

Statistical Release

Access Arrangements for GCSE and A Level: 2012/13 Academic Year

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Key points

This release provides information on access arrangements for GCSE and A level, in England, Wales and Northern Ireland, during the 2012/13 academic year. The key findings for this release are:

- A total of 154,800 candidates made applications for access arrangements in the 2012/13 academic year, down 10 per cent on 2011/12.
- The number of requests for individual access arrangements is down 11 per cent on 2011/12 at 226,800, the first reduction since 2009/10.
- Up to 25 per cent extra time, the use of a reader and the use of a scribe accounted for 89 per cent of the 209,900 approved access arrangements.
- The most frequently granted access arrangement, up to 25 per cent extra time, saw a 13 per cent reduction in the number of approvals compared with 2011/12.
- The number of modified papers has also fallen. There were 18,400 approved requests in 2012/13, compared with 20,400 in 2011/12, a reduction of 10 per cent.
- The reduction in the number of requests and approvals for access arrangements and modified papers is in the context of a 7 per cent decrease in the number of papers marked.

Introduction

This statistical release, published on behalf of the qualifications regulators for England, Wales and Northern Ireland, presents data on the access arrangements approved for GCSE and A level exams during the 2012/13 academic year. Six exam boards offer these qualifications in England, Wales and Northern Ireland:

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

Exam boards must make reasonable adjustments for candidates with particular requirements to enable them to demonstrate their skills, knowledge and understanding in assessments, such as providing modified question papers for candidates with visual impairments.

Candidates have particular requirements for a number of reasons, including:

- Disability
- Medical condition
- Illness, other indisposition or an unforeseen incident at the time of the assessment
- Their first language is not English, Irish or Welsh.

The background note of this release contains further information on access arrangements and modified question papers.

Please note: figures within this commentary have been rounded to the nearest 100. All tables are in the appendix.

Key statistics

Number of requests and approvals for access arrangements

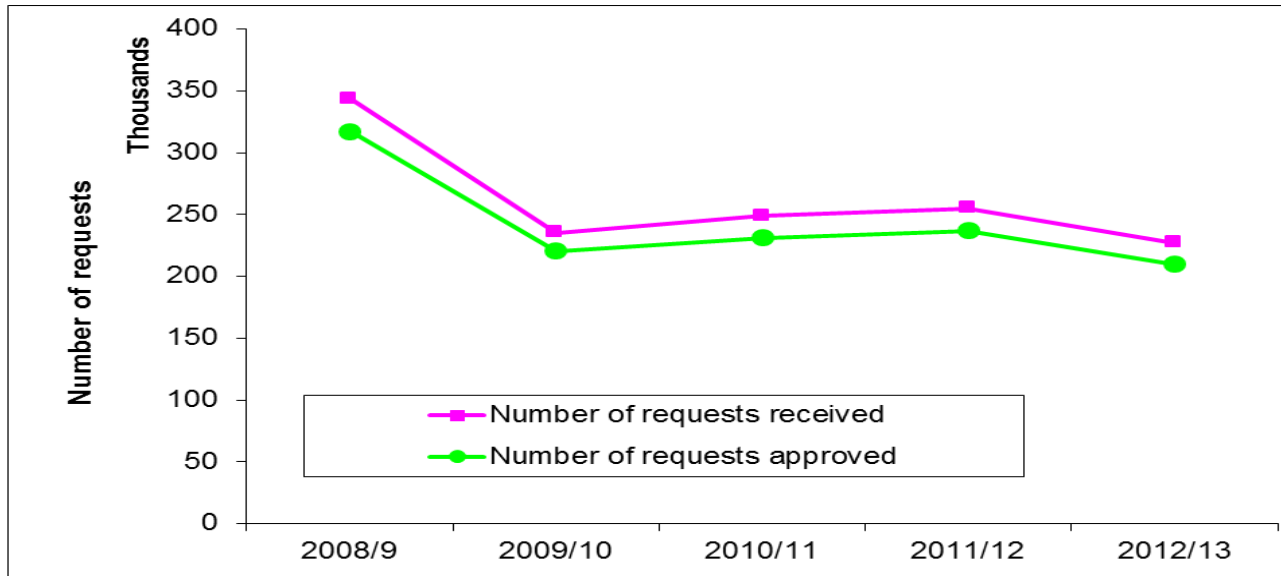
This release details the number of individual requests received for access arrangements, and the number approved. Access arrangements can apply to any candidates taking exams within the first or second year of their GCSE or A level course, and who meet the eligibility criteria. To give a sense of scale to the number of access arrangements; in the summer 2013 exam series more than 1.3 million candidates completed GCSEs, approximately 500,000 completed an AS qualification and more than 300,000 completed A levels. These figures include candidates of all age groups.

