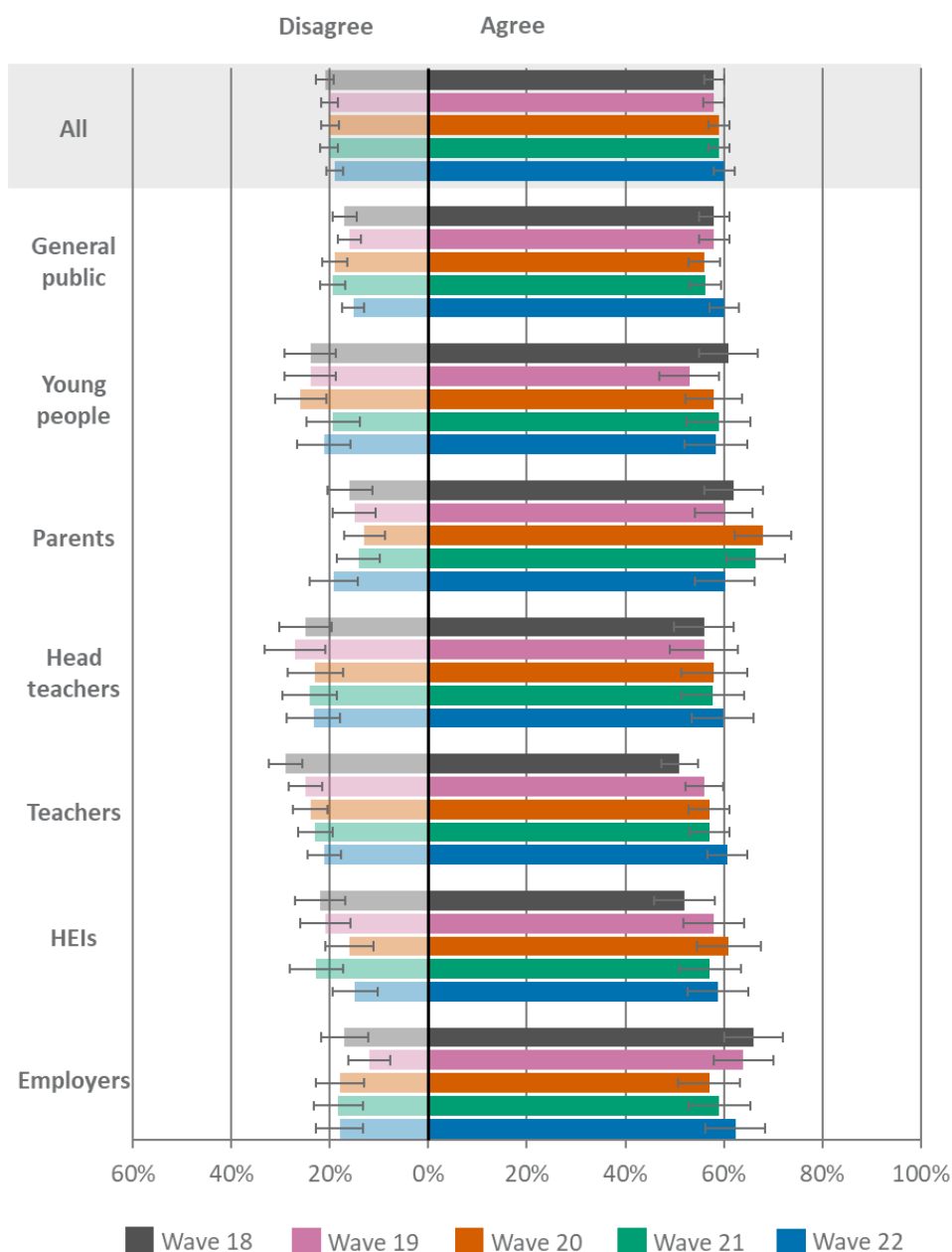
In wave 22, perceptions that ‘GCSEs develop a broad range of skills for students’ were consistent with previous waves, with 60% of respondents agreeing (figure 10).

HEIs reported a decrease in disagreement in comparison to wave 21 (15% compared to 23%), returning to levels seen in wave 20, however, agreement remained consistent with wave 21.

Similarly, there was a decrease in disagreement for the general public compared to wave 21 (15% compared to 19%). Although there appears to be an increase in agreement among the general public compared to wave 21 (60% compared to 56%), the difference was not significant. Likewise, agreement among parents also appears to have decreased in comparison to wave 21 (60% compared to 66%), however, this difference was not significant.

For all other stakeholder groups, levels of agreement were not significantly different compared with wave 21.

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	58%	58%	59%	59%	60%
All – disagree	21%	20%	20%	20%	19%
General public – agree	58%	58%	56%	56%	60%
General public – disagree	17%	16%	19%	19%	15%
Young people – agree	61%	53%	58%	59%	58%
Young people – disagree	24%	24%	26%	19%	21%
Parents – agree	62%	60%	68%	66%	60%
Parents – disagree	16%	15%	13%	14%	19%
Head teachers – agree	56%	56%	58%	58%	60%
Head teachers – disagree	25%	27%	23%	24%	23%
Teachers – agree	51%	56%	57%	57%	61%
Teachers – disagree	29%	25%	24%	23%	21%
HEIs – agree	52%	58%	61%	57%	59%
HEIs – disagree	22%	21%	16%	23%	15%
Employers – agree	66%	64%	57%	59%	62%
Employers – disagree	17%	12%	18%	18%	18%

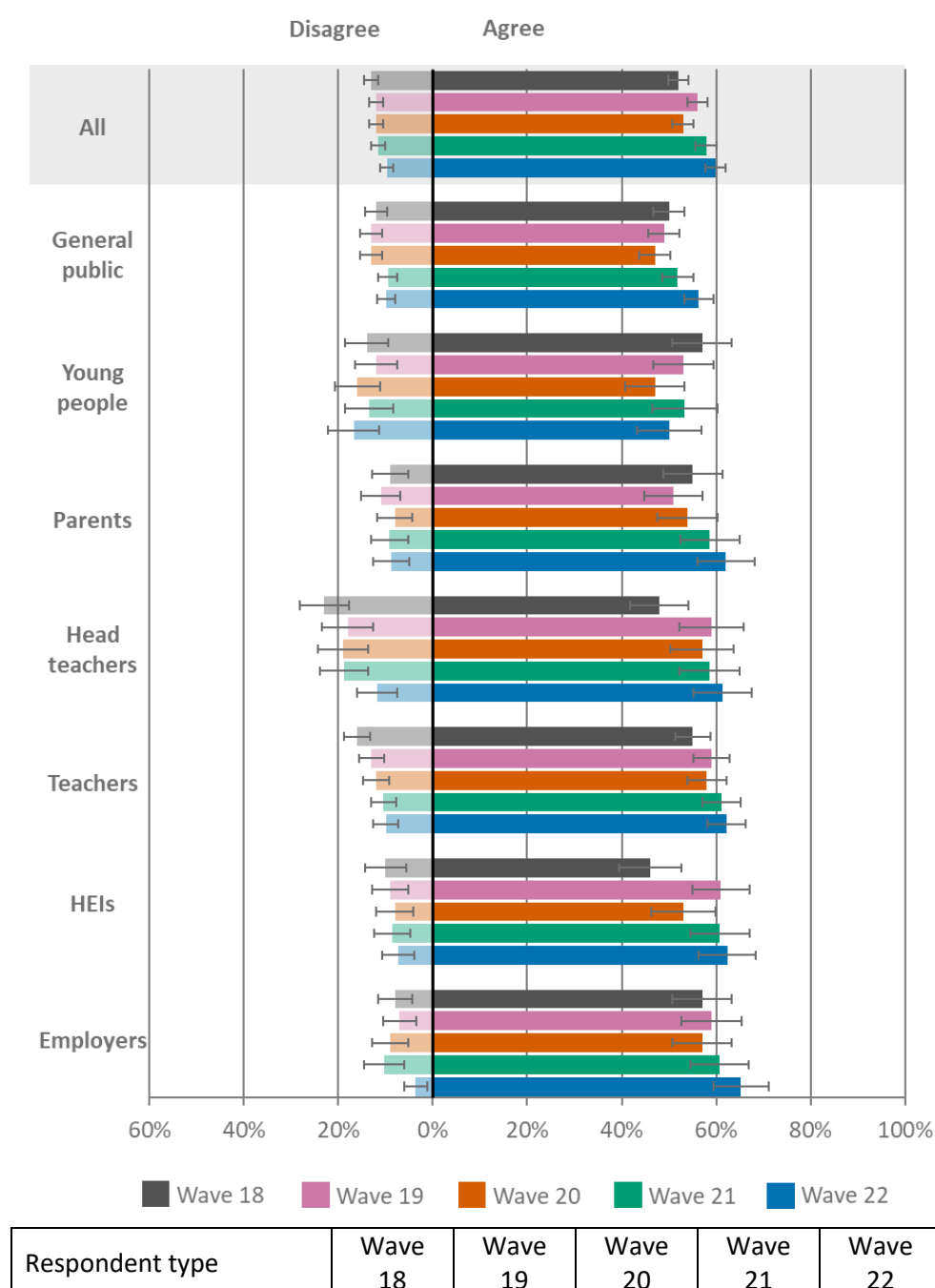
## Value for money

In wave 22, 60% of respondents agreed that ‘GCSEs offer value for money’ (figure 11). While this was consistent with wave 21 (58%), it represented an increase in comparison to wave 20 (53%).

Agreement among the general public increased compared to wave 21 (56% compared to 52%). Among the rest of the stakeholder groups, levels of agreement were not significantly different in wave 22 compared with wave 21.

Agreement among HEIs increased compared to wave 20 (62% compared to 53%). Agreement among parents has incrementally increased since wave 19, which has led to a significant increase compared to wave 19 (62% compared to 51%).

**Figure 11. Results for “GCSEs offer value for money.”**



All – agree	52%	56%	53%	58%	60%
All – disagree	13%	12%	12%	11%	10%
General public – agree	50%	49%	47%	52%	56%
General public – disagree	12%	13%	13%	10%	10%
Young people – agree	57%	53%	47%	53%	50%
Young people – disagree	14%	12%	16%	14%	17%
Parents – agree	55%	51%	54%	59%	62%
Parents – disagree	9%	11%	8%	9%	9%
Head teachers – agree	48%	59%	57%	59%	61%
Head teachers – disagree	23%	18%	19%	19%	12%
Teachers – agree	55%	59%	58%	61%	62%
Teachers – disagree	16%	13%	12%	10%	10%
HEIs – agree	46%	61%	53%	61%	62%
HEIs – disagree	10%	9%	8%	9%	7%
Employers – agree	57%	59%	57%	61%	65%
Employers – disagree	8%	7%	9%	10%	4%

## Section 3: General perceptions of A levels

The following section considers respondents' general perceptions of A levels, not specific to any exam series. To account for changes made to the A level qualification system over recent years, in wave 20, the question text changed to remove reference to AS.

For the following 8 survey items the wave 22 effective base was: All responses (N=2,133); general public (N=1,036); teachers (N=565); HEIs (N=253); parents (N=251); employers (N=251); head teachers (N=243); young people (N=238).

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

### Key findings

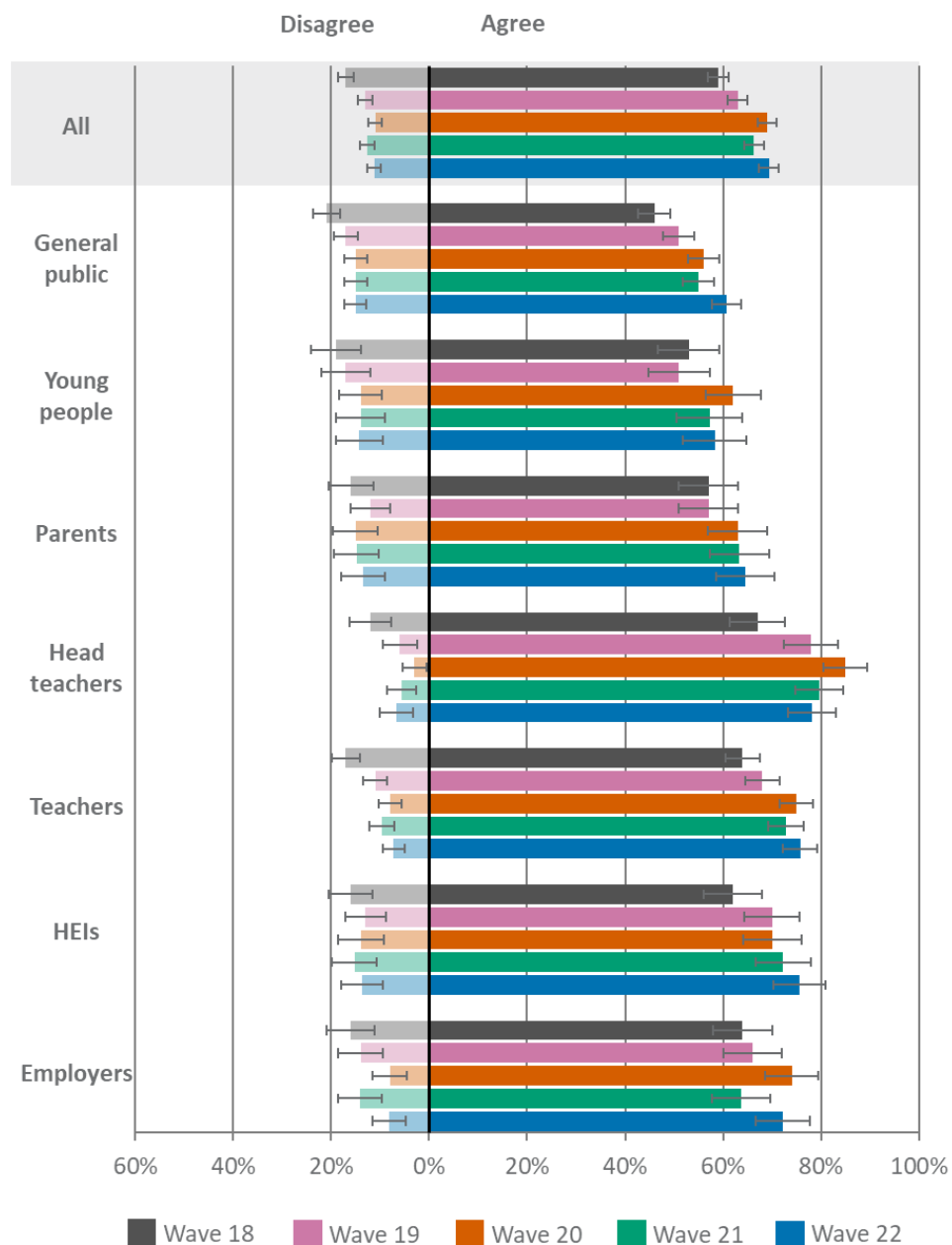
- Overall, perceptions of A levels were more positive this year compared with wave 21, with increased levels of agreement for nearly all metrics. The largest increases in agreement were seen for 'A levels are good preparation for work' (from 35% in wave 21 to 39% in wave 22) and 'A levels offer value for money' (from 48% in wave 21 to 52% in wave 22).
- Highest levels of agreement in wave 22 were for 'A levels are trusted qualifications' (85%) and 'A levels are good preparation for further study' (81%).
- Employer perceptions of A levels saw some significant changes in wave 22 in comparison to wave 21. Agreement increased among employers that 'A levels are well understood by people' (72% compared to 64%), 'A level standards are maintained year-on-year' (49% compared to 34%), 'the marking of A levels is accurate' (49% compared to 38%), 'A levels offer value for money' (59% compared to 49%) and 'A levels are good preparation for work' (43% compared to 34%).
- There were also significant changes in agreement for the general public in comparison to wave 21. Agreement increased among the general public that 'A levels are good preparation for further study' (81% compared to 75%), 'A levels are trusted qualifications' (80% compared to 75%), 'A levels are well understood by people' (61% compared to 55%), and 'A level standards are maintained year on year' (37% compared to 32%).
- Among other stakeholder groups, perceptions of A levels saw no statistically significant changes in wave 22 in comparison to wave 21.

### Overall perceptions

Sixty-nine per cent of respondents in wave 22 agreed that, in general, 'A levels are well understood by people' (figure 12). This represents an increase in the levels of agreement compared to wave 21 (66%) and returns to the level of agreement seen in wave 20 (69%).

The change in agreement observed in wave 22 was due to small, but not statistically significant, changes across most stakeholder groups. Two groups with significant increases included employers, where agreement increased from 64% in wave 21 to 72% in wave 22, back in line with wave 20 (74%), and the general public from 55% in wave 21 to 61% in wave 22.

**Figure 12. Results for "A levels are well understood by people."**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	59%	63%	69%	66%	69%
All – disagree	17%	13%	11%	13%	11%
General public – agree	46%	51%	56%	55%	61%
General public – disagree	21%	17%	15%	15%	15%
Young people – agree	53%	51%	62%	57%	58%
Young people – disagree	19%	17%	14%	14%	14%
Parents – agree	57%	57%	63%	63%	65%
Parents – disagree	16%	12%	15%	15%	14%
Head teachers – agree	67%	78%	85%	80%	78%
Head teachers – disagree	12%	6%	3%	6%	7%
Teachers – agree	64%	68%	75%	73%	76%
Teachers – disagree	17%	11%	8%	10%	7%

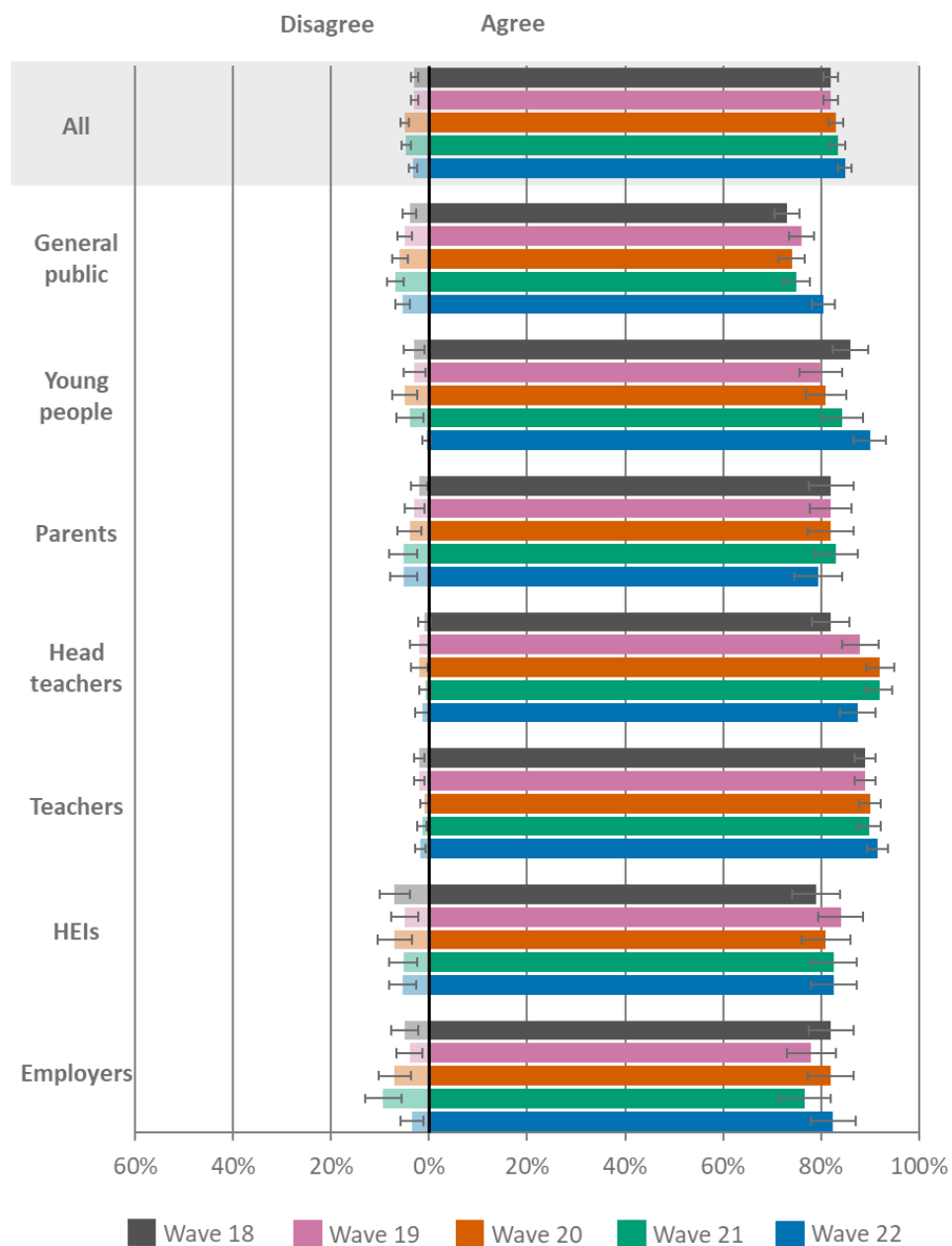
HEIs – agree	62%	70%	70%	72%	76%
HEIs – disagree	16%	13%	14%	15%	14%
Employers – agree	64%	66%	74%	64%	72%
Employers – disagree	16%	14%	8%	14%	8%

Overall, 85% of respondents believed that, in general, 'A levels are trusted qualifications' in wave 22 (figure 13). While there was no increase in agreement compared with wave 21 (83%), there was a gradual increase in agreement resulting in a significant increase in agreement for wave 22 in comparison to waves 19 and 18 (both 82%).

In wave 22 there was an increase in the proportion of the general public who agreed that 'A levels are trusted qualifications' compared to wave 21 (80% compared to 75%). There was also a decrease in the proportion of employers who disagree with this statement from 9% in wave 21 to 4% in wave 22.

Whilst in wave 22 there appears to have been an increase in agreement among young people and employers compared to wave 21, these differences were not significant. However, a series of small and non-significant increases in agreement among parents since wave 19 meant that agreement among young people in wave 22 (90%) was significantly higher than in wave 19 (80%).

**Figure 13. Results for “A levels are trusted qualifications.”**



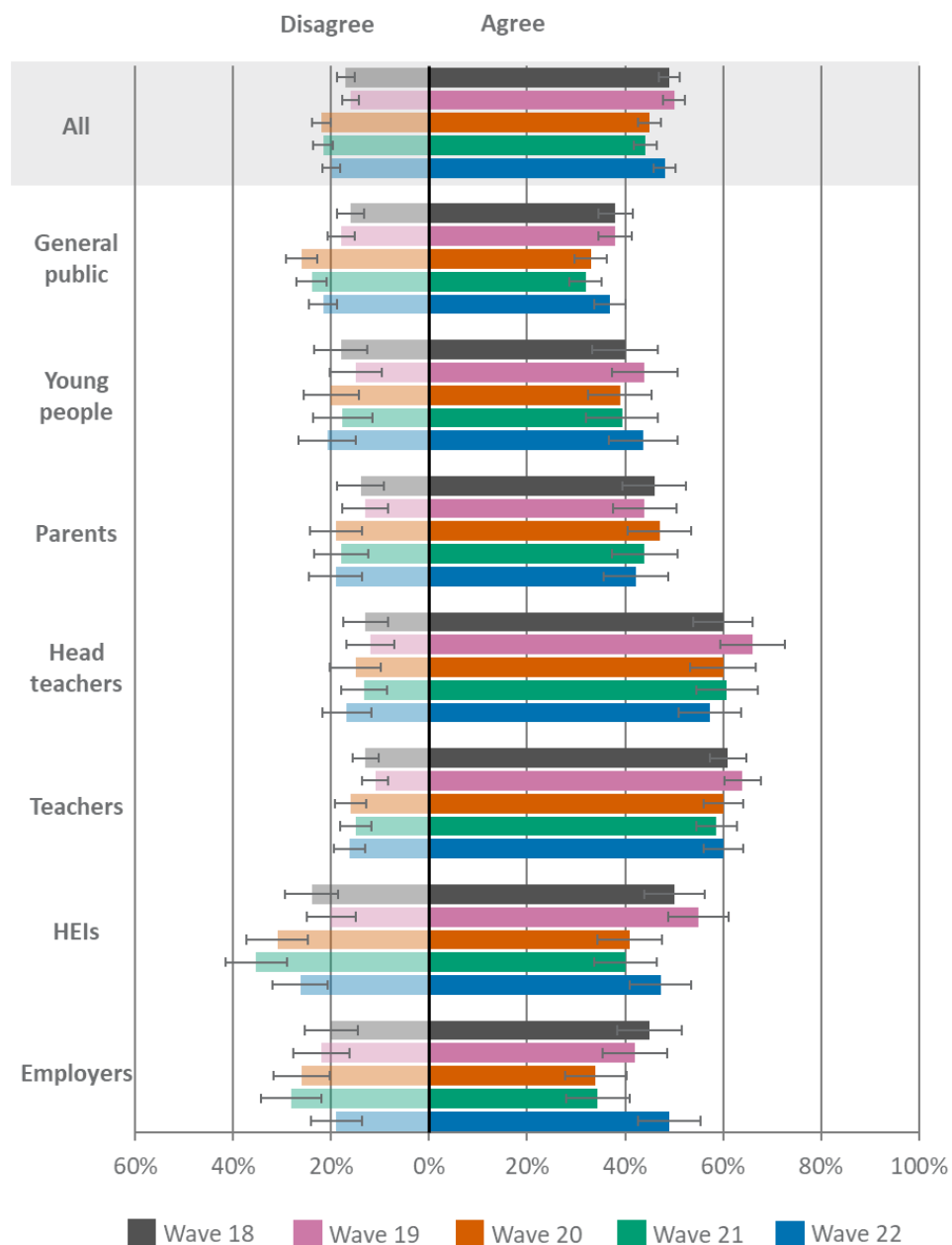
Teachers – disagree	2%	2%	1%	1%	2%
HEIs – agree	79%	84%	81%	83%	83%
HEIs – disagree	7%	5%	7%	5%	5%
Employers – agree	82%	78%	82%	77%	83%
Employers – disagree	5%	4%	7%	9%	4%

## Confidence in standards and marking

Just under half (48%) of respondents in wave 22 agreed that, in general, ‘A level standards are maintained year-on-year’ (figure 14). This increased from 44% in wave 21.