During the 2012/13 academic year, 154,800 candidates applied for access arrangements, of which 94 per cent received approval (see table 6). This is a 10 per cent reduction on 2011/12, when 172,800 candidates applied for access arrangements. Schools or colleges may make an application for a candidate for more than one type of access arrangement, which means the total number of requests for each category is higher than the number of candidates. The approval rate was 93 per cent from a total of 226,800 requests. This compares with an approval rate of 93 per cent in 2011/12 from 255,000 requests for access arrangements (see table 1 and figure 1).

From 2009/10 to 2011/12, the number of requests and approvals saw a steady increase, from 230,600 requests in 2009/10 to 255,000 in 2011/12. There was an increase in the number of candidates entered early for GCSE exams in 2011/12. This may have accounted for some of the increase in access arrangements in this period. However, the number of requests reached its lowest level for four years in 2012/13, with an 11 per cent decrease compared with 2011/12. This reversed the recent trend.

The Joint Council for Qualifications (JCQ) guidance for eligibility requirements for the allowance of up to 25 per cent extra time was strengthened in 2011/12. We believe this has led to a reduction in this category. A 7 per cent decrease in the number of papers marked will have also affected the figures. For each category of access arrangements, the percentage approved varies (see table 2).

Figure 1: Number of requests for access arrangements received and approved during each academic year, 2008/9–2012/13



Access Arrangements Online, a new system for making requests, introduced in September 2008, may have affected the number of requests received in that academic year. Therefore, a comparison of the figures for 2008/9 with those of previous years should be undertaken cautiously. The introduction of the online system in 2008/9 could have led to duplicate requests, as schools and colleges may have thought that they needed to reapply online after already receiving approval the previous year.

Access Arrangements Online rejects applications if the information submitted does not meet the criteria for that arrangement or if there are inappropriate combinations of arrangements. This can lead to subsequent applications with new or revised information/evidence for the same candidate. Both rejected applications and any subsequent approved applications for individual candidates make up the total number of requests for access arrangements in figure 1, above.

Types of access arrangements

The most frequently granted access arrangement during the 2012/13 academic year was the allowance of up to 25 per cent extra time, for which 107,400 requests were approved (constituting 51 per cent of all approved access arrangements). Compared with 2011/12 this is a 13 per cent decrease in the number of approvals. This is the first academic year this category has declined since 2009/10, when there were 109,800 approved requests (see table 3).

In September 2012, the JCQ published new requirements for the evidence needed to support applications for extra time.¹ The requirements expanded on previous years, with further

¹ JCQ (2012) *Access Arrangements, Reasonable Adjustments and Special Consideration, 2012/13*. Available at: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013 (accessed 19th October 2013).

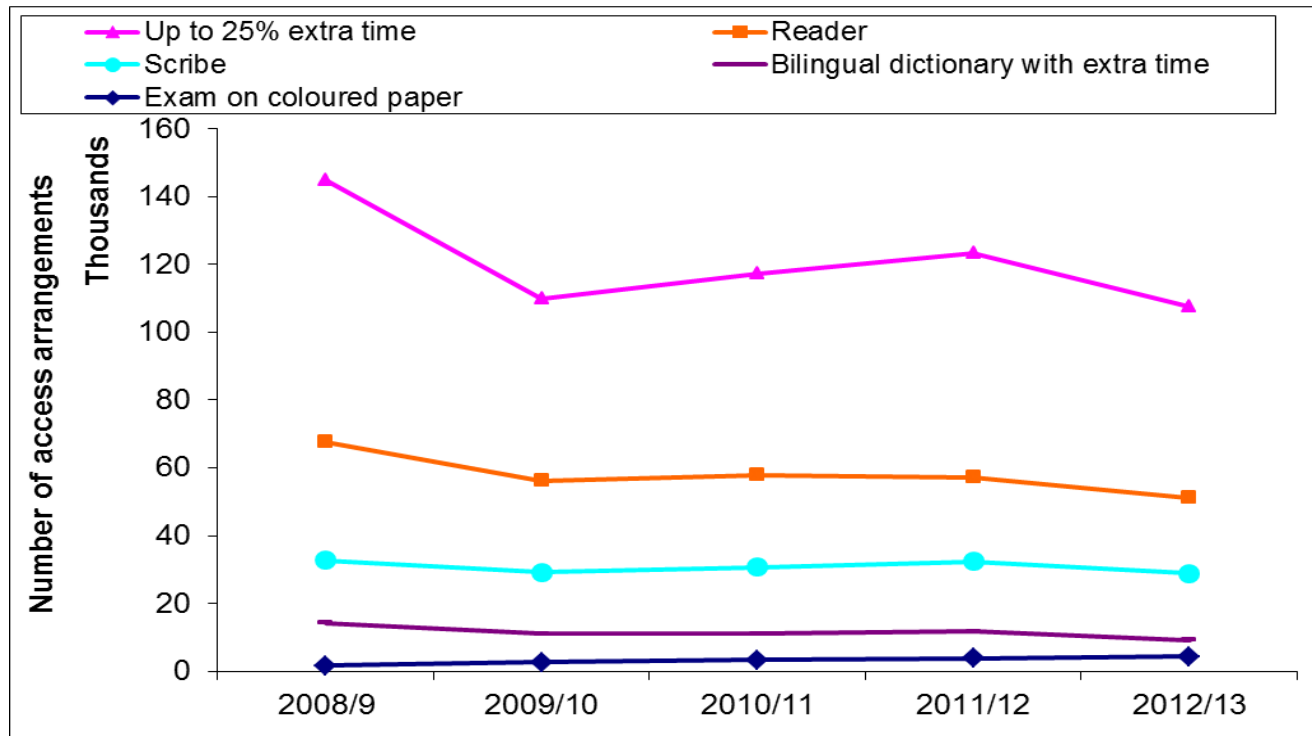
clarification provided. The JCQ confirmed that the evidence held by a school or college should normally include, among other things, standardised test scores showing below average (for the national cohort) speeds in reading and/or writing and/or cognitive processing. The decline in the number of requests for this category may be due to the changes to the JCQ guidance.