In wave 22, levels of agreement increased among the general public from 32% in wave 21 to 37%, and among employers from 34% in wave 21 to 49%. This was the highest level of agreement recorded among employers over the last five waves. Although there appears to have been an increase in agreement among HEIs and young people, these increases were not significant.

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



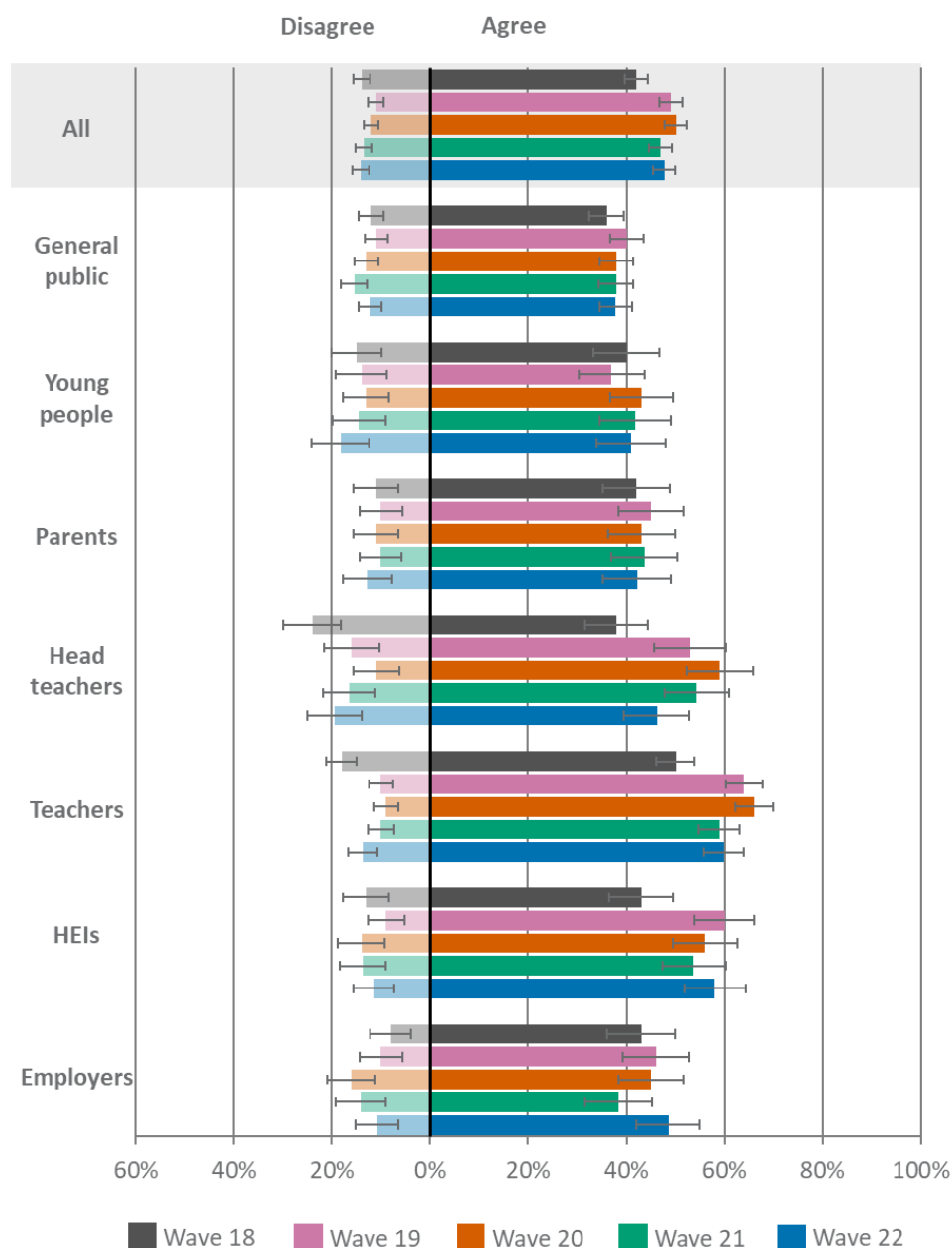
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	49%	50%	45%	44%	48%
All – disagree	17%	16%	22%	22%	20%

General public – agree	38%	38%	33%	32%	37%
General public – disagree	16%	18%	26%	24%	22%
Young people – agree	40%	44%	39%	39%	44%
Young people – disagree	18%	15%	20%	18%	21%
Parents – agree	46%	44%	47%	44%	42%
Parents – disagree	14%	13%	19%	18%	19%
Head teachers – agree	60%	66%	60%	61%	57%
Head teachers – disagree	13%	12%	15%	13%	17%
Teachers – agree	61%	64%	60%	59%	60%
Teachers – disagree	13%	11%	16%	15%	16%
HEIs – agree	50%	55%	41%	40%	47%
HEIs – disagree	24%	20%	31%	35%	26%
Employers – agree	45%	42%	34%	34%	49%
Employers – disagree	20%	22%	26%	28%	19%

In wave 22, nearly half of respondents (48%) agreed that, in general, 'the marking of A levels is accurate' (figure 15). This was consistent with levels of agreement seen in wave 21 (47%). Agreement with this statement has remained consistent since wave 19 (49%).

There was an increase in the proportion of employers who agreed that 'the marking of A levels is accurate' compared to wave 21 (49% compared to 38%). Although there appears to have been a decrease in levels of agreement among head teachers from 54% in wave 21 to 46%, this decrease was not statistically significant.

**Figure 15. Results for "The marking of A levels is accurate."**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	42%	49%	50%	47%	48%
All – disagree	14%	11%	12%	13%	14%
General public – agree	36%	40%	38%	38%	38%

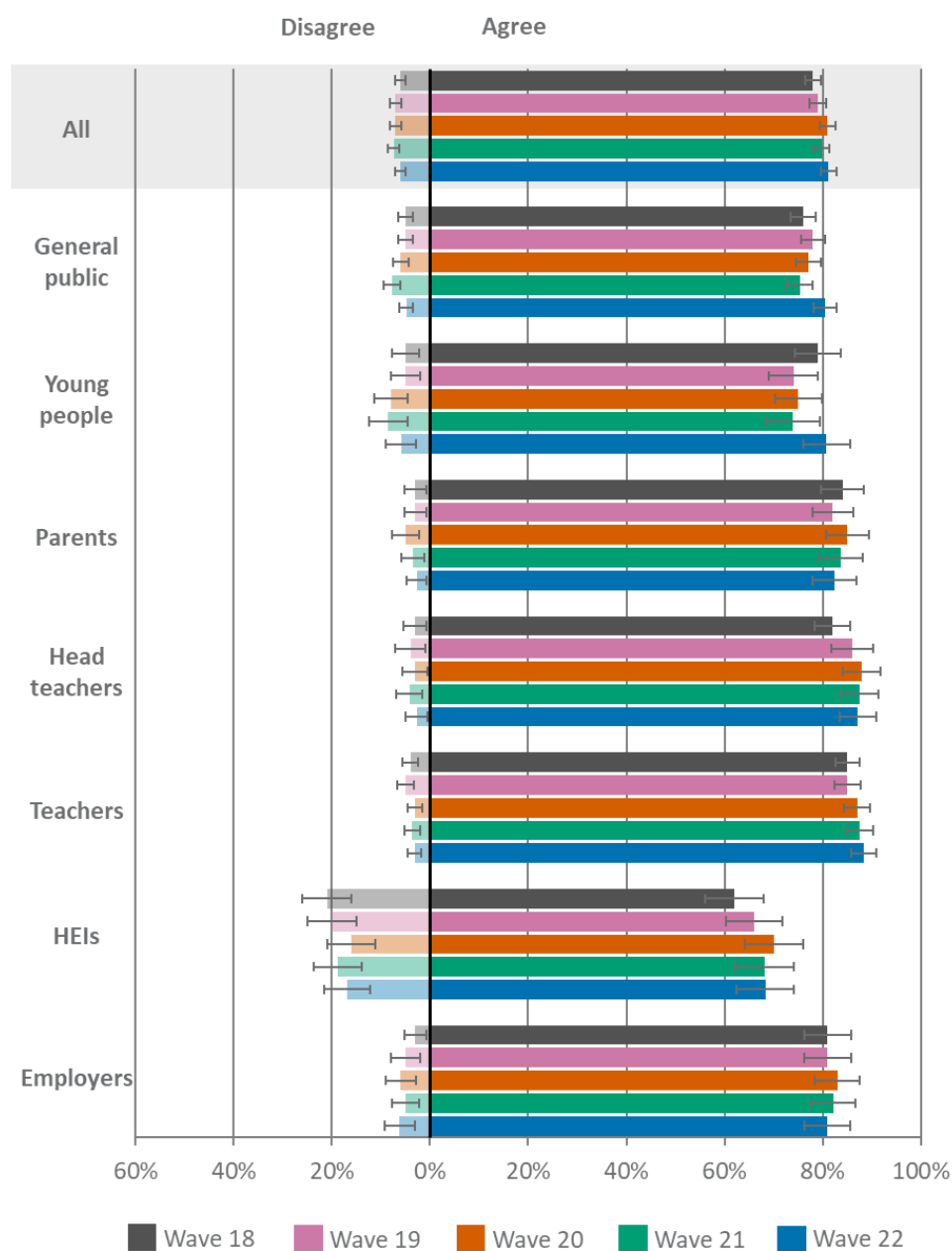
General public – disagree	12%	11%	13%	15%	12%
Young people – agree	40%	37%	43%	42%	41%
Young people – disagree	15%	14%	13%	14%	18%
Parents – agree	42%	45%	43%	44%	42%
Parents – disagree	11%	10%	11%	10%	13%
Head teachers – agree	38%	53%	59%	54%	46%
Head teachers – disagree	24%	16%	11%	16%	19%
Teachers – agree	50%	64%	66%	59%	60%
Teachers – disagree	18%	10%	9%	10%	14%
HEIs – agree	43%	60%	56%	54%	58%
HEIs – disagree	13%	9%	14%	14%	11%
Employers – agree	43%	46%	45%	38%	49%
Employers – disagree	8%	10%	16%	14%	11%

## Skills and preparation

Figure 16 shows that 81% of respondents agreed that, in general, 'A levels are good preparation for further study', consistent with agreement levels in wave 21 (80%).

Agreement among the general public increased significantly in wave 22 (81%) compared to wave 21 (75%). Although there appeared to an increase in agreement among young people in wave 22 (81%) compared to wave 21 (74%), this increase was not statistically significant. In wave 22, there were no other significant changes among stakeholder groups compared with wave 21.

**Figure 16. Results for "A levels are good preparation for further study."**



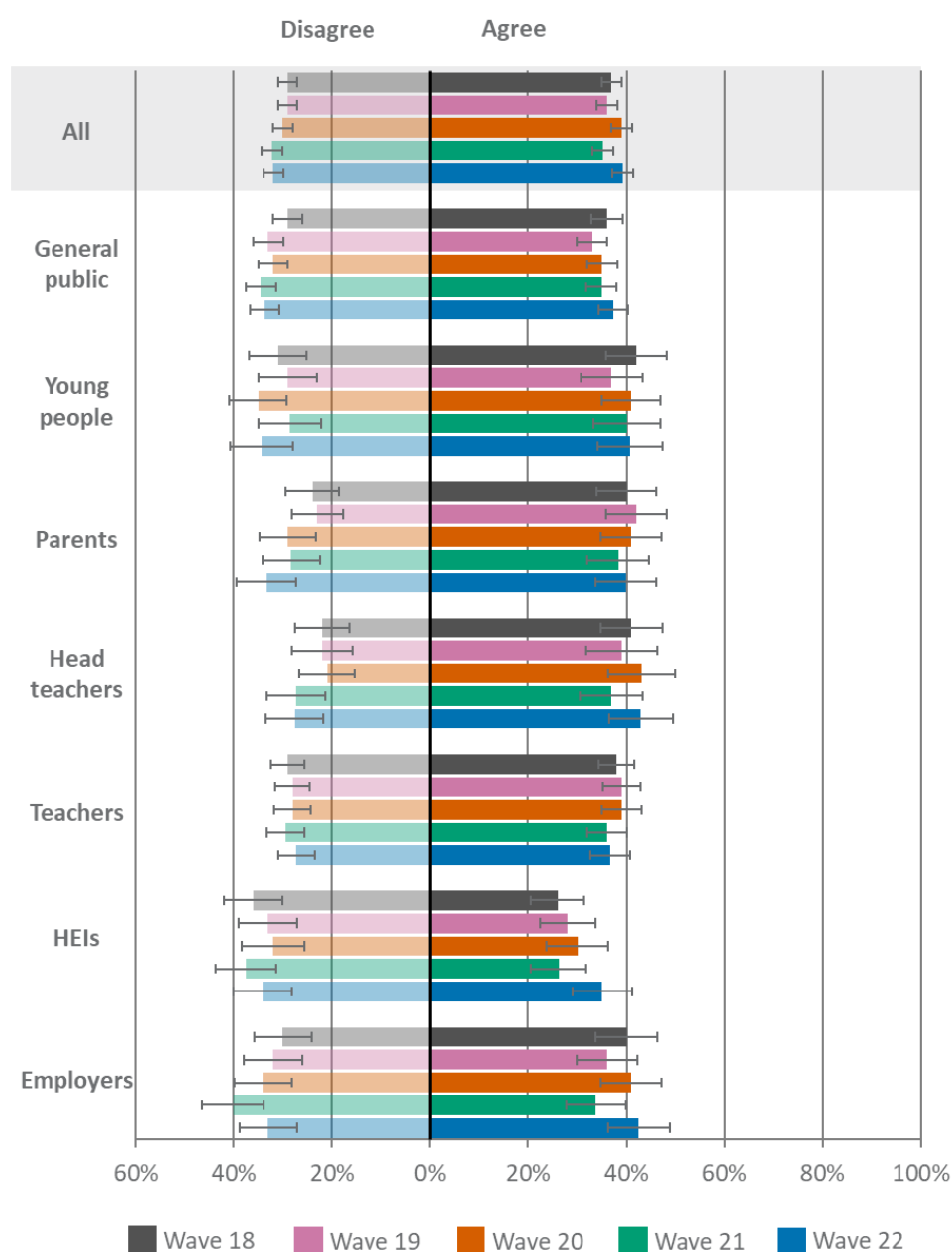
General public – agree	76%	78%	77%	75%	81%
General public – disagree	5%	5%	6%	8%	5%
Young people – agree	79%	74%	75%	74%	81%
Young people – disagree	5%	5%	8%	9%	6%
Parents – agree	84%	82%	85%	84%	82%
Parents – disagree	3%	3%	5%	4%	3%
Head teachers – agree	82%	86%	88%	88%	87%
Head teachers – disagree	3%	4%	3%	4%	3%
Teachers – agree	85%	85%	87%	88%	88%
Teachers – disagree	4%	5%	3%	4%	3%
HEIs – agree	62%	66%	70%	68%	68%
HEIs – disagree	21%	20%	16%	19%	17%
Employers – agree	81%	81%	83%	82%	81%
Employers – disagree	3%	5%	6%	5%	6%

The level of agreement that, in general, 'A levels are good preparation for work' (figure 17) increased in wave 22 (39%) compared to wave 21 (35%). This was consistent with the levels seen in wave 20 (39%).

Agreement among HEIs increased from 26% in wave 21 to 35% in wave 22. Similarly, agreement increased among employers from 34% in wave 21 to 43% in wave 22.

While there was an increase in agreement among head teachers surveyed in wave 22 (43%) compared to wave 21 (37%), this difference was not significant so cannot be generalised to all headteachers.

**Figure 17. Results for "A levels are good preparation for work."**



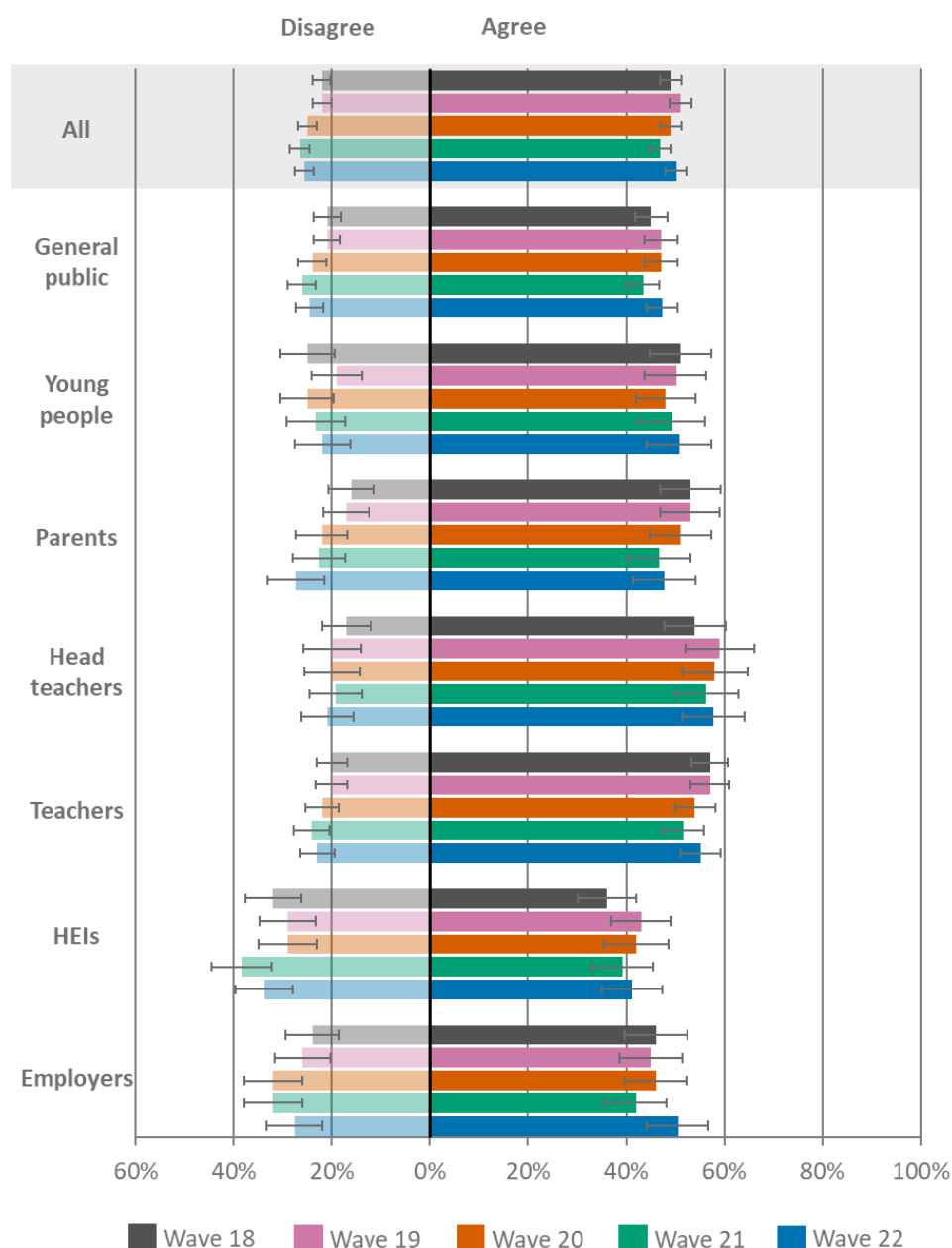
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	37%	36%	39%	35%	39%

All – disagree	29%	29%	30%	32%	32%
General public – agree	36%	33%	35%	35%	37%
General public – disagree	29%	33%	32%	34%	34%
Young people – agree	42%	37%	41%	40%	41%
Young people – disagree	31%	29%	35%	29%	34%
Parents – agree	40%	42%	41%	38%	40%
Parents – disagree	24%	23%	29%	28%	33%
Head teachers – agree	41%	39%	43%	37%	43%
Head teachers – disagree	22%	22%	21%	27%	28%
Teachers – agree	38%	39%	39%	36%	37%
Teachers – disagree	29%	28%	28%	29%	27%
HEIs – agree	26%	28%	30%	26%	35%
HEIs – disagree	36%	33%	32%	37%	34%
Employers – agree	40%	36%	41%	34%	43%
Employers – disagree	30%	32%	34%	40%	33%

In wave 22, half of respondents (50%) agreed that, in general, ‘A levels develop a broad range of skills for students’ (figure 18). This represented an increase in agreement from wave 21 (47%) and a return to levels seen in wave 20 (49%).

In wave 22, there were no significant changes among stakeholder groups compared with any previous waves. Although there was an increase among employers (from 42% in wave 21 to 50% in wave 22) and the general public (from 43% in wave 21 to 47% in wave 22), these increases were not significant.

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



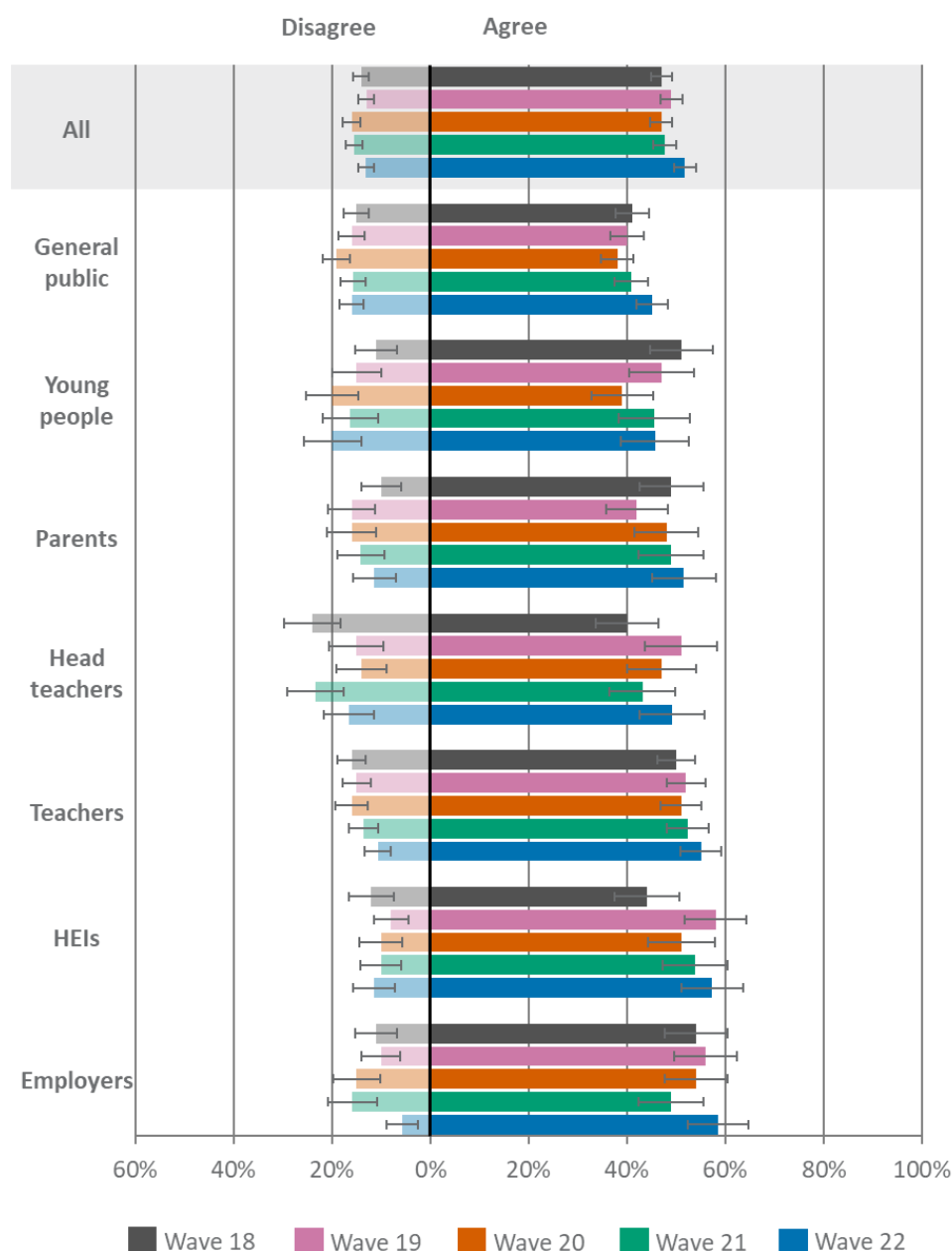
General public – disagree	21%	21%	24%	26%	25%
Young people – agree	51%	50%	48%	49%	51%
Young people – disagree	25%	19%	25%	23%	22%
Parents – agree	53%	53%	51%	47%	48%
Parents – disagree	16%	17%	22%	23%	27%
Head teachers – agree	54%	59%	58%	56%	58%
Head teachers – disagree	17%	20%	20%	19%	21%
Teachers – agree	57%	57%	54%	52%	55%
Teachers – disagree	20%	20%	22%	24%	23%
HEIs – agree	36%	43%	42%	39%	41%
HEIs – disagree	32%	29%	29%	38%	34%
Employers – agree	46%	45%	46%	42%	50%
Employers – disagree	24%	26%	32%	32%	28%

## Value for money

Overall, approximately half of respondents (52%) agreed in wave 22 that, in general, 'A levels offer value for money' (figure 19), an increase compared to wave 21 (48%).