Candidates with a learning difficulty or other applicable medical, physical or psychological requirement can be given extra time. They can receive up to 25 per cent extra time, but for many candidates a smaller allowance, such as 10 per cent, is appropriate.

The second most frequently granted access arrangement was the use of readers for candidates with particular visual impairments or a learning difficulty that affects their reading. A reader is either a person who reads the questions to the candidate or computer software that reads out a scanned paper. Some 51,000 requests were approved (24 per cent of all approved access arrangements). This is an 11 per cent decrease on 2011/12 (57,000 approved).

The third most common access arrangement was the use of a scribe, for which 28,800 requests were approved (14 per cent of all approved access arrangements). A scribe is used for candidates with learning difficulties, a medical condition, a physical disability, a severe visual impairment, or a temporary injury that affects a candidate’s ability to write independently (see tables 2 and 3, and figure 2).

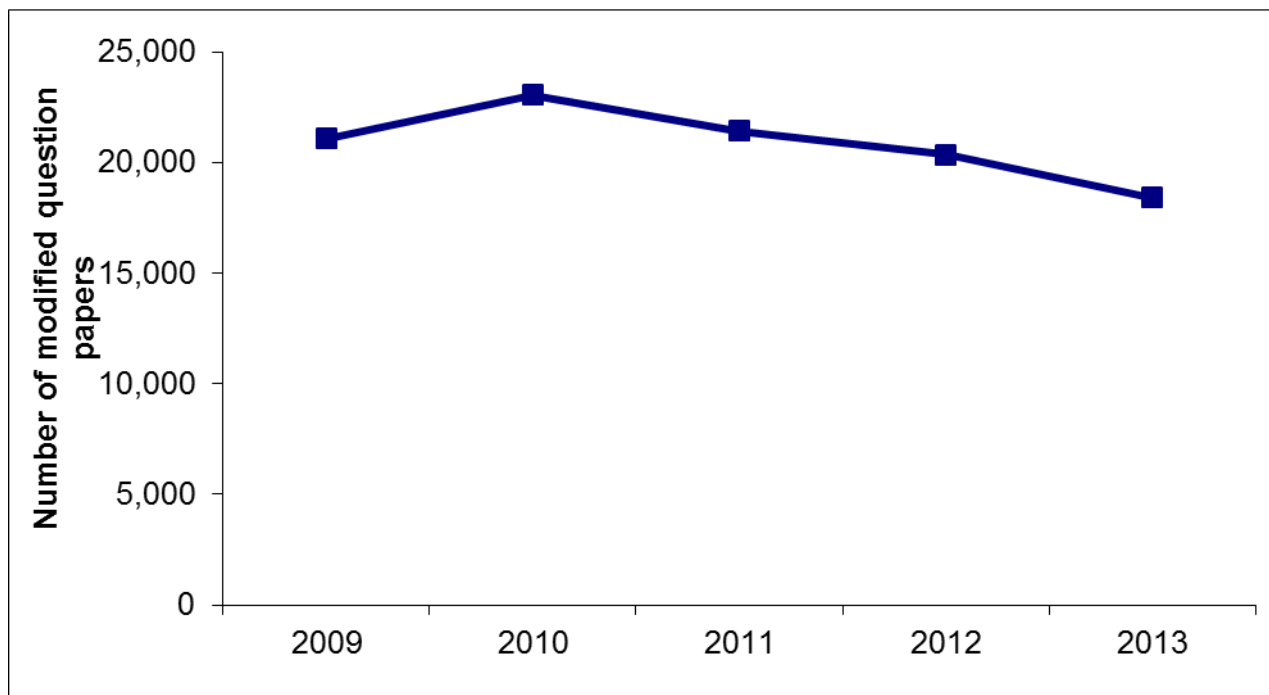
Figure 2: Approved access arrangements for the academic year, 2008/9–2012/13, for the five most common types of arrangement