There were no significant changes year-on-year for most stakeholder groups. However, agreement among employers increased from 49% in wave 21 to 59% in wave 22.

**Figure 19. Results for "A levels offer value for money."**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	47%	49%	47%	48%	52%
All – disagree	14%	13%	16%	16%	13%
General public – agree	41%	40%	38%	41%	45%
General public – disagree	15%	16%	19%	16%	16%

Young people – agree	51%	47%	39%	46%	46%
Young people – disagree	11%	15%	20%	16%	20%
Parents – agree	49%	42%	48%	49%	52%
Parents – disagree	10%	16%	16%	14%	11%
Head teachers – agree	40%	51%	47%	43%	49%
Head teachers – disagree	24%	15%	14%	23%	16%
Teachers – agree	50%	52%	51%	52%	55%
Teachers – disagree	16%	15%	16%	14%	11%
HEIs – agree	44%	58%	51%	54%	57%
HEIs – disagree	12%	8%	10%	10%	12%
Employers – agree	54%	56%	54%	49%	59%
Employers – disagree	11%	10%	15%	16%	6%

## Section 4: General perceptions of Applied General qualifications

The following section considers respondents' general perceptions of Applied General qualifications, not specific to any exam series.

For the following 8 survey items the wave 21 effective base was: All responses (N=2,133); general public (N=1036); teachers (N=565); HEIs (N=253); employers (N=251); parents (N=251); head teachers (N=243); young people (N=238).

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

### Key findings

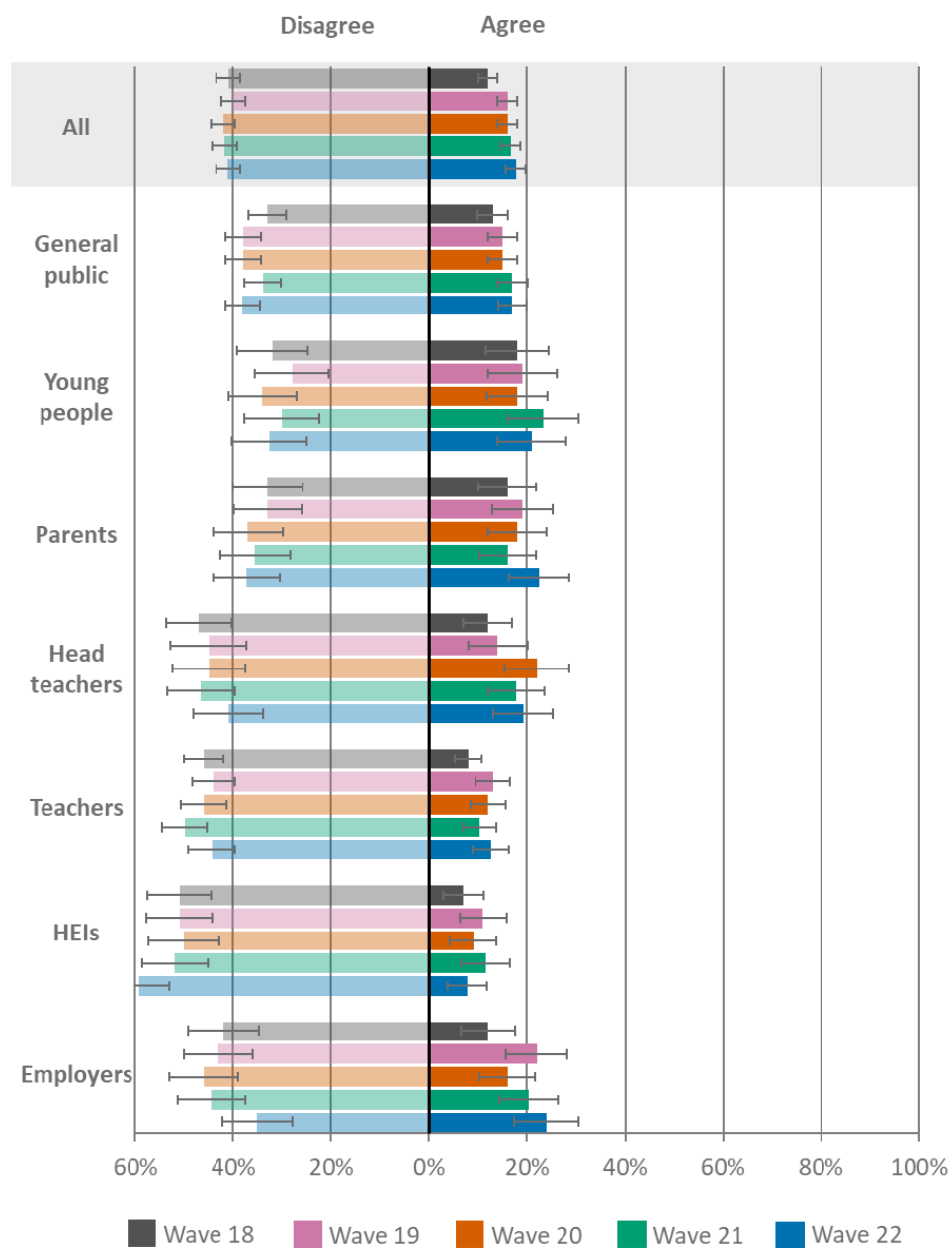
- In wave 22, there were no changes in overall agreement regarding perceptions of Applied General qualifications in comparison to wave 21. However, the increased levels of agreement first recorded in wave 19 were also seen in wave 22 for perceptions of Applied General qualifications being trusted (33%), consistent in standards year-on-year (27%), accurate in marking (27%), good preparation for further study (38%) and good preparation for work (45%), as well as for developing a broad range of skills for students (45%).
- This consistency in agreement was evident across most stakeholder groups, with the majority reporting smaller, non-significant increases. Young people's perceptions were the exception to this for 'Applied General qualifications are good preparation for further study', where agreement declined in wave 22 (27%) compared to wave 21 (37%).
- Among parents sampled, there were slight, but not statistically significant, increases compared to wave 21 in levels of agreement that, in Applied General qualifications are well understood (22% compared to 16%), trusted (40% compared to 33%) and that there were consistent in standards year-on-year (30% compared to 24%).
- The sample of head teachers also reported small, but not statistically significant increases in levels of agreement that Applied General qualifications are trusted (35% compared to 30%), that there were consistent in standards year-on-year (40% compared to 35%) and that marking is accurate (39% compared to 34%).

### Overall perceptions

Eighteen per cent of respondents in wave 22 agreed that, in general, 'Applied General qualifications are well understood by people' (figure 20). This was consistent with wave 21 (17%) and represented a sustained increase in levels of agreement in comparison to wave 18 (12%).

Agreement that 'Applied General qualifications are well understood by people' was broadly consistent among each stakeholder group in comparison with wave 21, although there was a small, but not significant, increase for parents surveyed (from 16% in wave 21 to 22% in wave 22) and employers surveyed (20% in wave 21 to 24% in wave 22).

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



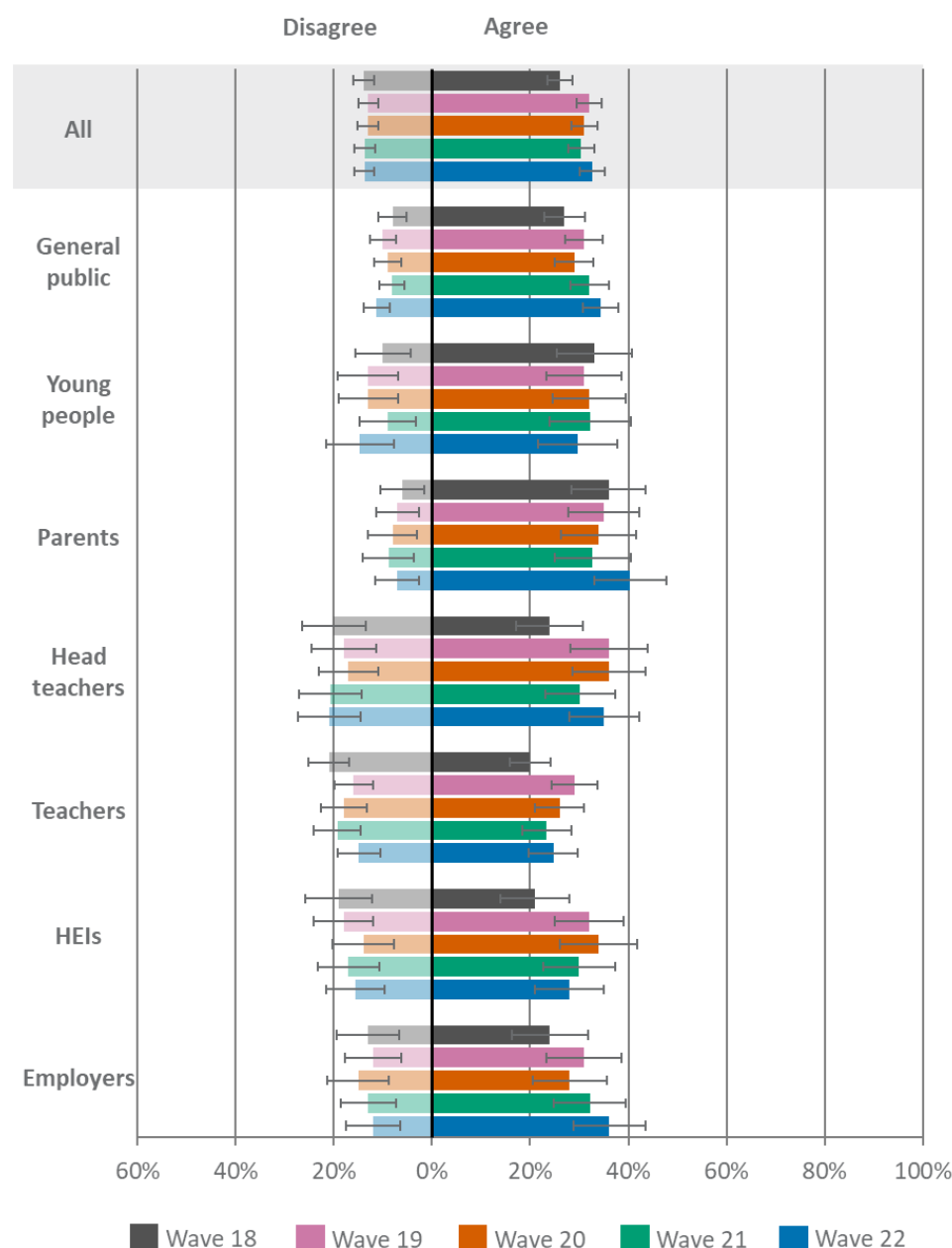
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	12%	16%	16%	17%	18%
All – disagree	41%	40%	42%	42%	41%
General public – agree	13%	15%	15%	17%	17%
General public – disagree	33%	38%	38%	34%	38%
Young people – agree	18%	19%	18%	23%	21%
Young people – disagree	32%	28%	34%	30%	33%
Parents – agree	16%	19%	18%	16%	22%
Parents – disagree	33%	33%	37%	36%	37%
Head teachers – agree	12%	14%	22%	18%	19%
Head teachers – disagree	47%	45%	45%	47%	41%
Teachers – agree	8%	13%	12%	10%	13%

Teachers – disagree	46%	44%	46%	50%	44%
HEIs – agree	7%	11%	9%	12%	8%
HEIs – disagree	51%	51%	50%	52%	59%
Employers – agree	12%	22%	16%	20%	24%
Employers – disagree	42%	43%	46%	44%	35%

One third (33%) of respondents in wave 22 agreed that, in general, ‘Applied General qualifications are trusted qualifications’ (figure 21). This was broadly in line with wave 21 (30%) and represented a sustained increase in comparison with wave 18 (26%).

Across all stakeholder groups, there were no statistically significant differences. It appears to be that levels of agreement increased in comparison to wave 21, for parents (40% in wave 22 compared to 33% in wave 21) and head teachers (35% in wave 22 compared to 30% in wave 21), however these differences are not statistically significant.

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	26%	32%	31%	30%	33%
All – disagree	14%	13%	13%	14%	14%
General public – agree	27%	31%	29%	32%	34%

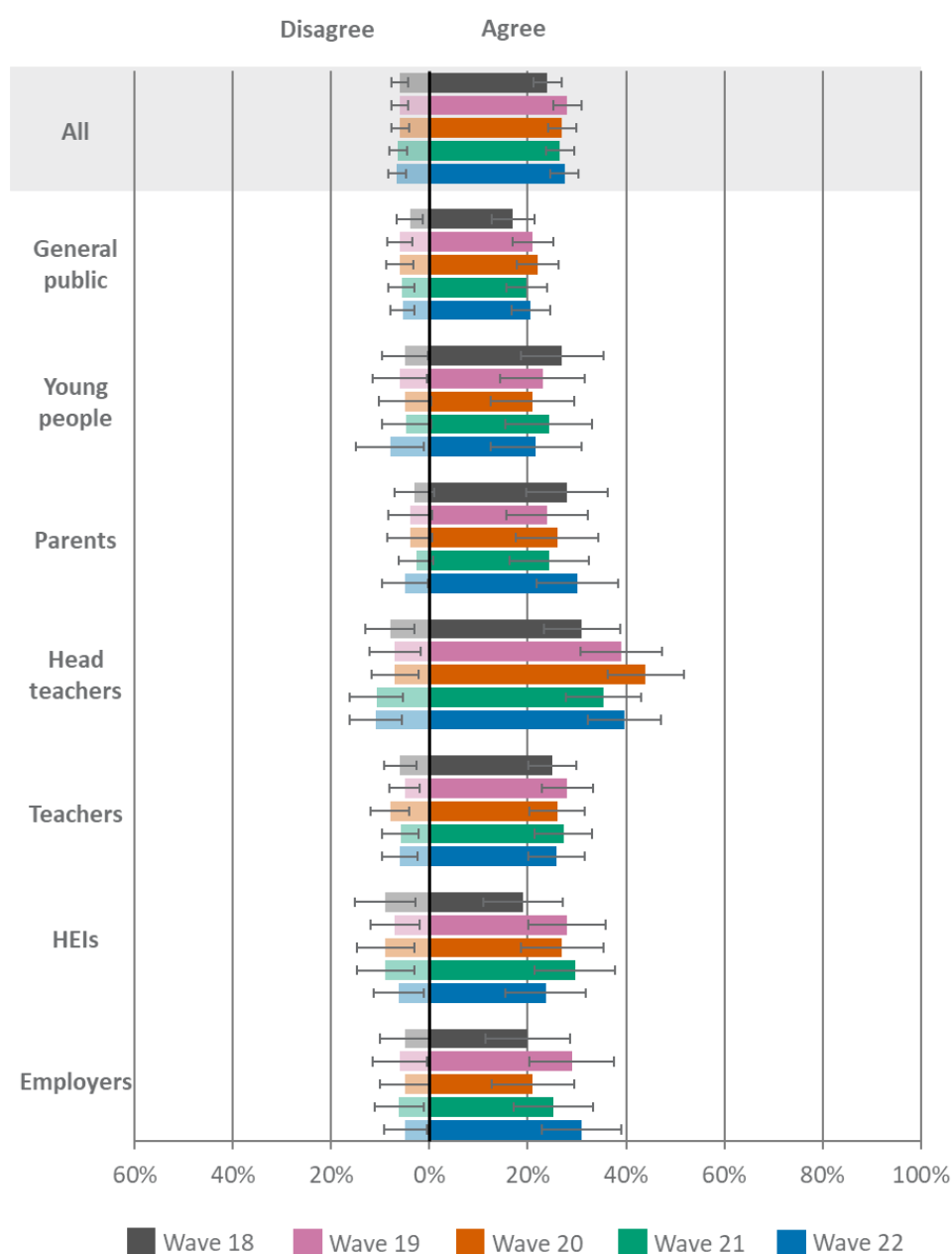
General public – disagree	8%	10%	9%	8%	11%
Young people – agree	33%	31%	32%	32%	30%
Young people – disagree	10%	13%	13%	9%	15%
Parents – agree	36%	35%	34%	33%	40%
Parents – disagree	6%	7%	8%	9%	7%
Head teachers – agree	24%	36%	36%	30%	35%
Head teachers – disagree	20%	18%	17%	21%	21%
Teachers – agree	20%	29%	26%	23%	25%
Teachers – disagree	21%	16%	18%	19%	15%
HEIs – agree	21%	32%	34%	30%	28%
HEIs – disagree	19%	18%	14%	17%	16%
Employers – agree	24%	31%	28%	32%	36%
Employers – disagree	13%	12%	15%	13%	12%

## Confidence in standards and marking

Twenty seven per cent of respondents in wave 22 agreed that, in general, ‘Applied General qualification standards are maintained year-on-year’ (figure 22). This was consistent with wave 21 (27%) and represented a sustained increase in comparison with wave 18 (24%).

In wave 22, there were no statistically significant changes in levels of agreement in comparison with wave 21 for any stakeholder group. However, parents (30% in wave 22 compared to 24% in wave 21), employers (31% in wave 22 compared to 25% in wave 21) and head teachers (40% in wave 22 compared to 35% in wave 21) observed a non-statistically significant increase in levels of agreement compared to wave 21. For head teachers, this reversed the non-significant decrease measured in wave 21 (35%) and brings the levels of agreement back in line with wave 20 (44%).

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

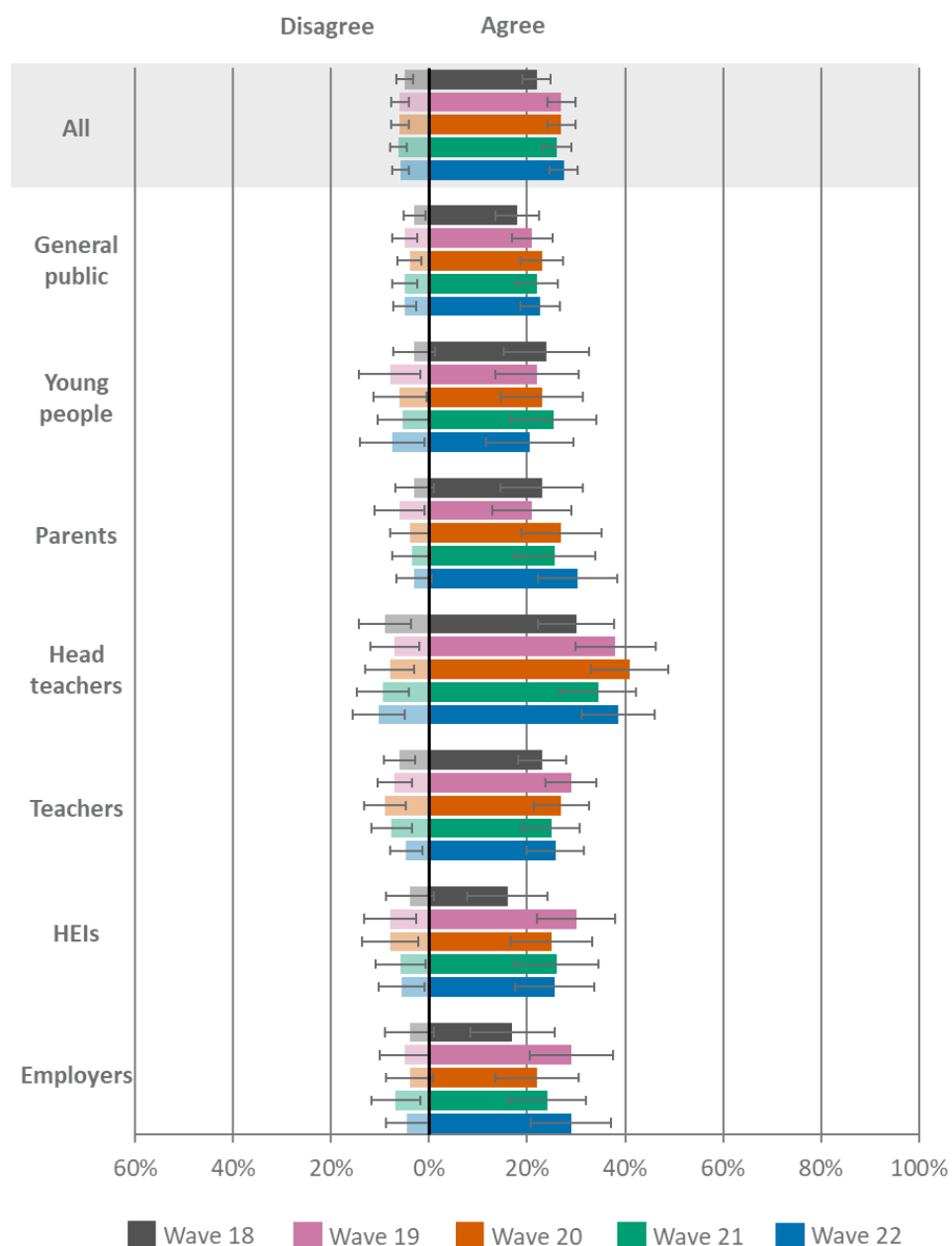


Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	24%	28%	27%	27%	27%
All – disagree	6%	6%	6%	6%	7%
General public – agree	17%	21%	22%	20%	21%
General public – disagree	4%	6%	6%	6%	5%
Young people – agree	27%	23%	21%	24%	22%
Young people – disagree	5%	6%	5%	5%	8%
Parents – agree	28%	24%	26%	24%	30%
Parents – disagree	3%	4%	4%	3%	5%
Head teachers – agree	31%	39%	44%	35%	40%
Head teachers – disagree	8%	7%	7%	11%	11%
Teachers – agree	25%	28%	26%	27%	26%
Teachers – disagree	6%	5%	8%	6%	6%
HEIs – agree	19%	28%	27%	30%	24%
HEIs – disagree	9%	7%	9%	9%	6%
Employers – agree	20%	29%	21%	25%	31%
Employers – disagree	5%	6%	5%	6%	5%

Twenty-seven percent of respondents in wave 22 agreed that, in general, ‘the marking of Applied General qualifications is accurate’ (figure 23). This was consistent with wave 21 (26%) and represented a sustained increase in levels of agreement in comparison with wave 18 (22%).

Across all stakeholder groups, there were no statistically significant changes in levels of agreement in comparison with wave 21. Among head teachers, however, there was a non-statistically significant increase in levels of agreement compared to wave 21 (39% in wave 22 compared to 34% in wave 21), again reversing the non-significant decrease observed in wave 21.

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	22%	27%	27%	26%	27%
All – disagree	5%	6%	6%	6%	6%
General public – agree	18%	21%	23%	22%	23%

General public – disagree	3%	5%	4%	5%	5%
Young people – agree	24%	22%	23%	25%	21%
Young people – disagree	3%	8%	6%	5%	7%
Parents – agree	23%	21%	27%	26%	30%
Parents – disagree	3%	6%	4%	4%	3%
Head teachers – agree	30%	38%	41%	34%	39%
Head teachers – disagree	9%	7%	8%	9%	10%
Teachers – agree	23%	29%	27%	25%	26%
Teachers – disagree	6%	7%	9%	8%	5%
HEIs – agree	16%	30%	25%	26%	26%
HEIs – disagree	4%	8%	8%	6%	6%
Employers – agree	17%	29%	22%	24%	29%
Employers – disagree	4%	5%	4%	7%	5%

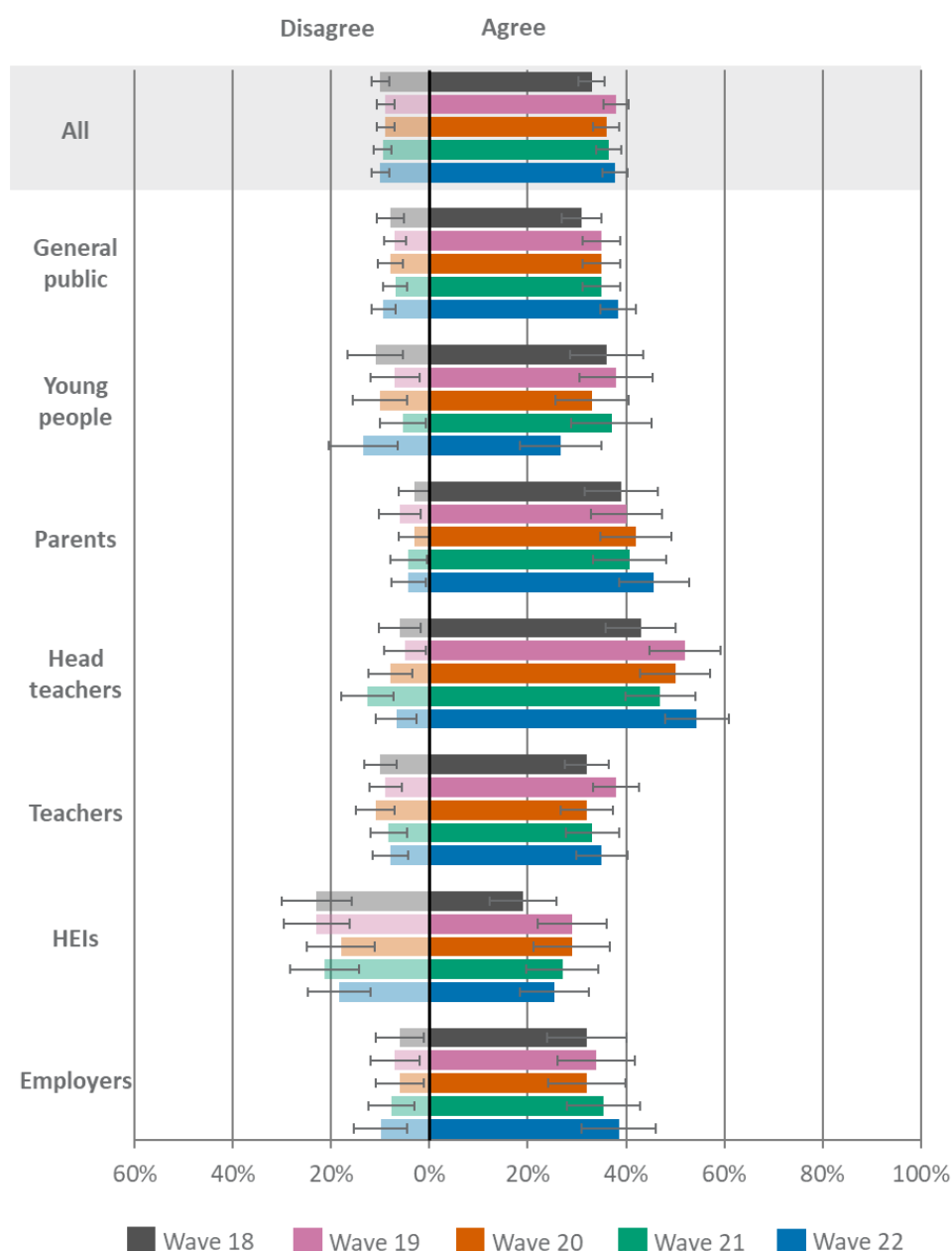
## Skills and preparation

Thirty-eight per cent of respondents in wave 22 agreed that, in general, ‘Applied General qualifications are good preparation for further study’ (figure 24). This was broadly consistent with wave 21 (36%) and represented a sustained increase in comparison to wave 18 (33%).

Levels of agreement were broadly consistent across all stakeholder groups, with the exception of young people, whose levels of agreement decreased in wave 22 (27%) compared to wave 21 (37%).

Although agreement among the general public was broadly consistent year-on-year, levels of agreement in wave 22 (38%) was significantly higher than in wave 18 (31%). Similarly, among head teachers, levels of agreement in wave 22 (54%) was significantly higher than in wave 18 (43%).

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



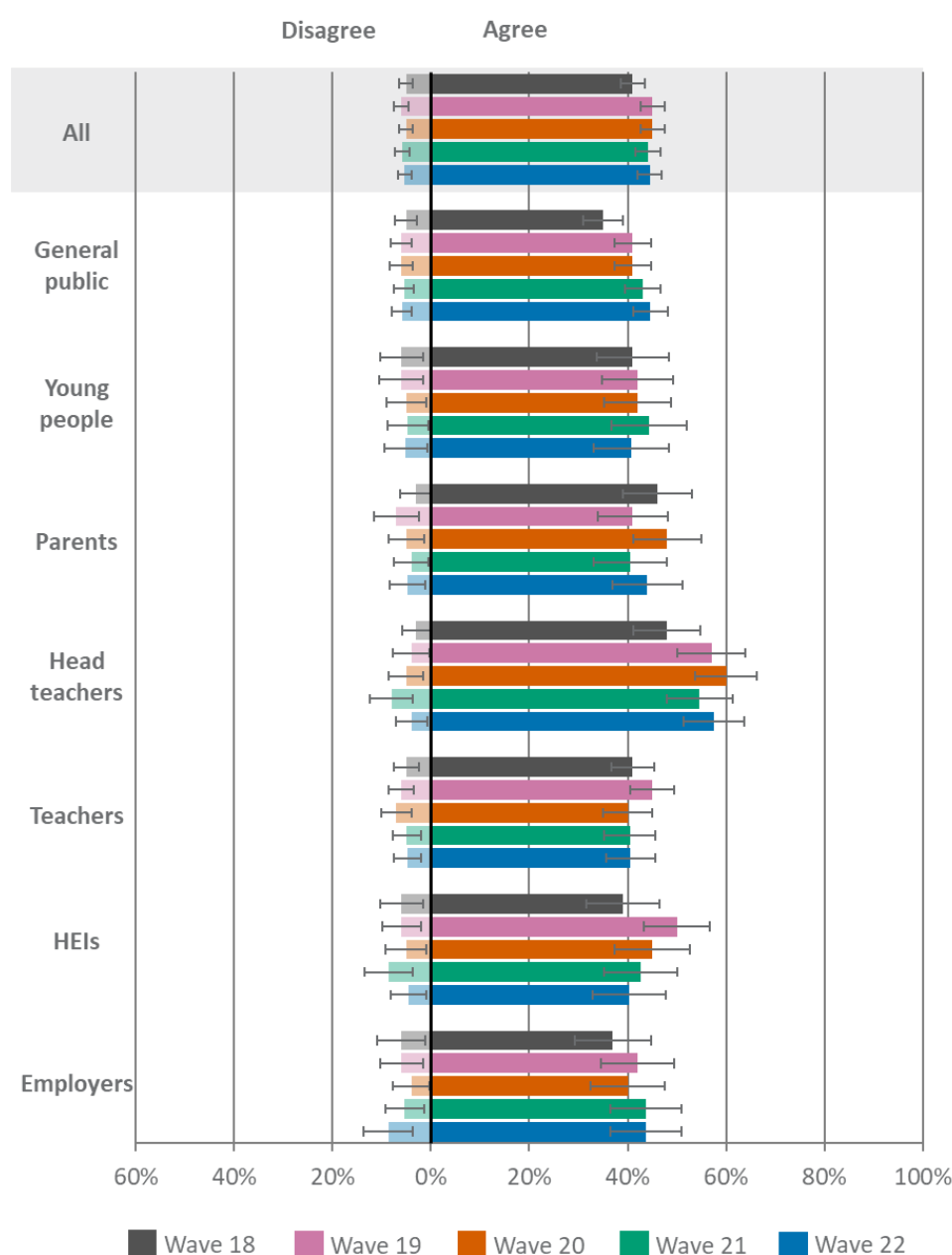
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	33%	38%	36%	36%	38%
All – disagree	10%	9%	9%	10%	10%
General public – agree	31%	35%	35%	35%	38%
General public – disagree	8%	7%	8%	7%	9%
Young people – agree	36%	38%	33%	37%	27%
Young people – disagree	11%	7%	10%	5%	14%
Parents – agree	39%	40%	42%	41%	46%
Parents – disagree	3%	6%	3%	4%	4%
Head teachers – agree	43%	52%	50%	47%	54%
Head teachers – disagree	6%	5%	8%	13%	7%
Teachers – agree	32%	38%	32%	33%	35%
Teachers – disagree	10%	9%	11%	8%	8%
HEIs – agree	19%	29%	29%	27%	25%
HEIs – disagree	23%	23%	18%	21%	18%
Employers – agree	32%	34%	32%	35%	39%
Employers – disagree	6%	7%	6%	8%	10%

Figure 25 shows that 45% of respondents in wave 22 agreed that, in general, ‘Applied General qualifications are good preparation for work’, consistent with wave 21 (44%). Comparable to other, general, perceptions of Applied General qualifications, this showed a sustained increase in comparison to wave 18 (41%).

Across all stakeholder groups, there were no significant increases or decreases in comparison with wave 21. Among the general public, however, a similar trend could be observed to overall respondents whereby there was an increase in agreement in wave 22 (45%) in comparison to wave 18 (35%).

The inverse can be seen for HEIs, where incremental year-on-year changes have led to agreement in wave 22 (40%) being significantly lower than wave 19 (50%).

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

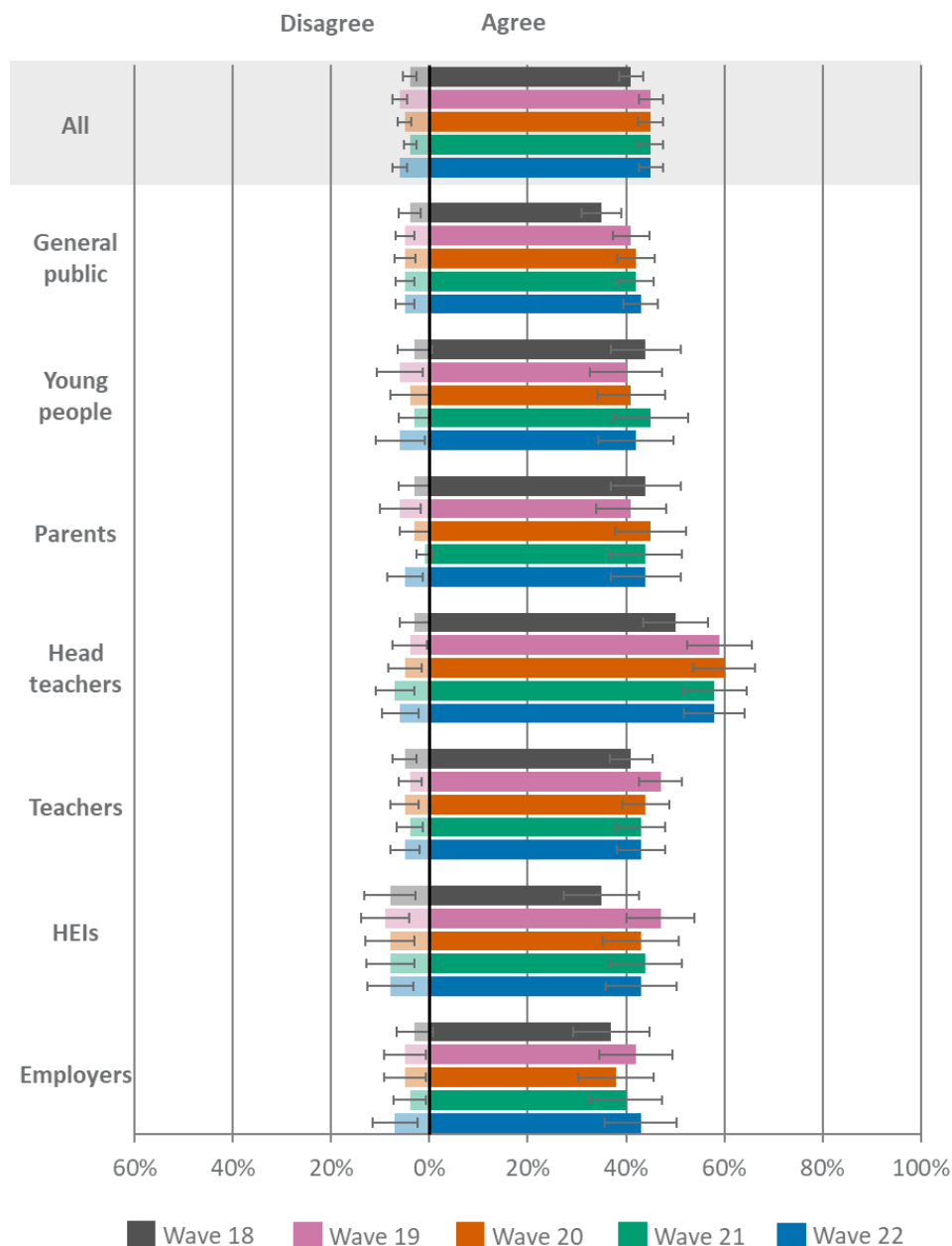


Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	41%	45%	45%	44%	45%
All – disagree	5%	6%	5%	6%	5%
General public – agree	35%	41%	41%	43%	45%
General public – disagree	5%	6%	6%	6%	6%
Young people – agree	41%	42%	42%	44%	41%
Young people – disagree	6%	6%	5%	5%	5%
Parents – agree	46%	41%	48%	40%	44%
Parents – disagree	3%	7%	5%	4%	5%
Head teachers – agree	48%	57%	60%	55%	58%
Head teachers – disagree	3%	4%	5%	8%	4%
Teachers – agree	41%	45%	40%	40%	41%
Teachers – disagree	5%	6%	7%	5%	5%
HEIs – agree	39%	50%	45%	43%	40%
HEIs – disagree	6%	6%	5%	9%	5%
Employers – agree	37%	42%	40%	44%	44%
Employers – disagree	6%	6%	4%	5%	9%

Forty-five per cent of respondents in wave 22 agreed that, in general, ‘Applied General qualifications develop a broad range of skills for students’, equal to the agreement levels seen in the previous three waves (figure 26). This represented a sustained increase in comparison to wave 18 (41%).

Among all stakeholder groups, levels of agreement were broadly consistent with wave 21.

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



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	41%	45%	45%	45%	45%
All – disagree	4%	6%	5%	4%	6%
General public – agree	35%	41%	42%	42%	43%
General public – disagree	4%	5%	5%	5%	5%
Young people – agree	44%	40%	41%	45%	42%

Young people – disagree	3%	6%	4%	3%	6%
Parents – agree	44%	41%	45%	44%	44%
Parents – disagree	3%	6%	3%	1%	5%
Head teachers – agree	50%	59%	60%	58%	58%
Head teachers – disagree	3%	4%	5%	7%	6%
Teachers – agree	41%	47%	44%	43%	43%
Teachers – disagree	5%	4%	5%	4%	5%
HEIs – agree	35%	47%	43%	44%	43%
HEIs – disagree	8%	9%	8%	8%	8%
Employers – agree	37%	42%	38%	40%	43%
Employers – disagree	3%	5%	5%	4%	7%

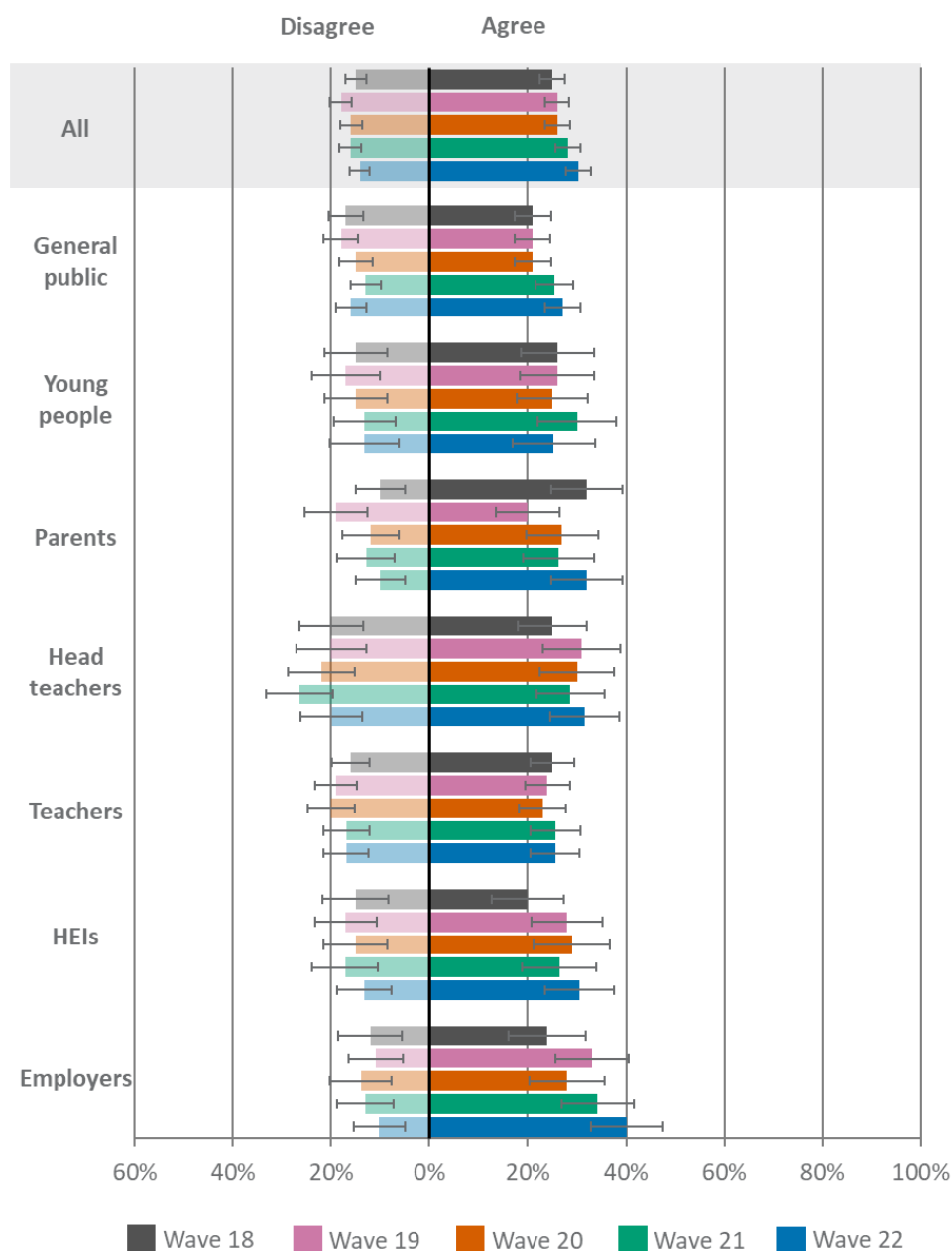
## Value for money

Thirty per cent of respondents in wave 22 agreed that, in general, ‘Applied General qualifications offer value for money’ (figure 27). This was consistent with wave 21 (28%).

Agreement among stakeholders remained broadly consistent with wave 21. The sample of employers surveyed reported a small increase compared to wave 21 (40% compared to 34%), however this is not statistically significant. As a result of this, agreement for this group in wave 22 was significantly higher than wave 18 (24%).

A similar trend can be seen for parents, where agreement saw a non-significant increase from 26% in wave 21 to 32% in wave 22. This is a continuation of the upward trend measured in recent years, meaning that agreement measured in wave 22 was significantly higher than wave 19 (20%). No other significant changes were observed among other stakeholder groups.

**Figure 27. Results for ‘Applied General qualifications offer value for money’.**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	25%	26%	26%	28%	30%
All – disagree	15%	18%	16%	16%	14%
General public – agree	21%	21%	21%	25%	27%
General public – disagree	17%	18%	15%	13%	16%
Young people – agree	26%	26%	25%	30%	25%
Young people – disagree	15%	17%	15%	13%	13%
Parents – agree	32%	20%	27%	26%	32%
Parents – disagree	10%	19%	12%	13%	10%
Head teachers – agree	25%	31%	30%	29%	32%
Head teachers – disagree	20%	20%	22%	26%	20%
Teachers – agree	25%	24%	23%	26%	26%
Teachers – disagree	16%	19%	20%	17%	17%
HEIs – agree	20%	28%	29%	26%	30%
HEIs – disagree	15%	17%	15%	17%	13%
Employers – agree	24%	33%	28%	34%	40%
Employers – disagree	12%	11%	14%	13%	10%

## Section 5: Access to marked exam scripts in GCSE and A level qualifications

This section covers three new questions added to the survey in wave 22. These capture awareness and perceptions of access to marked exam scripts in GCSE and A level qualifications.

### Key Findings

- The majority of respondents (70%) in wave 22 were aware of the access to scripts provision. Head teachers (95%) and teachers (90%) displayed the highest awareness of this.
- Overall, 82% of teachers and head teachers have used the access to scripts provision. Head teachers (92%) were significantly more likely to have used this provision than teachers (72%).
- Respondents were asked how helpful they found this provision when deciding whether to submit a review of marking. Overall, nearly all teachers and head teachers (94%) found this helpful. There were no significant differences between teachers and head teachers.

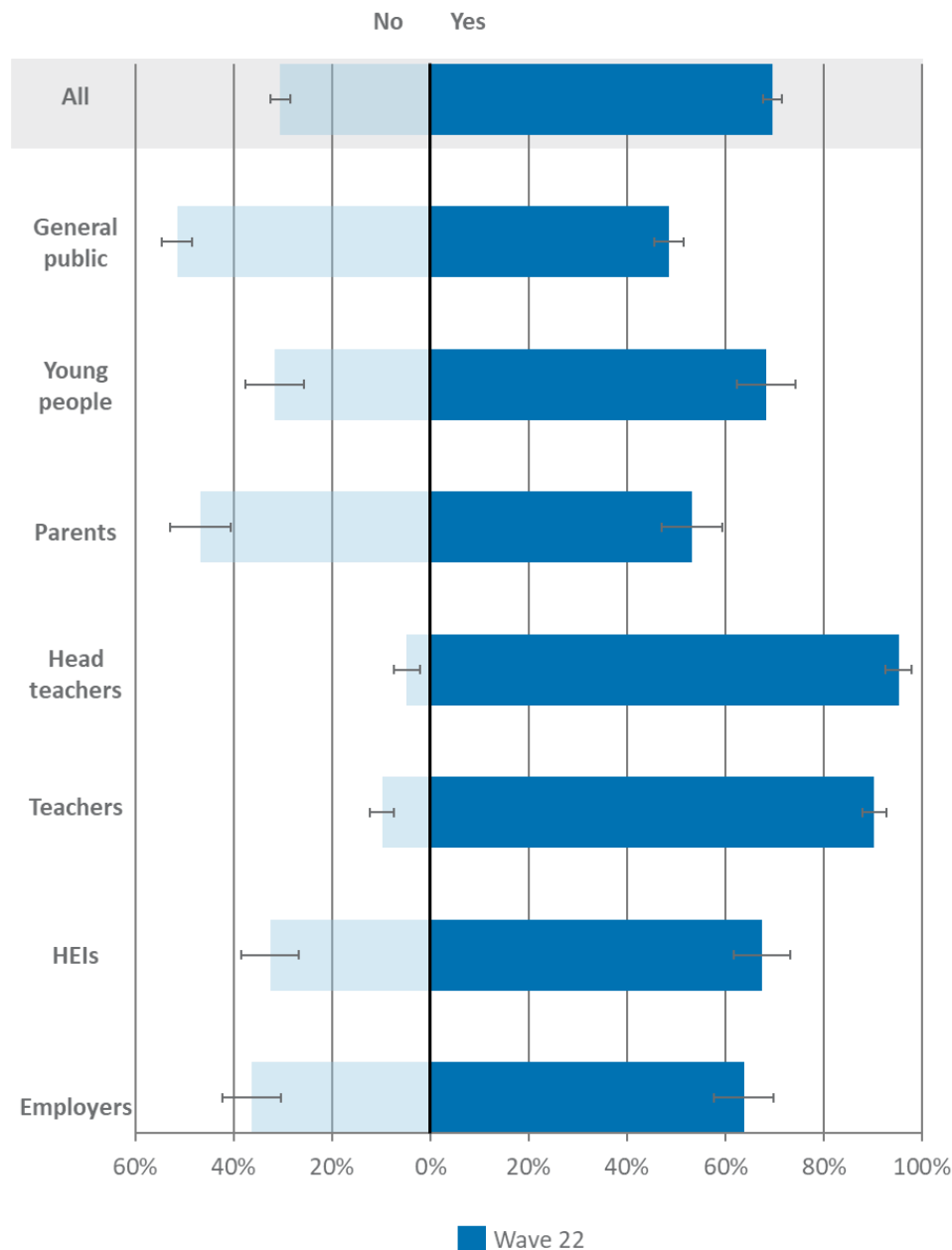
### Awareness

For the following survey item, the wave 22 effective base was: All responses (N=2,133); general public (N= 1,036); teachers (N=565); HEIs (N=253); employers (N=251); parents (N=251); head teachers (N=243); young people (N=238).

Seventy per cent of respondents in wave 22 were aware that schools and colleges can ask to see a student's marked exam script to help them decide whether to request a review of marking by the exam board (figure 28).

When individual stakeholder groups were considered, head teachers (95%) reported the highest awareness of the access to scripts provision, followed by teachers (90%). Just over two thirds of HEIs (67%) and young people (68%) were aware of the access to scripts provision. The majority of employers (64%) were also aware of the access to scripts provision. The general public (48%) and parents (53%) were among the least likely to be aware of the access to scripts provision.

**Figure 28. Results for “Are you aware that, for GCSE and A level qualifications, schools and colleges can ask to see a student’s marked exam script to help them decide whether to request a review of marking by the exam board?”**



Respondent type	Wave 22
All – yes	70%
All – no	30%
General public – yes	48%
General public – no	52%
Young people – yes	68%
Young people – no	32%
Parents – yes	53%
Parents – no	47%

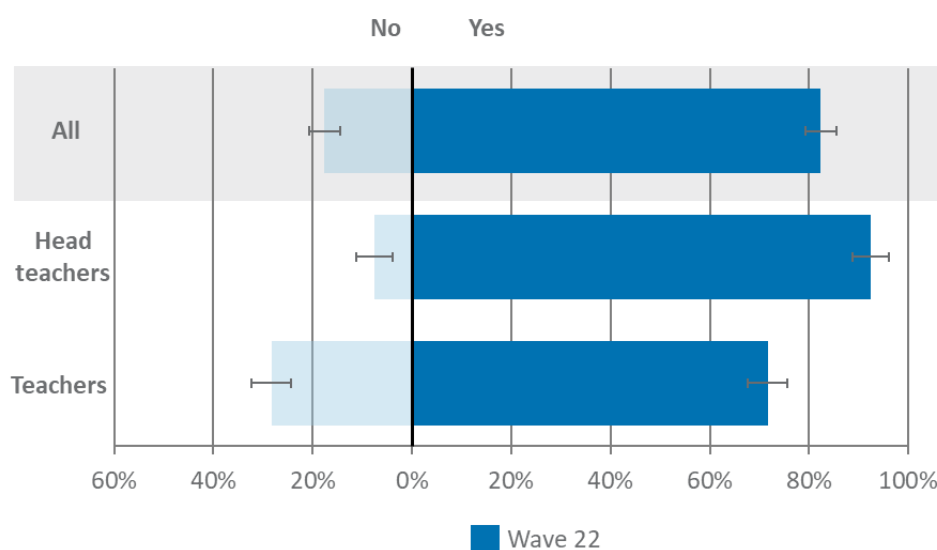
Head teachers – yes	95%
Head teachers – no	5%
Teachers – yes	90%
Teachers – no	10%
HEIs – yes	67%
HEIs – no	33%
Employers – yes	64%
Employers – no	36%

## Use and perceptions

For the following survey item, the wave 22 effective base was: All responses (N=573); teachers (N=497); head teachers (N=208). This survey item was only available to teachers and head teachers who were aware they could access a student’s marked exam script.

Overall, of those who were aware they could access a student’s marked exam script, 82% of head teachers and teachers have made use of exam boards’ access to scripts provision (figure 29). Head teachers (92%) were more likely than teachers (72%) to have made use of the access to scripts provision.

**Figure 29. Results for “Have you made use of exam boards’ access to scripts provision?”**



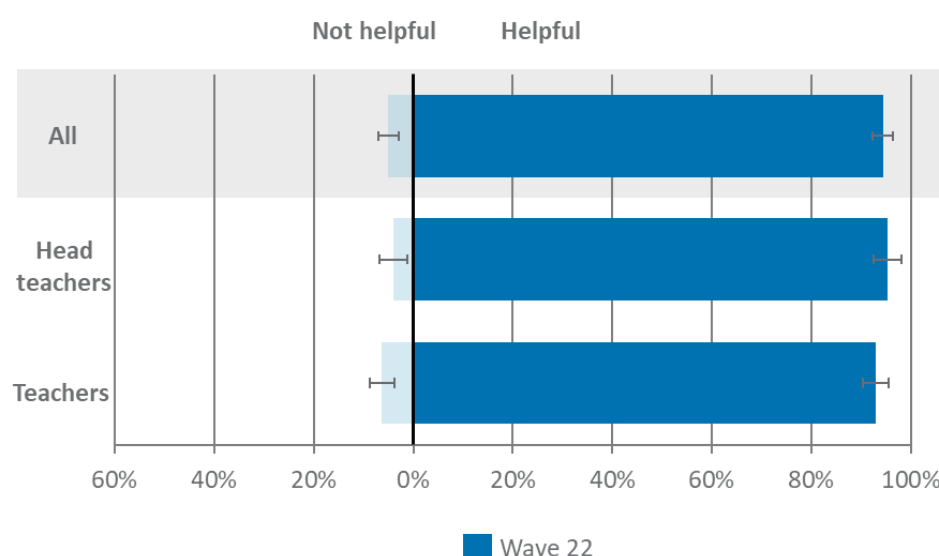
Respondent type	Wave 22
All – yes	82%
All – no	18%
Head teachers – yes	92%
Head teachers – no	8%
Teachers – yes	72%
Teachers – no	28%

For the following survey item, the wave 22 effective base was: All responses (N=444); Teachers (N=351); Head teachers (N=191). This survey item was only available to teachers and head teachers who had used the access to scripts provision.

Respondents were shown a 4-point scale ranging from ‘very helpful’ to ‘not at all helpful’. Helpful is an aggregation of ‘very helpful’ and ‘fairly helpful’ and not helpful is an aggregation of ‘not very helpful’ and ‘not at all helpful’. This survey item was only available to teachers and head teachers who have made use of the access to scripts provision.

In wave 22, 94% of teachers and head teachers who were aware they could access a student’s marked exam script found the access to scripts provision helpful (figure 30). There were no significant differences in perceived helpfulness between teachers (93%) and head teachers (95%).

**Figure 30. Results for “How helpful was being able to request a students’ marked exam script when deciding whether to submit a review of marking?”**



Respondent type	Wave 22
All – helpful	94%
All – not helpful	5%
Head teachers – helpful	95%
Head teachers – not helpful	4%
Teachers – helpful	93%
Teachers – not helpful	6%

## Section 6: Reviews of marking and moderation, and appeals against results for GCSEs and A levels

To account for changes made to the A level qualification system over recent years, in wave 20, the question text changed to remove reference to AS.

### Key findings

- Overall, 83% of respondents in wave 22 were ‘aware that there is a process of reviews of marking and moderation and appeals for GCSE and A level results’, consistent with wave 21 (82%).
- Approximately half of respondents agreed that ‘the process for reviews of marking and moderation and appeals is fair’ for GCSEs (52%) and A levels (52%). This was consistent with wave 21 for most stakeholder groups. For employers, however, agreement for GCSEs increased in wave 22 to 57% compared to 47% in wave 21. Agreement for A levels also increased among the general public in wave 22 (53%) compared to wave 21 (47%).
- Overall, 55% of respondents agreed that they have adequate information about the process, the same as wave 21.
- Three-quarters (75%) of respondents were aware that for GCSEs and A levels, a school or college can appeal to the exam board on the grounds of a marking error. This represented an increase compared to wave 21 (71%). This increase in awareness in wave 22 compared to wave 21 was seen across young people (78% compared to 68%), parents (72% compared to 60%) and the general public (66% compared to 59%).

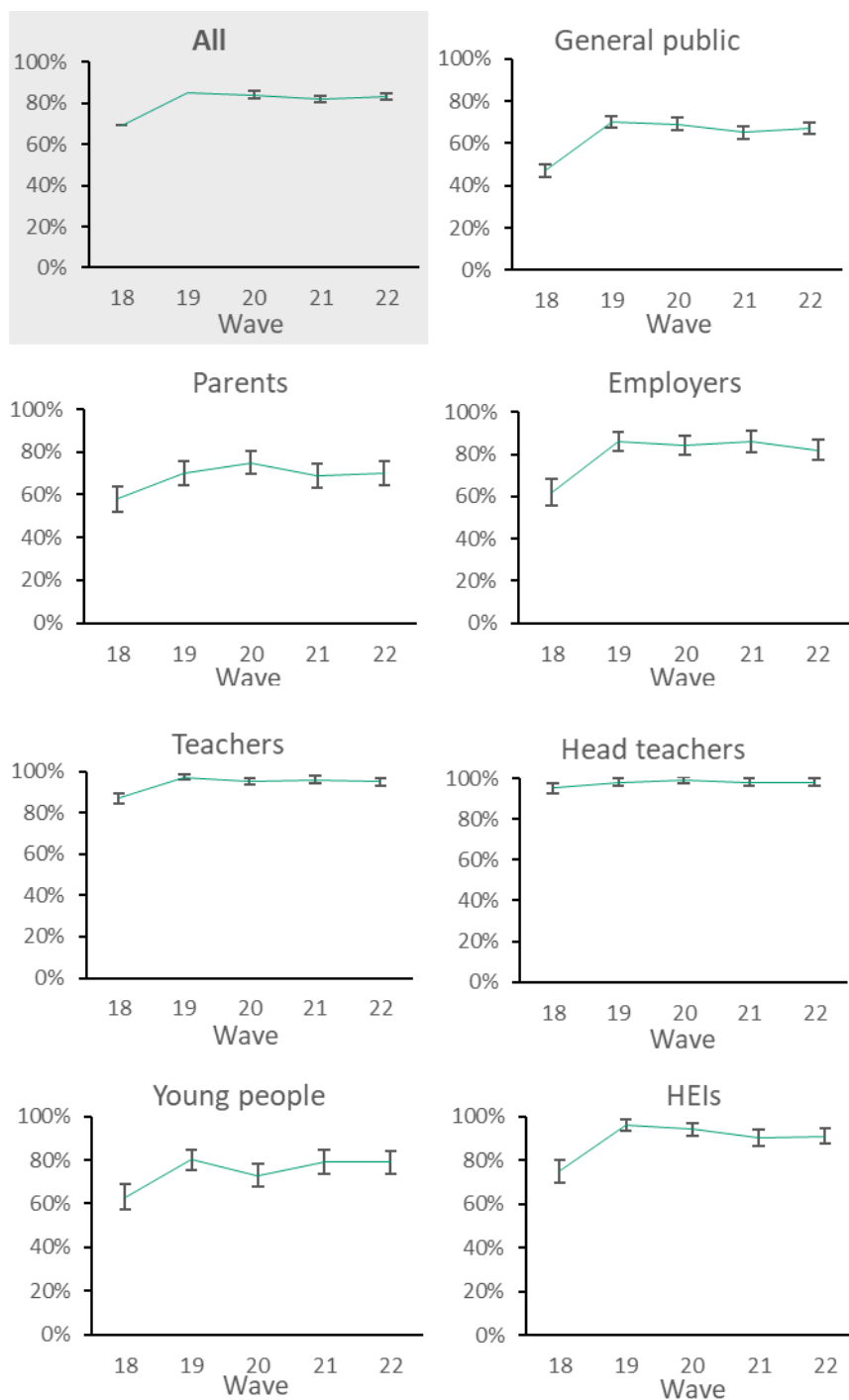
### Awareness and perceptions

For the following survey item, the wave 22 effective base was: All responses (N=2,133); general public (N=1,036); teachers (N=565); HEIs (N=253); employers (N=251); parents (N=251); head teachers (N=243); young people (N=238).

Overall, 83% of respondents in wave 22 were ‘aware that there is a process of reviews of marking and moderation and appeals for GCSE and A level results’ (figure 31). This was consistent with wave 21 (82%).

There were no significant differences in comparison to wave 21 among individual stakeholder groups. However, there was a significant decrease in awareness compared to wave 19 among teachers (95% compared to 97%) and HEIs (91% compared to 96%).

**Figure 31. Proportion of people who were “aware that there is a process of reviews of marking and moderation, and appeals for GCSE and A level results”**



*Note: In wave 19, the question text changed from “Are you aware that there is a review of marking, moderation and appeals system (formerly known as Enquiries about Results and Appeals) for GCSE and AS/A level results?”. In wave 20, the question text changed to remove reference to AS.*

Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – Yes	69%	85%	84%	82%	83%
General public – Yes	47%	70%	69%	65%	67%
Young people – Yes	63%	80%	73%	79%	79%

Parents – Yes	58%	70%	75%	69%	70%
Head teachers – Yes	95%	98%	99%	98%	98%
Teachers – Yes	87%	97%	95%	96%	95%
HEIs – Yes	75%	96%	94%	90%	91%
Employers – Yes	62%	86%	84%	76%	82%

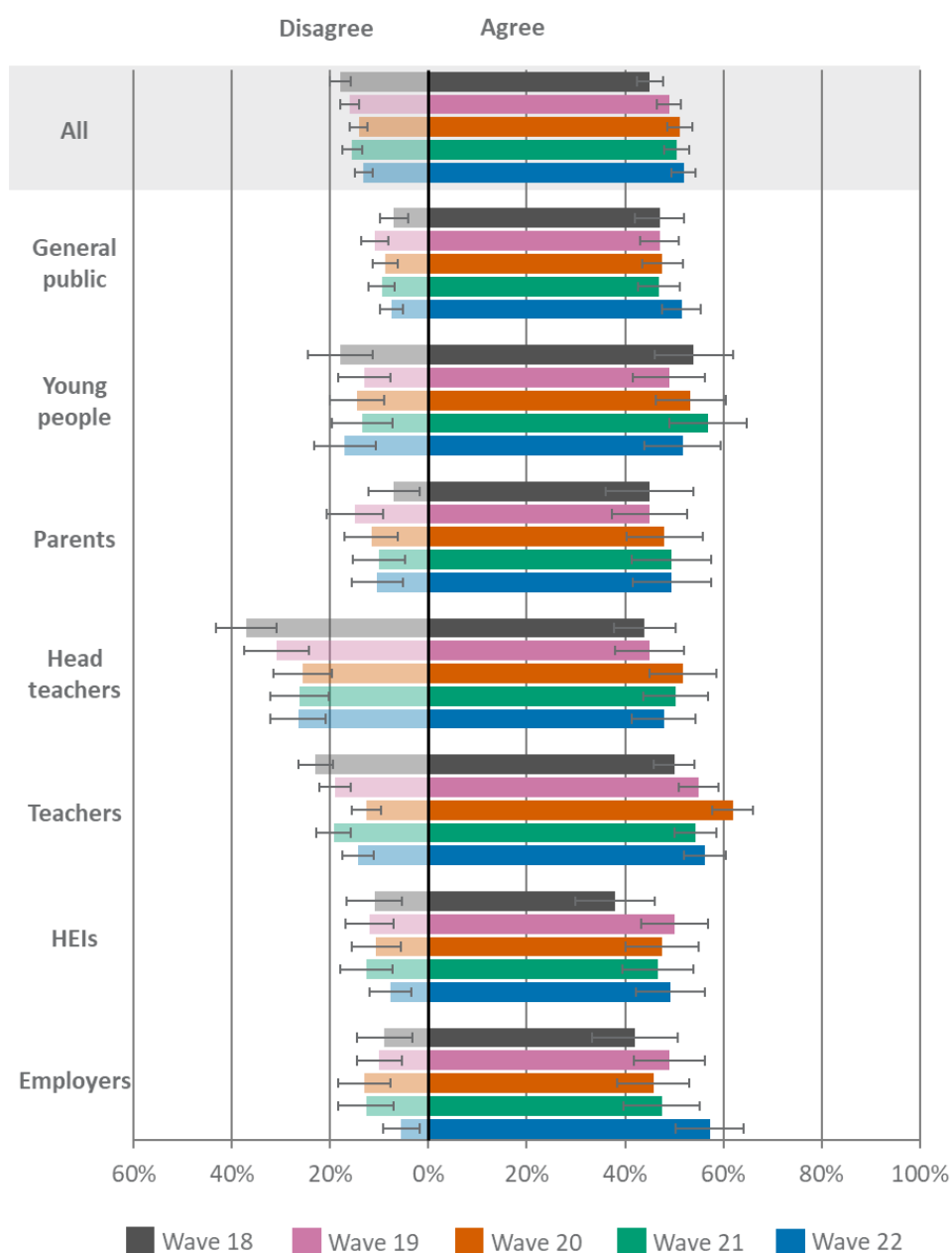
For the following 4 survey items the wave 22 effective base was: All responses (N=1,748); general public (N=696); teachers (N=551); head teachers (N=240); HEIs (N=232); employers (N=206); young people (N=179); parents (N=176).

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

As shown in figure 32, approximately half (52%) of respondents in wave 22 agreed that ‘the process of reviews of marking and moderation and appeals for GCSE results is fair’. This was consistent with wave 21 (50%).

In wave 22, agreement among employers increased in comparison to wave 21 (57% compared to 47%), while for other stakeholder groups there were no significant differences.

**Figure 32. Results for “The process of reviews of marking and moderation, and appeals for GCSE results is fair.”**



*Note: This survey item was available only to those who were aware that there is a review of marking and moderation, and appeals system for GCSE and A level results.*

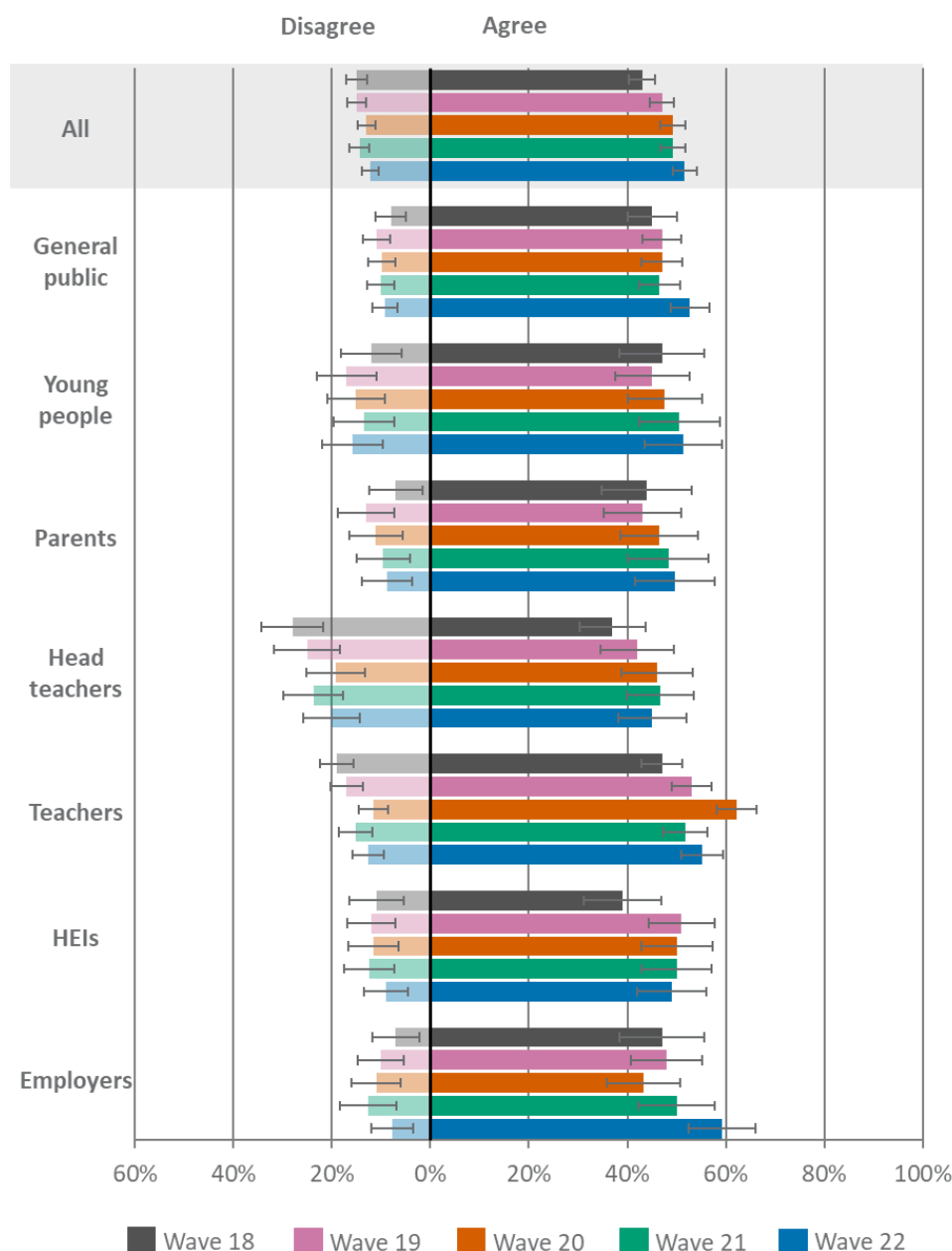
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	45%	49%	51%	50%	52%
All – disagree	18%	16%	14%	16%	13%
General public – agree	47%	47%	48%	47%	52%
General public – disagree	7%	11%	9%	10%	7%
Young people – agree	54%	49%	53%	57%	52%
Young people – disagree	18%	13%	15%	13%	17%
Parents – agree	45%	45%	48%	49%	50%
Parents – disagree	7%	15%	12%	10%	10%
Head teachers – agree	44%	45%	52%	50%	48%
Head teachers – disagree	37%	31%	26%	26%	27%
Teachers – agree	50%	55%	62%	54%	56%
Teachers – disagree	23%	19%	13%	19%	14%
HEIs – agree	38%	50%	48%	47%	49%
HEIs – disagree	11%	12%	11%	13%	8%
Employers – agree	42%	49%	46%	47%	57%
Employers – disagree	9%	10%	13%	13%	6%

Approximately half (52%) of respondents agreed in wave 22 that ‘the process of reviews of marking and moderation, and appeals for A level results is fair’ (figure 33). This was broadly consistent with wave 21 (49%).

In wave 22, agreement increased among the general public in comparison to wave 21 (53% compared to 47%). Although agreement among employers appeared to have increased compared to wave 21 (59% in wave 22 compared to 50% in wave 21) the change was not significant. However, there has been a significant increase in employer agreement compared to wave 20 (59% compared to 43%).

For all other stakeholder groups there were no significant differences compared to wave 21.

**Figure 33. Results for “The process of reviews of marking and moderation, and appeals for A level results is fair.”**



*Note: This survey item was available only to those who were aware that there is a review of marking and moderation and appeals system for GCSE and A level results.*

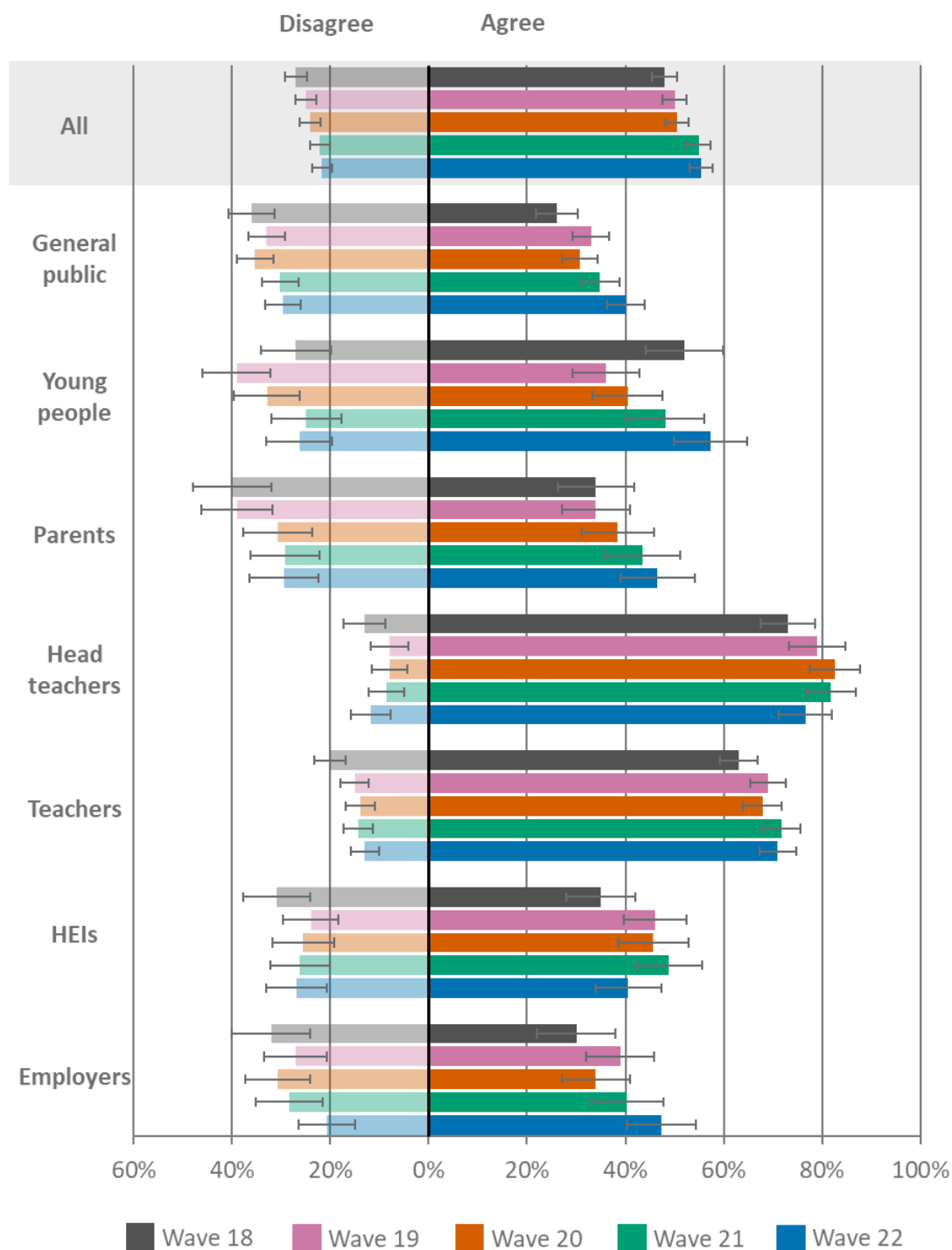
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	43%	47%	49%	49%	52%
All – disagree	15%	15%	13%	14%	12%
General public – agree	45%	47%	47%	47%	53%
General public – disagree	8%	11%	10%	10%	9%
Young people – agree	47%	45%	48%	51%	51%
Young people – disagree	12%	17%	15%	13%	16%
Parents – agree	44%	43%	46%	48%	50%
Parents – disagree	7%	13%	11%	10%	9%
Head teachers – agree	37%	42%	46%	47%	45%
Head teachers – disagree	28%	25%	19%	24%	20%
Teachers – agree	47%	53%	62%	52%	55%
Teachers – disagree	19%	17%	12%	15%	13%
HEIs – agree	39%	51%	50%	50%	49%
HEIs – disagree	11%	12%	12%	12%	9%
Employers – agree	47%	48%	43%	50%	59%
Employers – disagree	7%	10%	11%	13%	8%

Fifty-five per cent of respondents in wave 22 agreed that they ‘have adequate information about the process of reviews of marking and moderation, and appeals for GCSE and A level results’ (figure 34). This was consistent with wave 21 (55%).

In wave 22, when looking at individual stakeholder groups, there were no significant differences in comparison with wave 21.

Although agreement among young people appeared to have increased compared to wave 21 (57% in wave 22 compared to 48% in wave 21), the change was not significant. However, there was a significant increase in agreement among young people compared to wave 20 (57% compared to 40%). A series of small and non-significant increases in agreement among parents since wave 19 meant that agreement in wave 22 (47%) was significantly higher than in wave 19 (34%).

**Figure 34. Results for “I have adequate information about the process of reviews of marking and moderation, and appeals for GCSE and A level results.”**



*Note: This survey item was available only to those who were aware that there is a review of marking and moderation, and appeals system for GCSE and A level results. In wave 19, the question text changed from “I have adequate information about the changes to the review of marking, moderation and appeals system (formally known as Enquiries about Results and Appeals) for GCSEs and AS/A levels?”.*

Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	48%	50%	50%	55%	55%

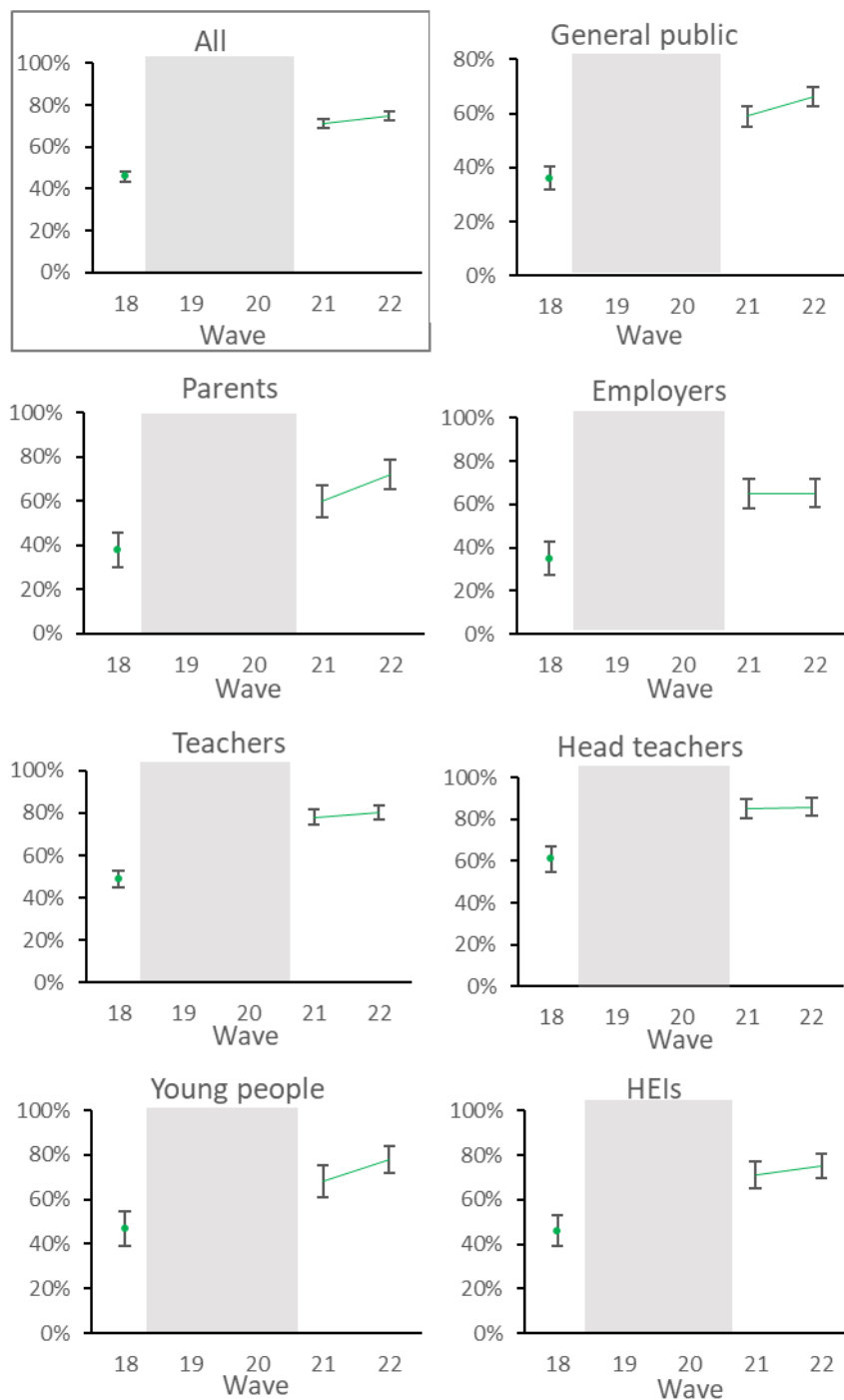
All – disagree	27%	25%	24%	22%	22%
General public – agree	26%	33%	31%	35%	40%
General public – disagree	36%	33%	35%	30%	30%
Young people – agree	52%	36%	40%	48%	57%
Young people – disagree	27%	39%	33%	25%	26%
Parents – agree	34%	34%	38%	44%	47%
Parents – disagree	40%	39%	31%	29%	29%
Head teachers – agree	73%	79%	83%	82%	77%
Head teachers – disagree	13%	8%	8%	9%	12%
Teachers – agree	63%	69%	68%	72%	71%
Teachers – disagree	20%	15%	14%	14%	13%
HEIs – agree	35%	46%	46%	49%	41%
HEIs – disagree	31%	24%	26%	26%	27%
Employers – agree	30%	39%	34%	40%	47%
Employers – disagree	32%	27%	31%	28%	21%

Three quarters (75%) of respondents were aware that ‘for any A level or GCSE subjects, a school or college can appeal to the exam board on the ground of a marking error if their concerns about marking have not been addressed during a review of marking as well as on the ground of a procedural failing by the exam board’ (figure 35). This represented an increase compared to wave 21 (75% compared to 71%) and represented a large increase compared to when this question was asked previously in wave 18 (46%).

Among individual stakeholder groups awareness increased since wave 21 among young people (78% compared to 68%), parents (72% compared to 60%) and the general public (66% compared to 59%). Among all other stakeholder groups although awareness may appear to have changed compared with wave 21 the difference is not significant.

**Figure 35. Proportion of people who were “aware that for any A level or GCSE subjects, a school or college can appeal to the exam board on the ground of a marking error if their**

**concerns about marking have not been addressed during a review of marking as well as on the ground of a procedural failing by the exam board”**



*The greyed-out area on the graph represents a break in the time series where this question was not asked during Covid-19.*

Respondent type	Wave 18	Wave 21	Wave 22
All – agree	46%	71%	75%
General public – agree	36%	59%	66%

Young people – agree	47%	68%	78%
Parents – agree	38%	60%	72%
Head teachers – agree	61%	85%	86%
Teachers – agree	49%	78%	80%
HEIs – agree	46%	71%	75%
Employers – agree	35%	65%	65%

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

For the following 6 survey items the wave 22 effective base was: All responses (N=594); (N=teachers 523); head teachers (N=211). These survey items were only available to teachers and head teachers.

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

### Key findings

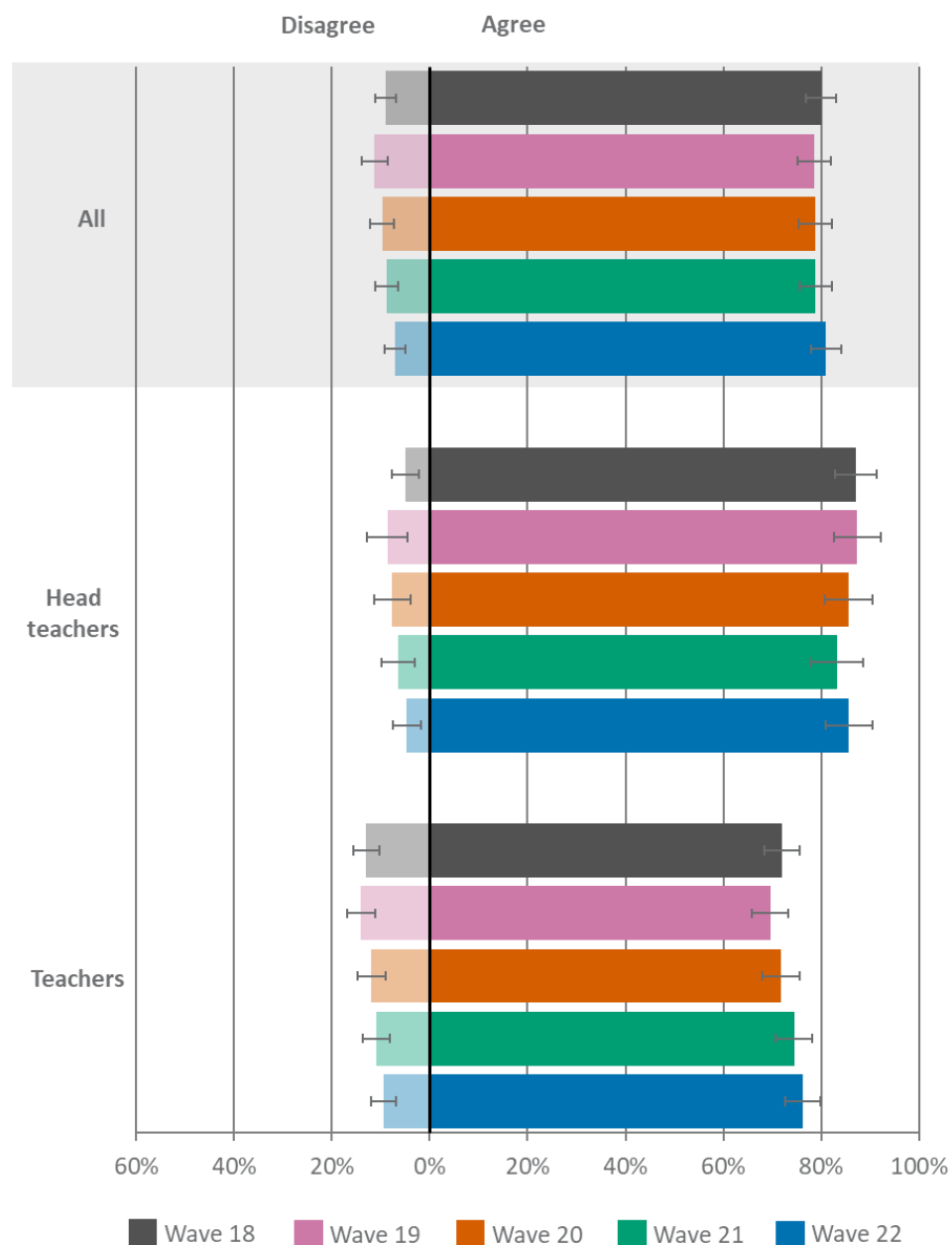
- The overall proportion of teachers and head teachers who agreed that they had ‘adequate information about the arrangements available for a GCSE or A level student who is eligible for special consideration’ (81%) remained consistent with all four previous waves.
- Agreement that ‘special consideration makes the qualification system fairer’ (59%), and that the ‘right arrangements are made for the right students’ in the current system (57%) were not significantly different from wave 21 (62% and 56% respectively).
- Similarly, the overall proportion of teachers and head teachers who had ‘adequate information about the adjustments available for a disabled GCSE or A level student who is eligible for reasonable adjustments’ (72%) remained broadly consistent with wave 21 (74%).
- Similarly, agreement that ‘reasonable adjustments make the qualification system fairer for all GCSE and A level students’ appeared to have decreased compared to wave 21 (63% compared to 68%). However, the difference was not significant.

### Special consideration

Overall, 81% of head teachers and teachers agreed that they had ‘adequate information about the arrangements available for a GCSE or A level student who is eligible for special consideration’ (figure 36). This was consistent with all four previous waves.

The proportion of teachers agreeing had increased steadily over the last four waves, with wave 22 being significantly higher compared to wave 19 (76% compared to 70%). The proportion of head teachers agreeing remained broadly consistent over this period.

**Figure 36. Results for “I have adequate information about the arrangements that are available for a GCSE or A level student who is eligible for special consideration.”**

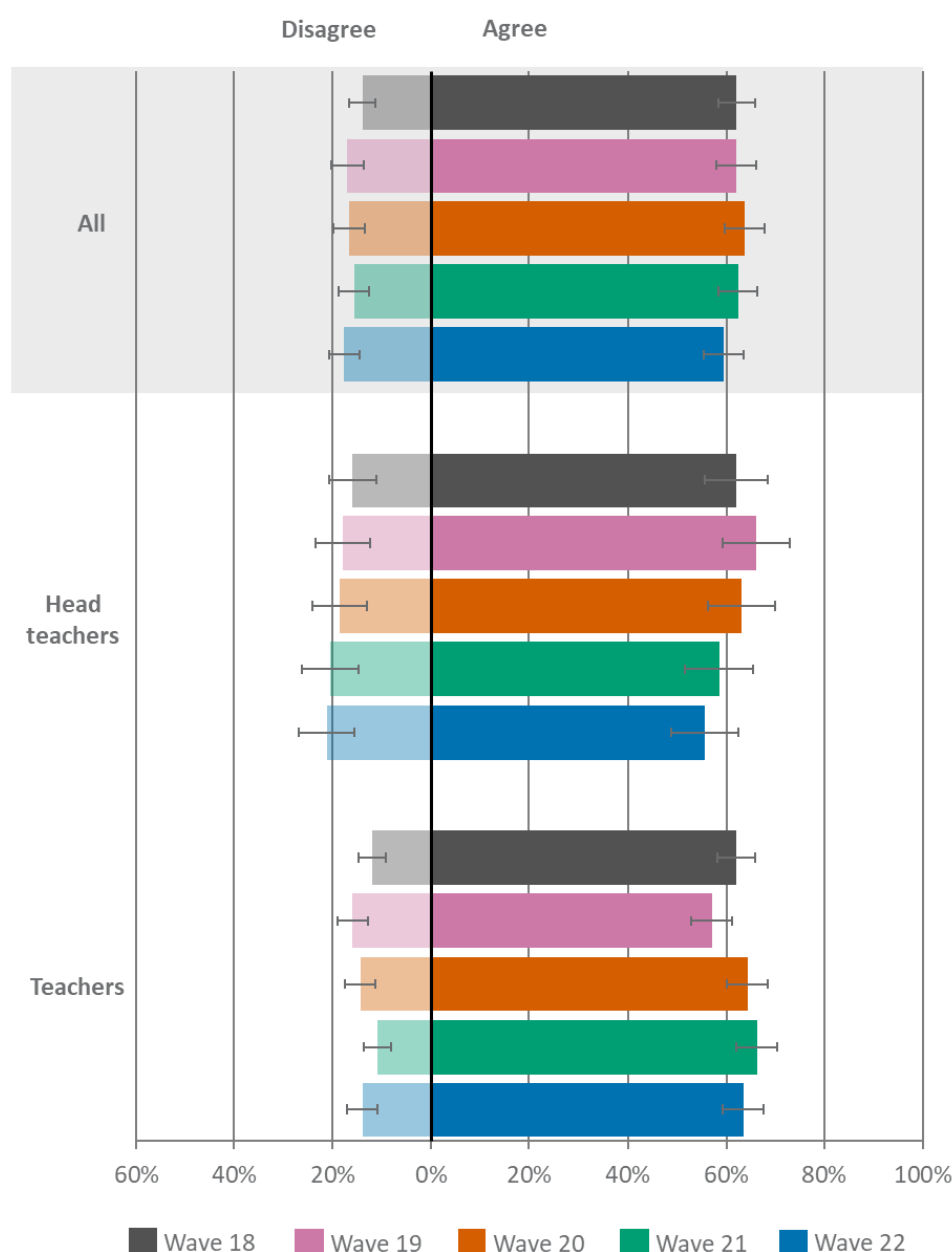


Fifty-nine per cent of head teachers and teachers agreed that ‘special consideration makes the qualification system fairer for all GCSE and A level students’ (figure 37). This represented a non-significant decrease compared to wave 21 (62%).

Whilst in wave 22, agreement among teachers was broadly consistent compared with wave 21 (63% in wave 22 compared to 66% in wave 21), teachers saw an increase in agreement compared to wave 19 (63% compared to 57%). In wave 22, the proportion of teachers disagreeing that special consideration makes the qualification system fairer for GCSEs and A levels (14%) also remained broadly consistent compared to the previous four waves.

In wave 22, 56% of head teachers agreed that special consideration makes the qualification system fairer for GCSEs and A levels, which was consistent with wave 21 (58%). For head teachers, however, there was a decrease in agreement compared to wave 19 (56% compared to 66%).

**Figure 37. Results for “Special consideration makes the qualification system fairer for all GCSE and A level students.”**

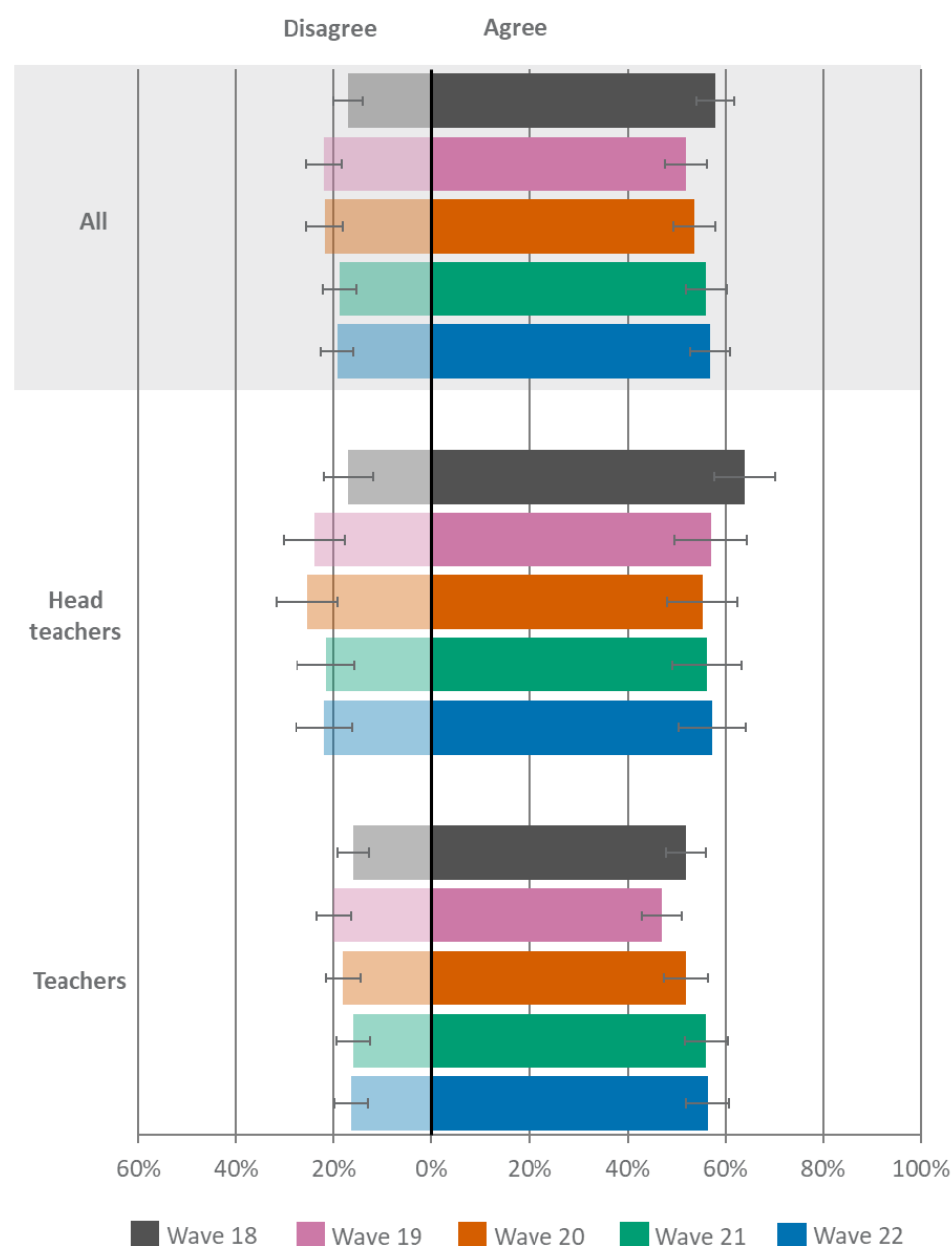


Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	62%	62%	64%	62%	59%
All – disagree	14%	17%	17%	16%	19%
Head teachers – agree	62%	66%	63%	58%	56%
Head teachers – disagree	16%	18%	19%	21%	21%
Teachers – agree	62%	57%	64%	66%	63%
Teachers – disagree	12%	16%	14%	11%	14%

Approximately 57% of head teachers and teachers agreed that ‘the right arrangements are made for the right GCSE and A level students in the current special consideration system’ (figure 38). A series of small and non-significant increases in agreement among head teachers and teachers since wave 19 meant that agreement in wave 22 (57%) was significantly higher than in wave 19 (52%).

In wave 22, the proportion of head teachers agreeing (57%) was consistent with wave 21 (56%). Similarly, whilst the proportion of teachers agreeing in wave 22 was the same as wave 21 (56%), the proportion of teachers agreeing increased compared to wave 19, (56% compared to 47%).

**Figure 38. Results for “In the current special consideration system, the right arrangements are made for the right GCSE and A level students.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	58%	52%	54%	56%	57%
All – disagree	17%	22%	22%	19%	19%

Head teachers – agree	64%	57%	55%	56%	57%
Head teachers – disagree	17%	24%	25%	22%	22%
Teachers – agree	52%	47%	52%	56%	56%
Teachers – disagree	16%	20%	18%	16%	16%

## **Reasonable adjustments**

Seventy-two percent of head teachers and teachers agreed that they ‘have adequate information about the adjustments available for a disabled<sup>2</sup> GCSE or A level student who is eligible for reasonable adjustments’ (figure 39). This remained broadly consistent compared with previous waves.

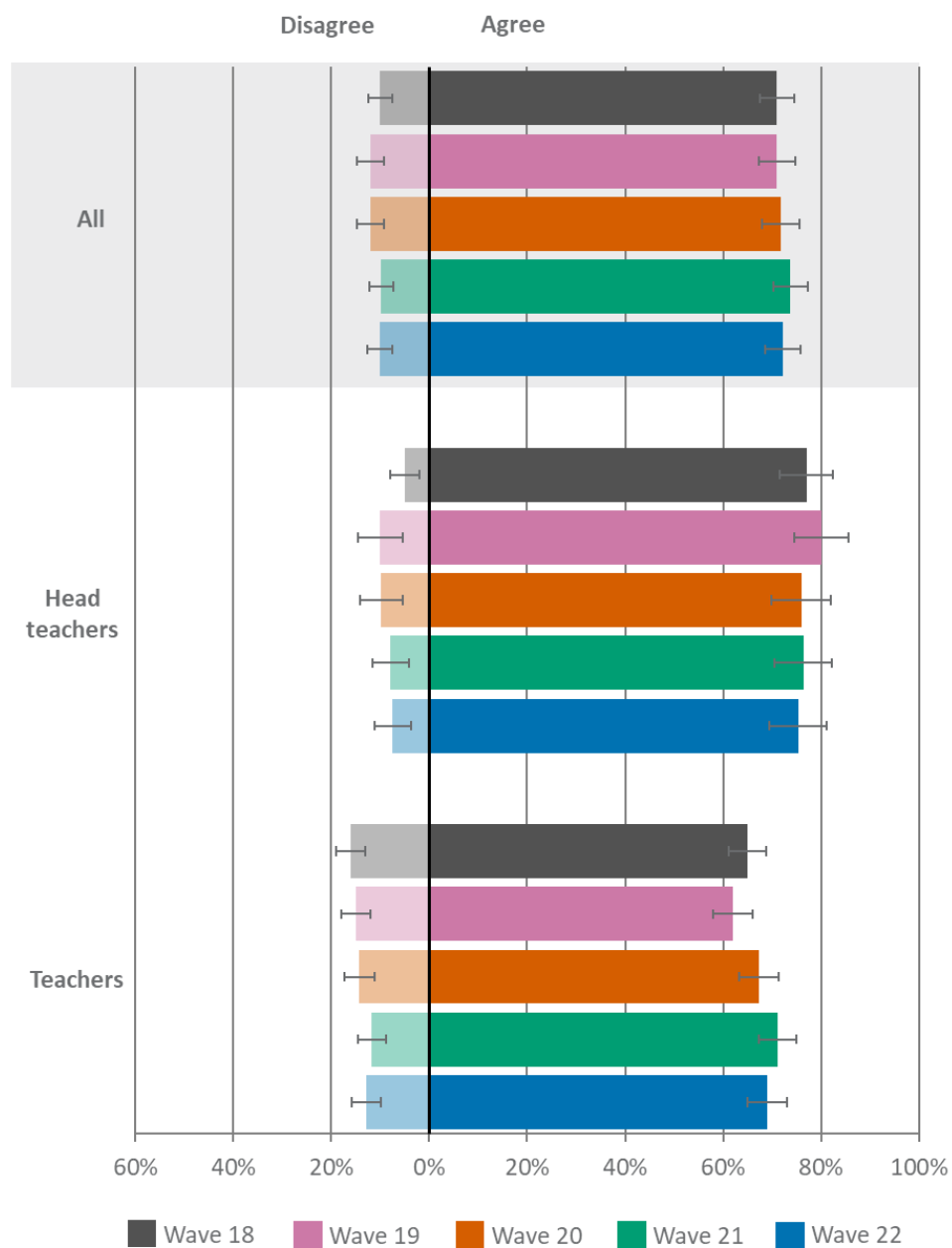
In wave 22, levels of agreement for head teachers remained consistent with wave 21 (75% compared with 76%).

Similarly, in wave 22, agreement for teachers remained consistent with wave 21 (69% in wave 22 compared with 71% in wave 21). However, the level of agreement for teachers in wave 22 was higher compared to wave 19 (69% compared to 62%).

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<sup>2</sup> Being disabled under the Equality Act 2010 is defined as having a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on the ability to do normal daily activities.

**Figure 39. Results for “I have adequate information about the adjustments that are available for a GCSE or A level disabled student who is eligible for reasonable adjustments.”**

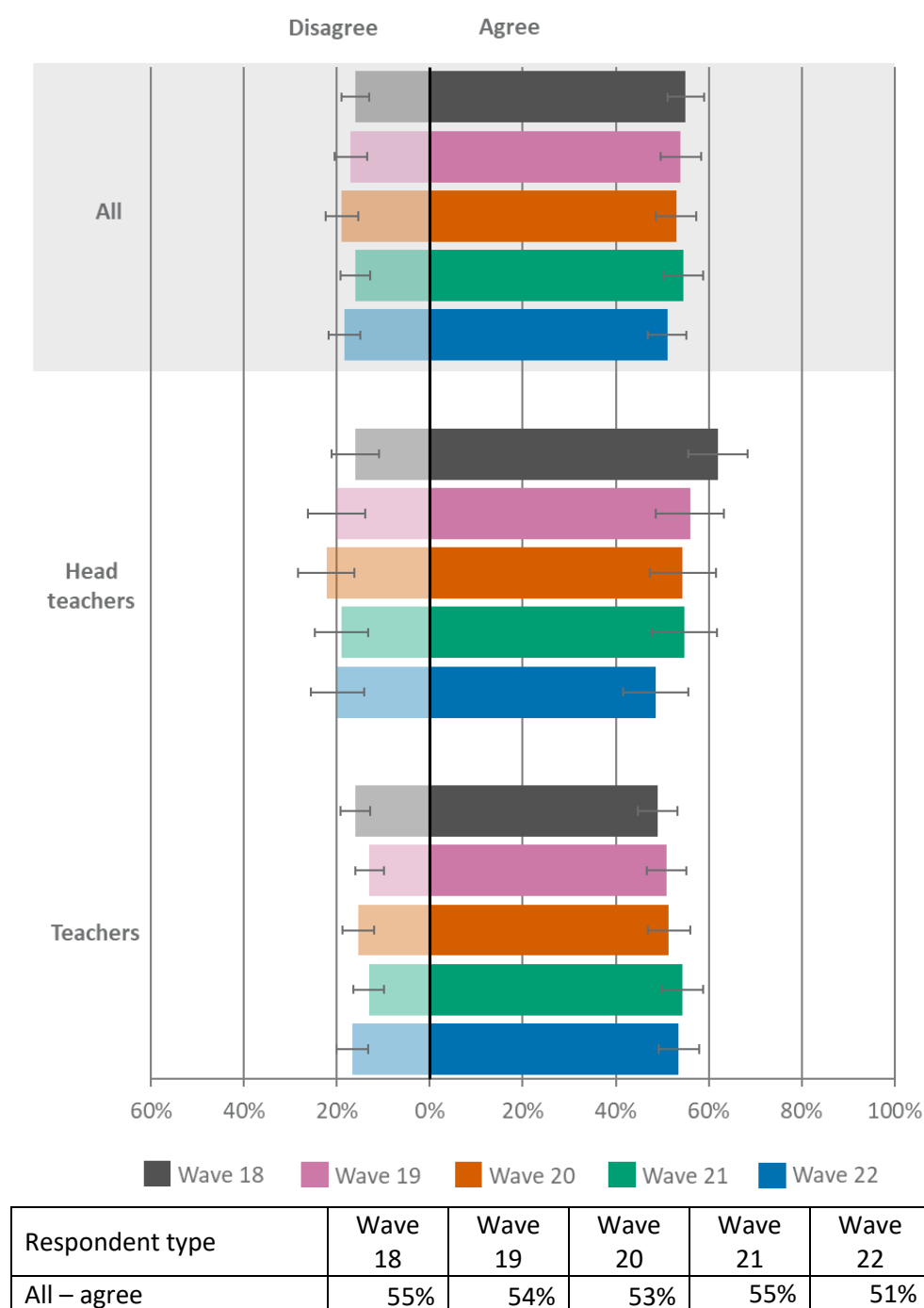


Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	71%	71%	72%	74%	72%
All – disagree	10%	12%	12%	10%	10%
Head teachers – agree	77%	80%	76%	76%	75%
Head teachers – disagree	5%	10%	10%	8%	7%
Teachers – agree	65%	62%	67%	71%	69%
Teachers – disagree	16%	15%	14%	12%	13%

Overall, around half (51%) of head teachers and teachers agreed that ‘the right reasonable adjustments are made for the right GCSE and A level disabled students’ (figure 40). This was similar to previous waves.

Although the level of agreement among teachers in wave 22 remained the same as wave 21 (54%), a series of small and non-significant increases in agreement among teachers since wave 18 meant that agreement in wave 22 (54%) was significantly higher than in wave 18 (49%). Conversely, there was a non-significant decrease in agreement by head teachers in wave 22, down from 55% in wave 21 to 49%.

**Figure 40. Results for “Currently, the right reasonable adjustments are made for the right GCSE and A level disabled students.”**



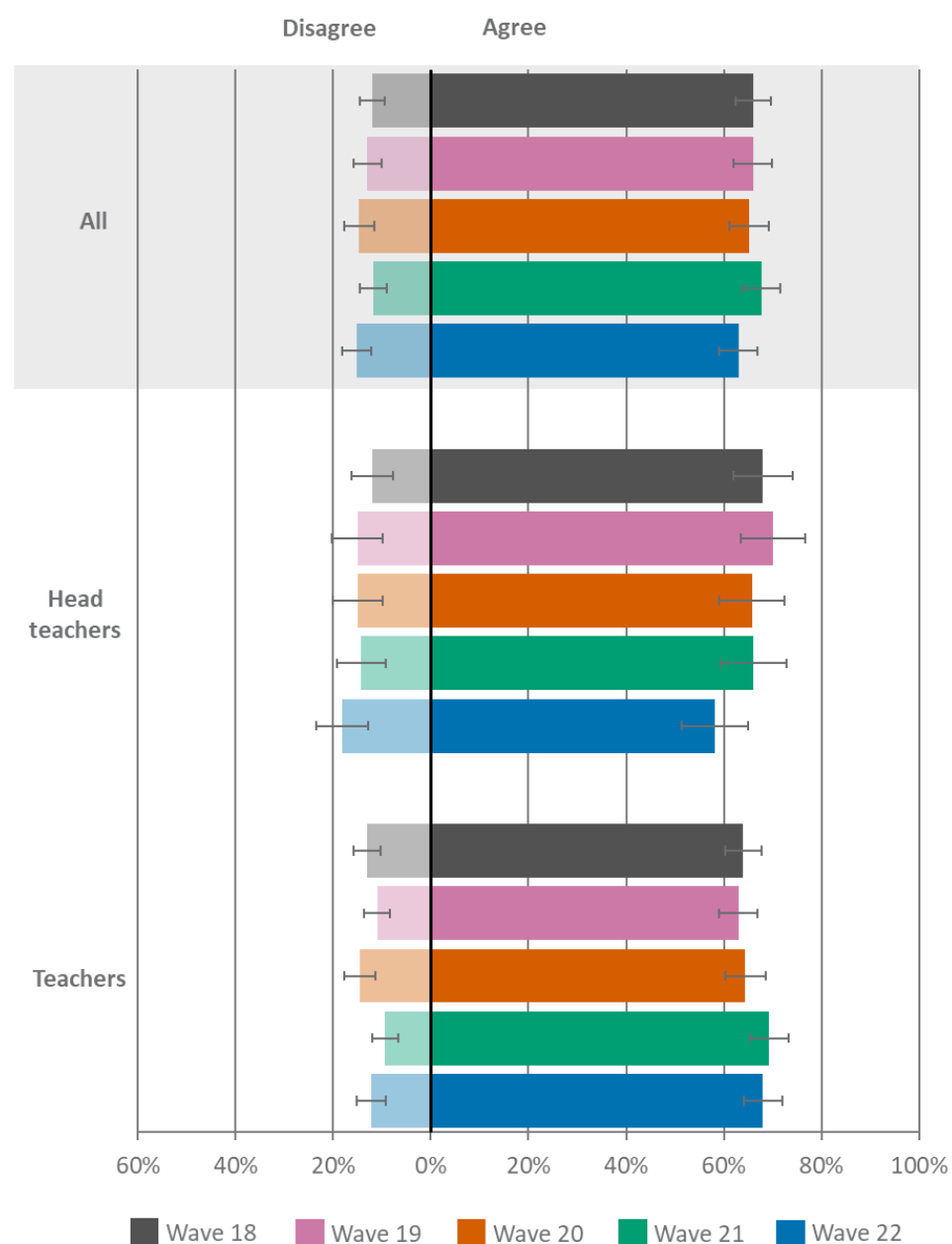
All – disagree	16%	17%	19%	16%	18%
Head teachers – agree	62%	56%	54%	55%	49%
Head teachers – disagree	16%	20%	22%	19%	20%
Teachers – agree	49%	51%	51%	54%	54%
Teachers – disagree	16%	13%	15%	13%	17%

Overall, 63% of head teachers and teachers agreed that ‘reasonable adjustments make the qualification system fairer for all GCSE and A level students’ (figure 41). This appears to have decreased compared to wave 21 (68%), however, the difference was not significant.

In wave 22, agreement was consistent among teachers compared with wave 21 (68% compared with 69%).

However, agreement among head teachers was lower in wave 22 compared to wave 19 (58% compared to 70%).

**Figure 41. Results for “Reasonable adjustments make the qualification system fairer for all GCSE and A level students.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	66%	66%	65%	68%	63%
All – disagree	12%	13%	15%	12%	15%

Head teachers – agree	68%	70%	66%	66%	58%
Head teachers – disagree	12%	15%	15%	14%	18%
Teachers – agree	64%	63%	64%	69%	68%
Teachers – disagree	13%	11%	15%	9%	12%

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

### Awareness and perceptions

To account for changes made to the A level qualification system over recent years, in wave 20, the question text changed to remove reference to AS.

For the following 4 survey items the wave 22 effective base was: All responses (N=594); teachers (N=523); head teachers (N=211). These survey items were available only to teachers and head teachers.

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

### Key findings

- The proportion of teachers (84%) and head teachers (92%) who agreed that they have ‘adequate information about what constitutes malpractice for GCSEs and A levels’ was broadly consistent with wave 21 (81% and 91%, respectively).
- Similarly, the overall levels of agreement that respondents know to whom they should report an incident of malpractice (90%) and are confident incidents of malpractice are fairly investigated (74%) were consistent with wave 21 (90% and 73% respectively). In each case, agreement was higher among head teachers compared to teachers.
- Confidence that malpractice is properly reported when it happens in GCSEs and A levels increased compared to wave 21 (69% compared to 63%).

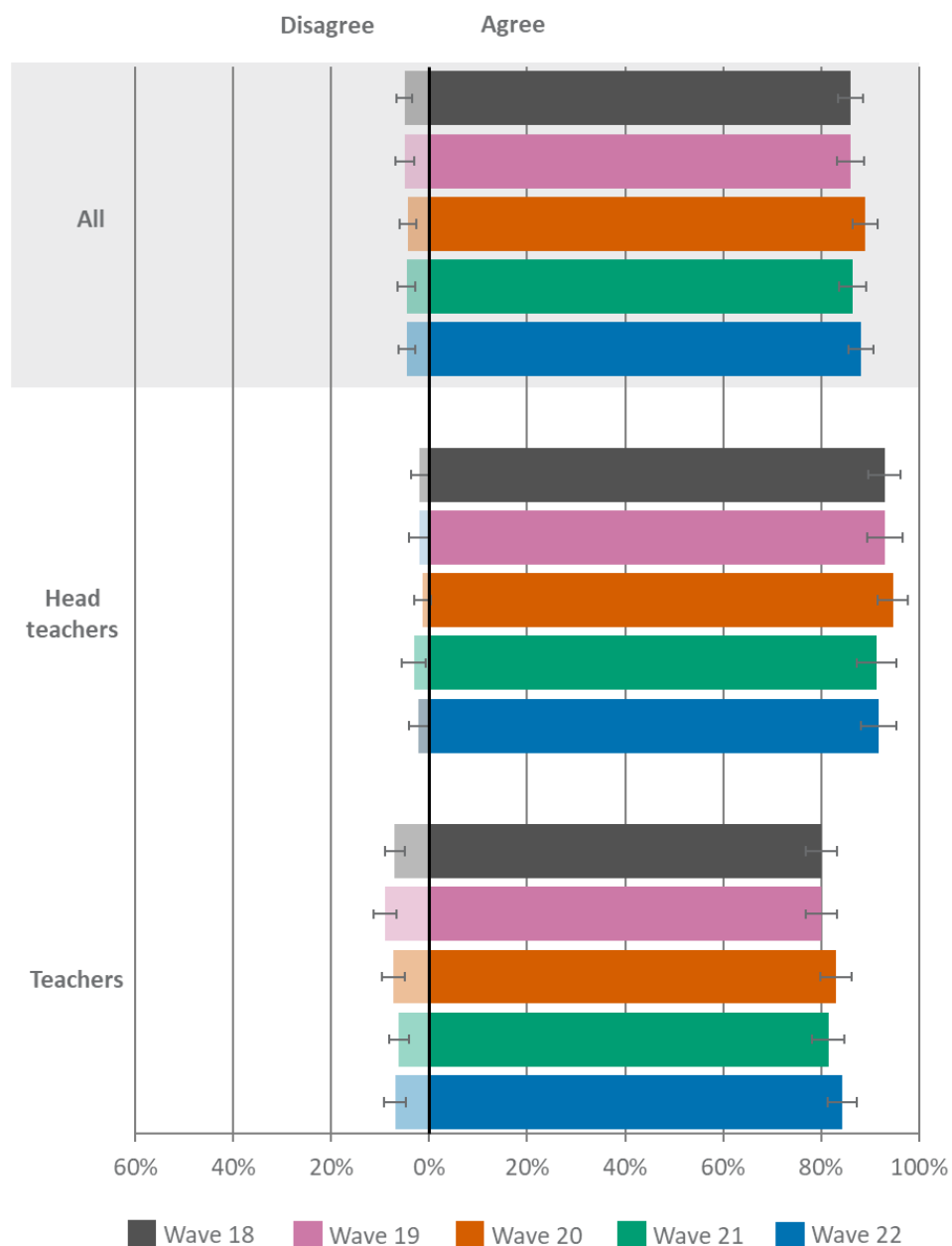
### Malpractice for GCSE and A level qualifications

Figure 42 shows that 88% of teachers and head teachers in wave 22 agreed that they ‘have adequate information about what constitutes malpractice for GCSEs and A levels’. This was broadly consistent with the last five years.

Eighty-four per cent of teachers agreed with the statement, which was not significantly different from agreement in wave 21 (81%). A similar consistency in agreement can be seen for head teachers, where 92% agreed in wave 22 and 91% agreed in wave 21.

However, in the longer time series, teachers’ agreement in wave 22 (84%) increased compared to wave 19 (80%).

**Figure 42. Results for “I have adequate information about what constitutes malpractice for GCSEs and A levels.”**



Consistent with all recent waves, 90% of head teachers and teachers in wave 22 agreed that they ‘know to whom they should report an incident of malpractice in GCSEs and A levels’ (figure 43).

In wave 22, head teachers (94%) had higher levels of agreement compared to teachers (86%), consistent with previous waves. There were no significant differences compared to wave 21, however, teachers saw an increase in agreement in wave 22 compared to wave 19 (86% compared to 80%, respectively).

**Figure 43. Results for “I know to whom I should report an incident of malpractice for GCSEs and A levels.”**



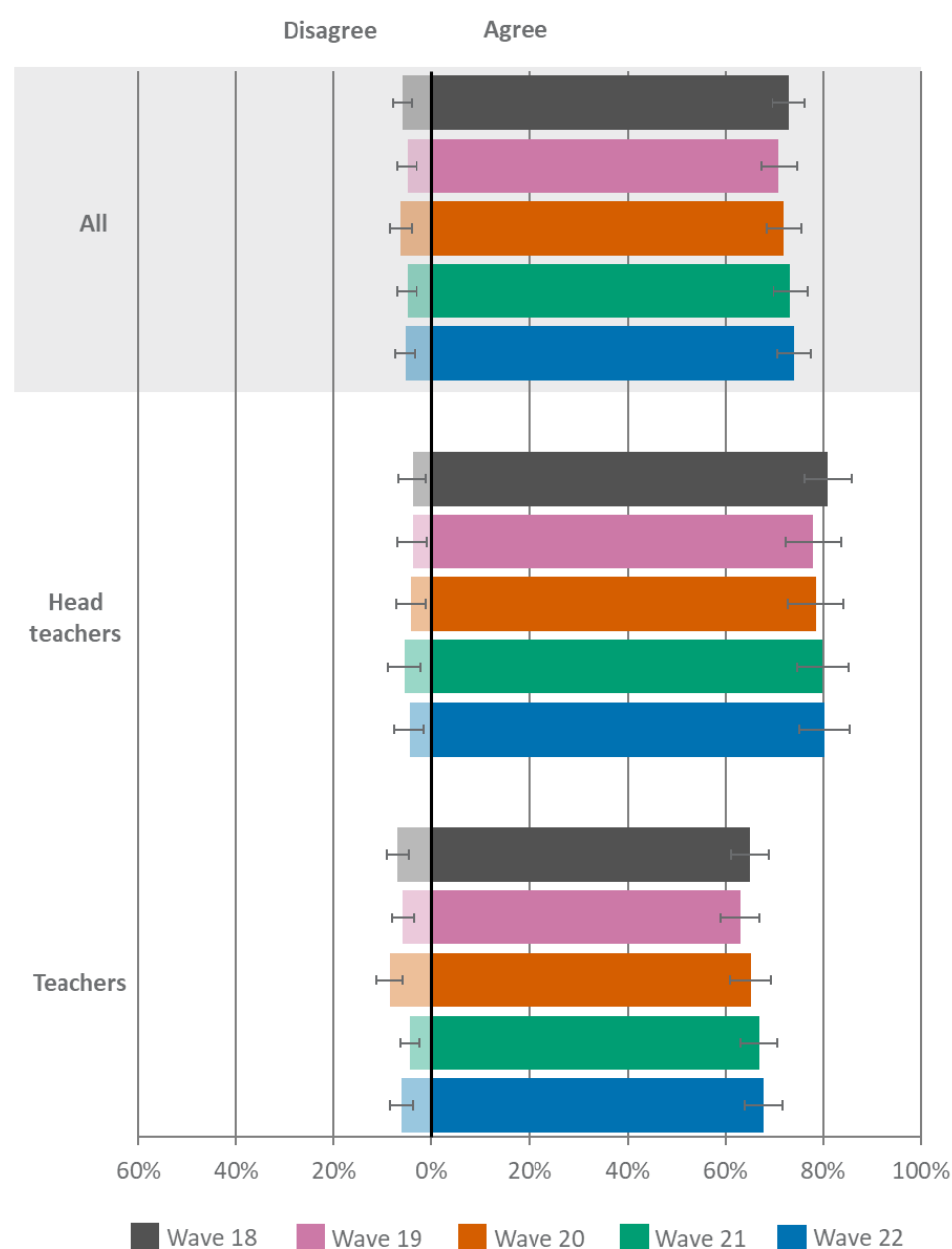
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	89%	87%	89%	90%	90%
All – disagree	5%	7%	6%	4%	5%
Head teachers – agree	96%	94%	96%	96%	94%

Head teachers – disagree	1%	2%	1%	2%	2%
Teachers – agree	82%	80%	81%	85%	86%
Teachers – disagree	10%	12%	11%	7%	8%

Approximately three quarters (74%) of respondents in wave 22 agreed that they were ‘confident that incidents of malpractice are fairly investigated for GCSEs and A levels’, which was consistent with wave 21 (73%) (figure 44).

In wave 22, head teachers had higher levels of agreement compared to teachers (80% and 68% respectively), which is consistent with levels of agreement in all previous waves.

**Figure 44. Results for “I am confident that incidents of malpractice are fairly investigated for GCSEs and A levels.”**



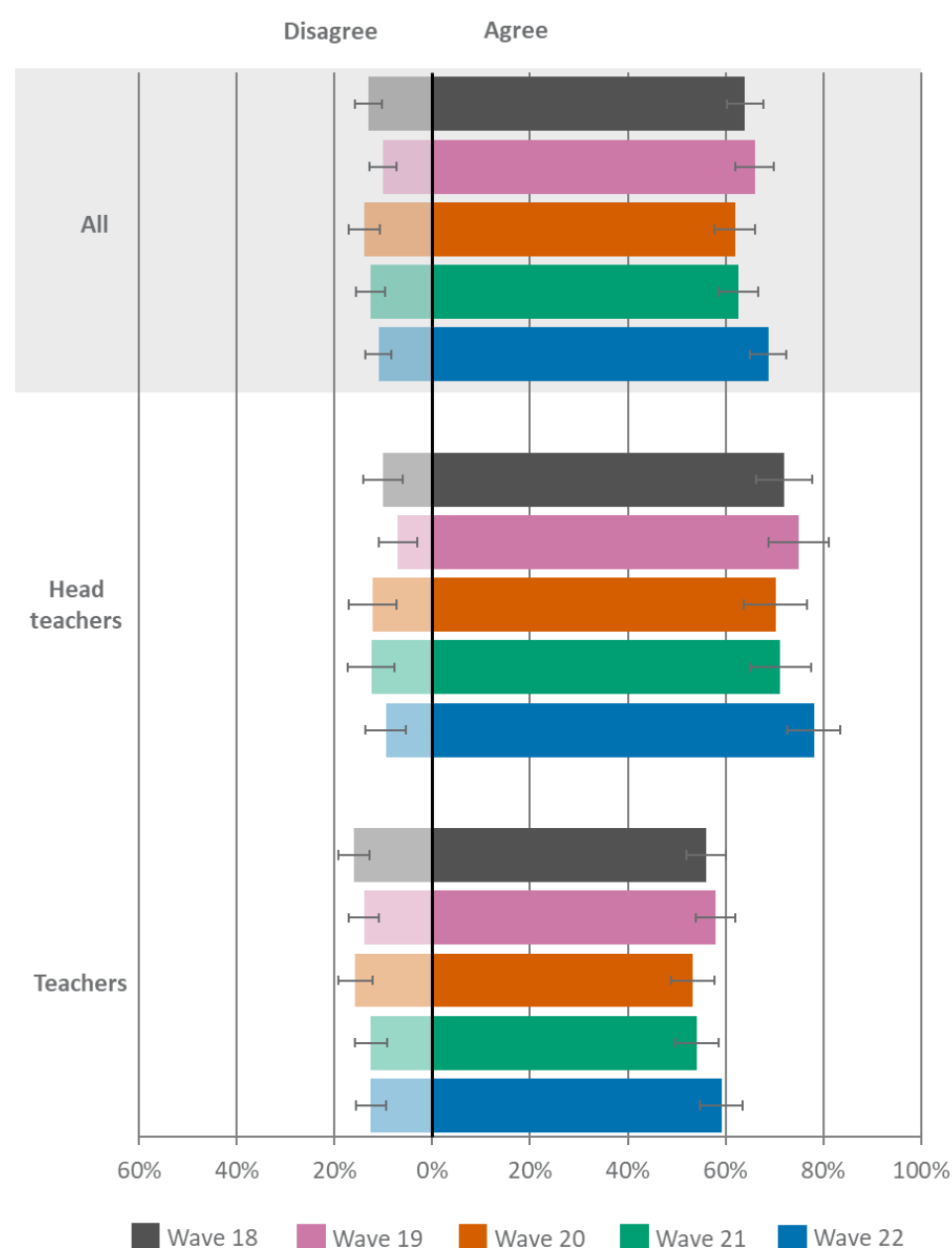
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	73%	71%	72%	73%	74%
All – disagree	6%	5%	6%	5%	5%
Head teachers – agree	81%	78%	78%	80%	80%
Head teachers – disagree	4%	4%	4%	6%	5%

Teachers – agree	65%	63%	65%	67%	68%
Teachers – disagree	7%	6%	9%	4%	6%

Overall, 69% of respondents in wave 22 agreed that they were ‘confident that malpractice is properly reported when it happens in GCSEs and A levels’, an increase compared to wave 21 (63%). This increase is as a cumulative result of non-significant increases for teachers and head teachers compared to wave 21 (figure 45).

In wave 22, 59% of teachers agreed they were confident malpractice is properly reported, a non-significant increase compared to wave 21 (54%). Agreement among the sample of head teachers surveyed was higher in wave 22 (78%) than in wave 21 (71%), however this change was not significant.

**Figure 45. Results for “I am confident that malpractice is properly reported when it happens in GCSEs and A levels.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	64%	66%	62%	63%	69%

All – disagree	13%	10%	14%	13%	11%
Head teachers – agree	72%	75%	70%	71%	78%
Head teachers – disagree	10%	7%	12%	12%	10%
Teachers – agree	56%	58%	53%	54%	59%
Teachers – disagree	16%	14%	16%	13%	13%

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

### Key findings

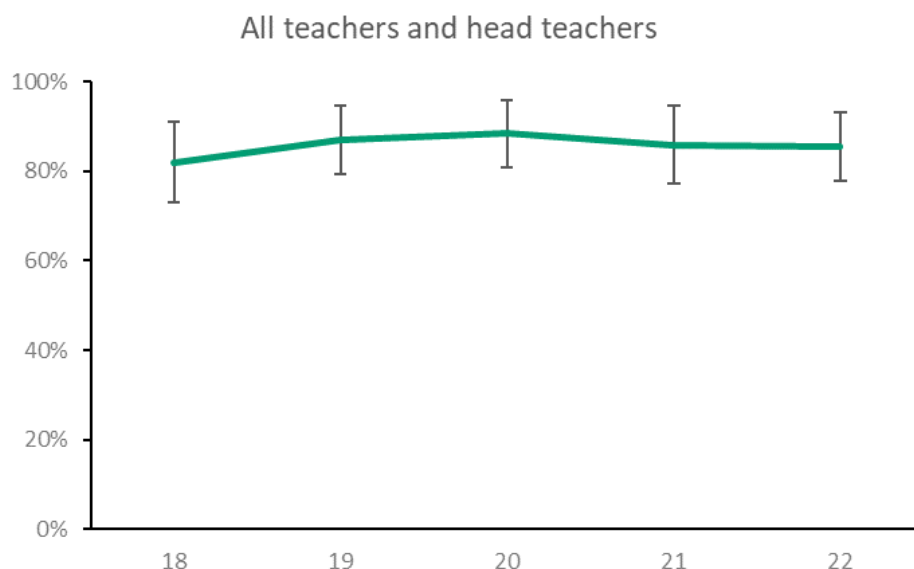
- Of those teaching Applied General qualifications the overall proportion (86%) who were ‘aware of the appeals against results process’ remained broadly consistent across waves since wave 18 (82%).
- The proportion of those teaching Applied General qualifications who feel they have ‘adequate information about the appeals against results process’ (88%) has remained broadly consistent since wave 19 (90%). Similarly, the proportion who are ‘confident that appeals are dealt with fairly’ (74%) has remained broadly consistent since wave 20 (72%).

### Awareness and perceptions

For the following survey item, the wave 22 effective base was: All responses (N=83); head teachers (N=53), teachers (N=39). Due to sample sizes, head teachers and teachers are reported as one group.

Overall, 86% of teachers and head teachers who teach Applied General qualifications were ‘aware of the appeals process for Applied General qualifications in schools and colleges’ (figure 46). This has remained broadly consistent since wave 18 (82%).

**Figure 46. Proportion of people who were “aware of the appeals against results process for Applied General qualifications in schools and colleges”**



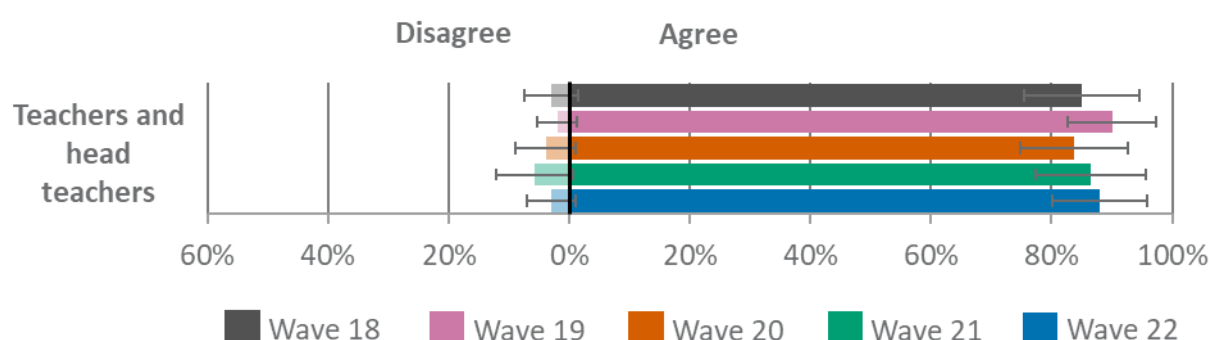
Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – Yes	82%	87%	88%	86%	86%

For the following 2 survey items the wave 22 effective base was: All who teach Applied General qualifications and were aware of the appeals process for Applied General qualifications in schools and colleges (N=69); head teachers (N=46), teachers (N=30). Due to small sample sizes, head teachers and teachers are reported as one group.

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

Overall, 88% of teachers and head teachers agreed that they ‘have adequate information about the appeals process for Applied General qualifications taught in schools and colleges’ (figure 47). There were no statistically significant differences when compared with any wave since wave 18.

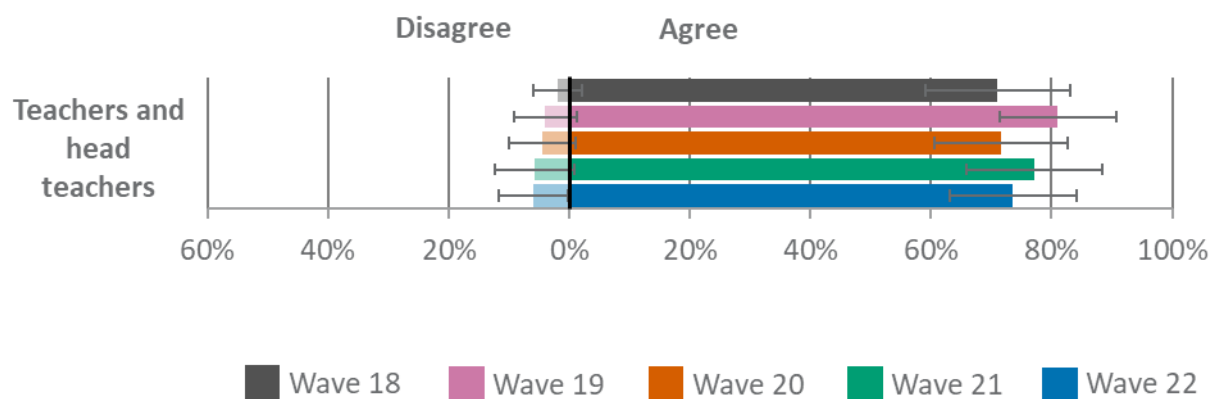
**Figure 47. Results for “I have adequate information about the appeals against results process for Applied General qualifications taught in schools and colleges.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	85%	90%	84%	87%	88%
Teachers and head teachers – disagree	3%	2%	4%	6%	3%

Nearly three-quarters (74%) of teachers and head teachers agreed that they are ‘confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges’ (figure 48). There were no statistically significant differences when compared with any wave since wave 18.

**Figure 48. Results for “I am confident that appeals are dealt with fairly for Applied General qualifications in schools and colleges.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	71%	81%	72%	77%	74%
Teachers and head teachers – disagree	2%	4%	4%	6%	6%

## Section 10: Malpractice for Applied General qualifications

For the following 4 survey items the wave 22 effective base was: All responses (N=83); teachers (N=39); head teachers (N=53). These survey items were only available to teachers and head teachers who teach Applied General qualifications. Due to small sample sizes, head teachers and teachers are reported as one group.

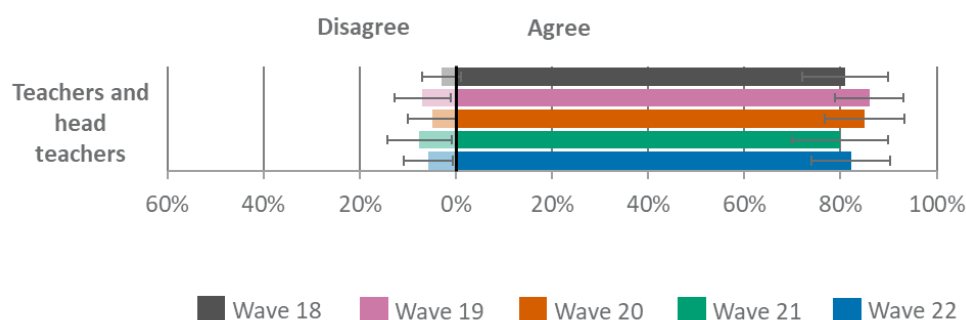
### Key findings

- In wave 22, the majority of teachers and head teachers agreed that they were confident that incidents of malpractice for Applied General qualifications are fairly investigated (70%) and properly reported (71%).
- The vast majority also agreed that they had adequate information about what constitutes malpractice (82%) for Applied General qualifications and knew to whom to report an incident (87%). These findings were all consistent with wave 21.

### Malpractice for Applied General qualifications

Figure 49 shows that in wave 22, 82% of teachers and head teachers agreed that they ‘have adequate information about what constitutes malpractice for Applied General qualifications taught in schools and colleges’. This was consistent with wave 21 (80%) and broadly in line with previous waves.

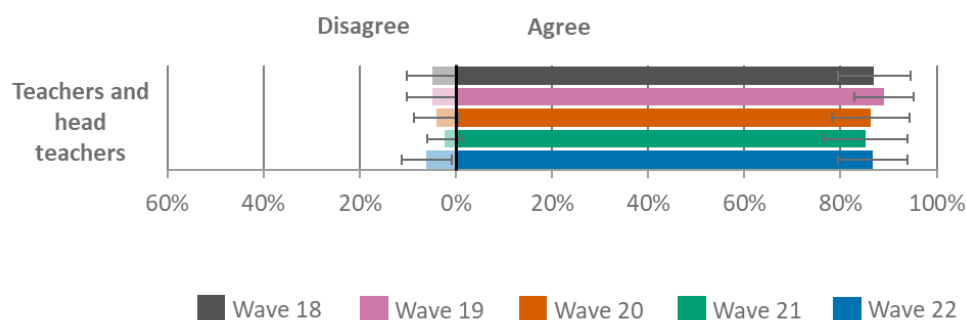
**Figure 49. Results for “I have adequate information about what constitutes malpractice for Applied General qualifications taught in schools and colleges.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	81%	86%	85%	80%	82%
Teachers and head teachers – disagree	3%	7%	5%	8%	6%

Overall, 87% of head teachers and teachers in wave 22 agreed that they ‘know to whom to report an incident of malpractice for Applied General qualifications’. This was consistent with previous waves (figure 50).

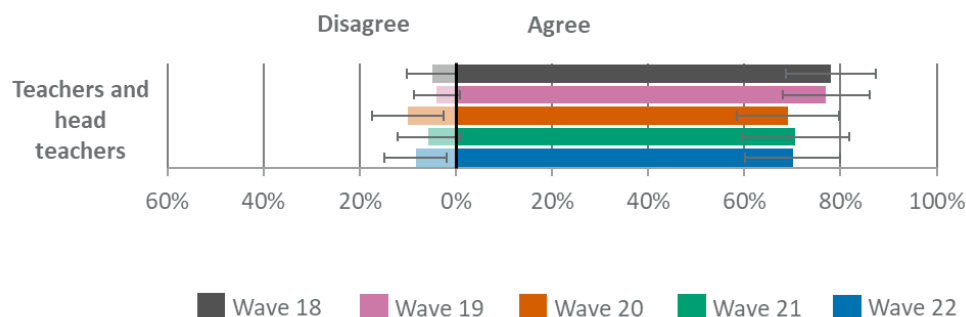
**Figure 50. Results for “I know to whom I should report an incident of malpractice for Applied General qualifications taught in schools and colleges.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	87%	89%	86%	85%	87%
Teachers and head teachers – disagree	5%	5%	4%	2%	6%

Seventy per cent of teachers and head teachers agreed in wave 22 that they were ‘confident that incidents of malpractice for Applied General qualifications taught in schools and colleges are fairly investigated’. This was consistent with wave 21 (71%) (figure 51).

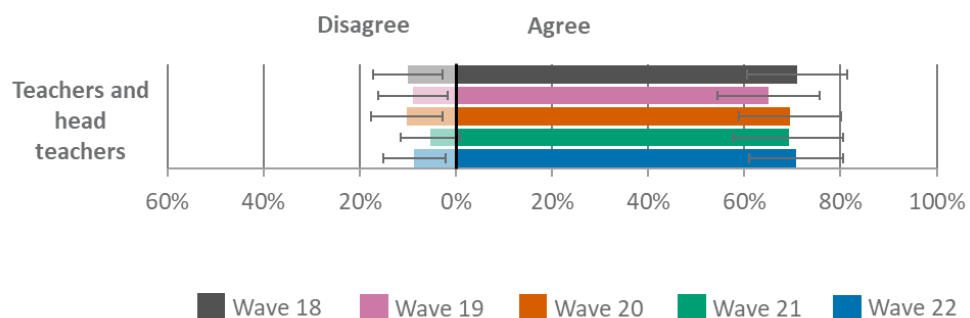
**Figure 51. Results for “I am confident that incidents of malpractice for Applied General qualifications taught in schools and colleges are fairly investigated.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	78%	77%	69%	71%	70%
Teachers and head teachers – disagree	5%	4%	10%	6%	8%

In wave 22, 71% of teachers and head teachers agreed they were ‘confident malpractice is properly reported when it happens in Applied General qualifications taught in schools and colleges’. This was consistent with wave 21 (69%) (figure 52).

**Figure 52. Results for “I am confident malpractice is properly reported when it happens in Applied General qualifications taught in schools and colleges.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
Teachers and head teachers – agree	71%	65%	69%	69%	71%
Teachers and head teachers – disagree	10%	9%	10%	5%	9%

## Section 11: Onscreen examinations

To account for changes made to the A level qualification system over recent years, in wave 20, the question text changed to remove reference to AS.

For the following 2 survey items the wave 22 effective base was: All responses (N=2,133); general public (N=1,036); teachers (N=565); HEIs (N=253); employers (N=251); parents (N=251); head teachers (N=243); young people (N=238).

### Key findings

- Roughly equal proportions of respondents agreed (34%) and disagreed (31%) that ‘onscreen examinations (for example, exams taken on a computer) in GCSE and A level qualifications would be fairer for students than existing pen and paper examinations. Overall agreement in wave 22 was consistent with wave 21 (33%). However, in wave 22, while agreement among the general public (30%) remained consistent compared to wave 21 and 20, it increased compared to wave 19 (25%). Employers’ agreement (41%) compared to wave 20 (28%).
- Overall, 39% of respondents agreed that onscreen examinations in GCSE and A level qualifications would be more manageable for schools and colleges, consistent with wave 21 (41%).

### Onscreen examinations

As shown in figure 53, 34% of respondents in wave 22 agreed that ‘onscreen examinations in GCSE and A levels would be fairer for students’. This was consistent with wave 21 (33%), maintaining the gradual increase seen since wave 19 (29%).

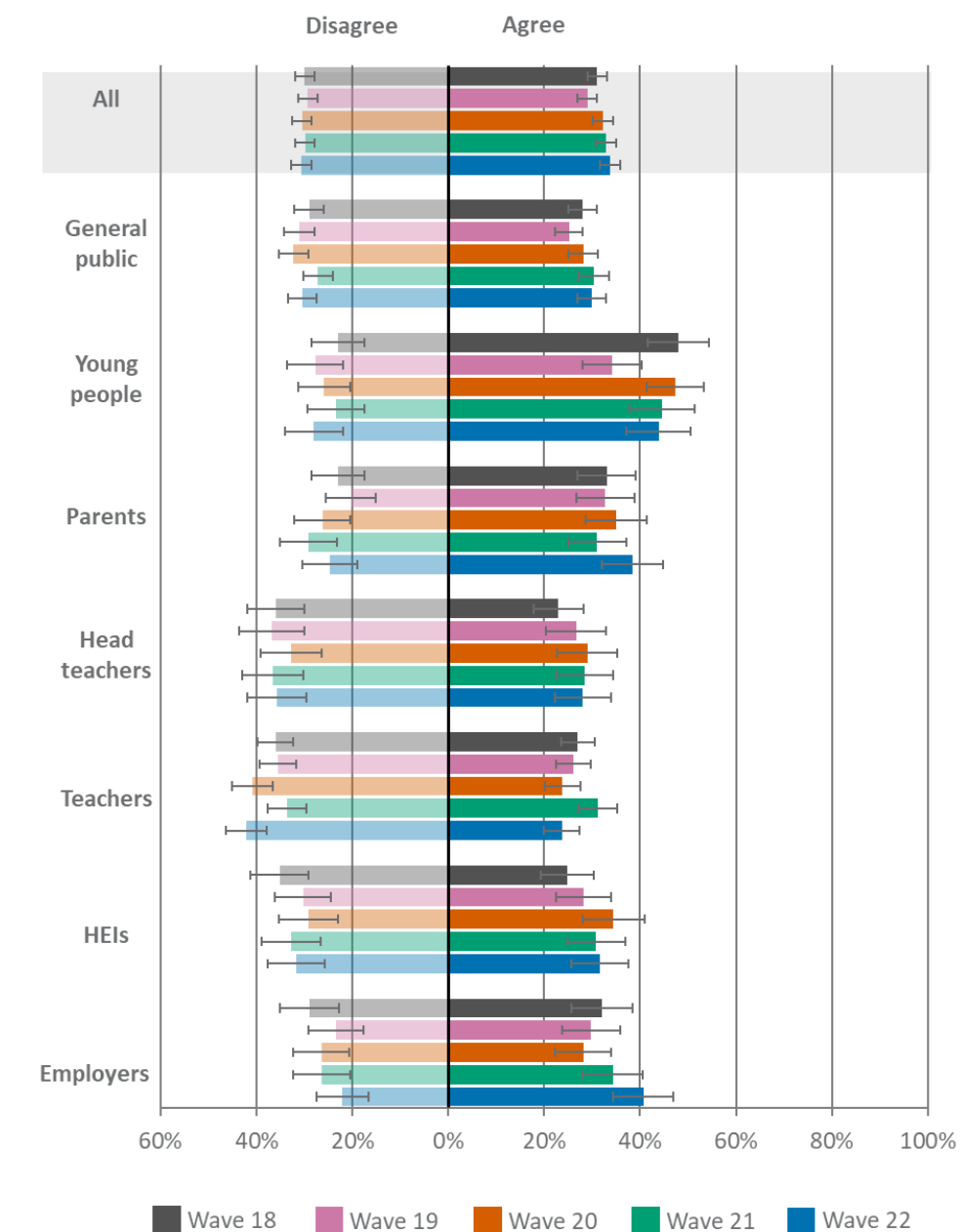
Among the individual stakeholder groups in wave 22, young people showed the highest level of agreement (44%). The general public saw an increase in agreement in wave 22 compared to wave 19 (30% compared to 25%) but were consistent with waves 20 (28%) and 21 (30%).

In wave 22, a series of small and non-significant increases in agreement among employers since wave 20 meant that agreement in wave 22 (41%) was significantly higher than wave 20 (28%).

Agreement among teachers decreased compared to wave 21 (24% compared to 31%), and, although agreement looks to have increased among parents in wave 22 (38%) compared to wave 21 (31%), the difference was not significant.

Among all other individual stakeholder groups agreement was consistent compared with wave 21.

**Figure 53. Results for “Onscreen examinations (e.g. exams taken on a computer) in GCSE and A level qualifications would be fairer for students than existing pen and paper examinations.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	31%	29%	32%	33%	34%
All – disagree	30%	29%	31%	30%	31%
General public – agree	28%	25%	28%	30%	30%
General public – disagree	29%	31%	32%	27%	31%
Young people – agree	48%	34%	47%	45%	44%
Young people – disagree	23%	28%	26%	23%	28%
Parents – agree	33%	33%	35%	31%	38%
Parents – disagree	23%	20%	26%	29%	25%
Head teachers – agree	23%	27%	29%	28%	28%

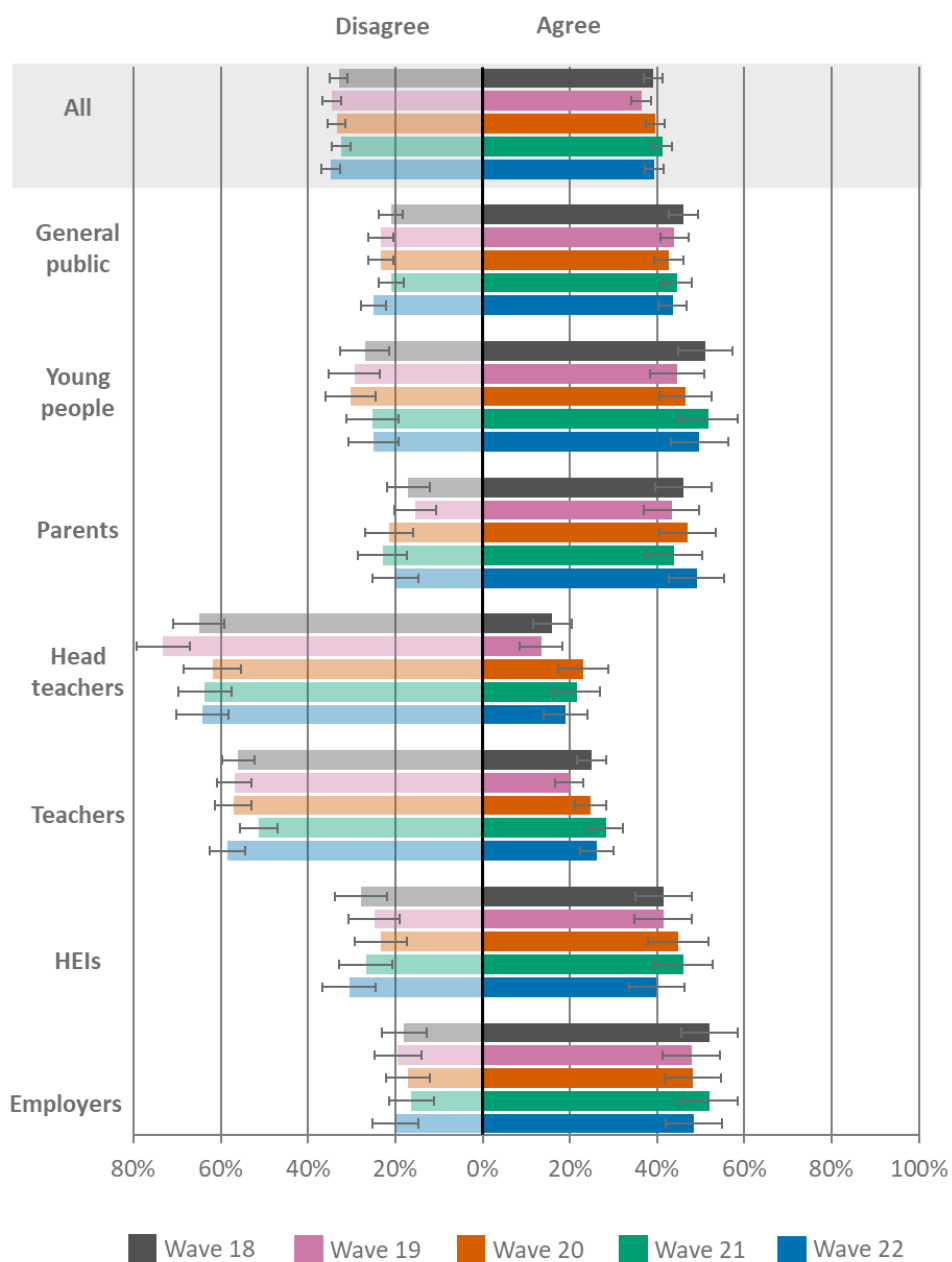
Head teachers – disagree	36%	37%	33%	37%	36%
Teachers – agree	27%	26%	24%	31%	24%
Teachers – disagree	36%	36%	41%	34%	42%
HEIs – agree	25%	28%	34%	31%	32%
HEIs – disagree	35%	30%	29%	33%	32%
Employers – agree	32%	30%	28%	34%	41%
Employers – disagree	29%	23%	26%	26%	22%

Overall, 39% of respondents agreed in wave 22 that ‘onscreen examinations in GCSE and A level qualifications would be more manageable for schools and colleges’ (figure 54). As with the perceptions of fairness, this represented an increase in comparison to wave 19 (36%) but was consistent with waves 20 (40%) and 21 (41%).

Similarly, in wave 22, there was a significant increase in agreement for teachers compared to wave 19 (26% compared to 20%). Agreement was broadly consistent with waves 20 (25%) and 21 (28%) though.

Among HEIs, although there appears to be a decrease compared to wave 21 (40% compared to 46%), the difference was not significant. There were no significant differences in levels of agreement in wave 22 compared with wave 21 for individual stakeholder groups.

**Figure 54. Results for “Onscreen examinations (e.g. exams taken on a computer) in GCSE and A level qualifications would be more manageable for schools and colleges than existing pen and paper examinations.”**



Respondent type	Wave 18	Wave 19	Wave 20	Wave 21	Wave 22
All – agree	39%	36%	40%	41%	39%
All – disagree	33%	35%	33%	32%	35%
General public – agree	46%	44%	43%	45%	44%
General public – disagree	21%	23%	23%	21%	25%
Young people – agree	51%	45%	47%	52%	50%
Young people – disagree	27%	29%	30%	25%	25%
Parents – agree	46%	43%	47%	44%	49%
Parents – disagree	17%	15%	21%	23%	20%
Head teachers – agree	16%	13%	23%	22%	19%

Head teachers – disagree	65%	73%	62%	64%	64%
Teachers – agree	25%	20%	25%	28%	26%
Teachers – disagree	56%	57%	57%	51%	59%
HEIs – agree	41%	41%	45%	46%	40%
HEIs – disagree	28%	25%	23%	27%	31%
Employers – agree	52%	48%	48%	52%	48%
Employers – disagree	18%	19%	17%	16%	20%