Modified question papers

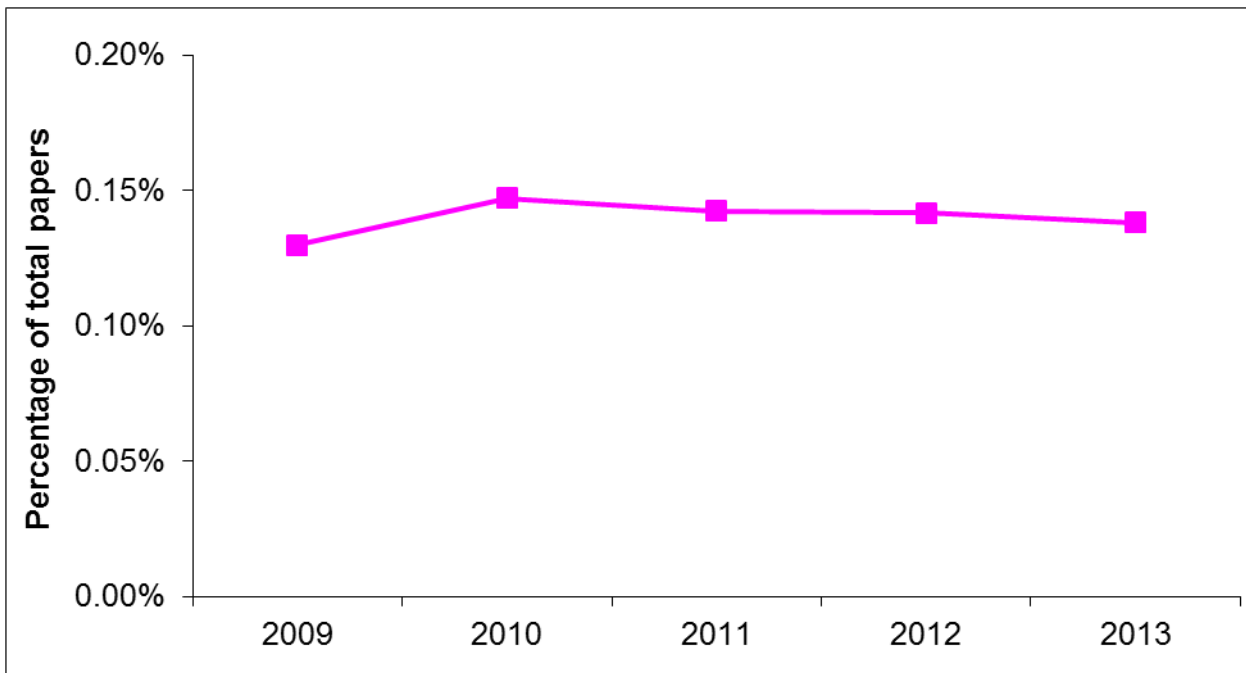
Exam boards approved 18,400 of the 18,800 requests received for modified question papers for the summer 2013 exam series. This is a decrease of 10 per cent compared with last year, when 20,400 requests for modified question papers received approval. This continues the trend of decreases seen over the past four years, (see table 4 and figure 3). Since 2010, there has been a 20 per cent decrease. Some of the exam boards have begun to involve language specialists at the production stage of question papers, so that papers comply with guidelines published by the British Association of Teachers of the Deaf. This has contributed to the decrease in the number of requests for modified papers, with language modified papers down 21 per cent on 2011/12 (see table 5).

Figure 3: Total number of modified question papers produced for the summer exam series, 2009–13



The number of modified question papers issued for the summer 2013 exam series accounted for 0.138 per cent of the 13.3 million papers marked for A level and GCSE exams in summer 2013 (see figure 4 and table 4). This is a slight decrease on the previous year, when the proportion was 0.142 per cent.

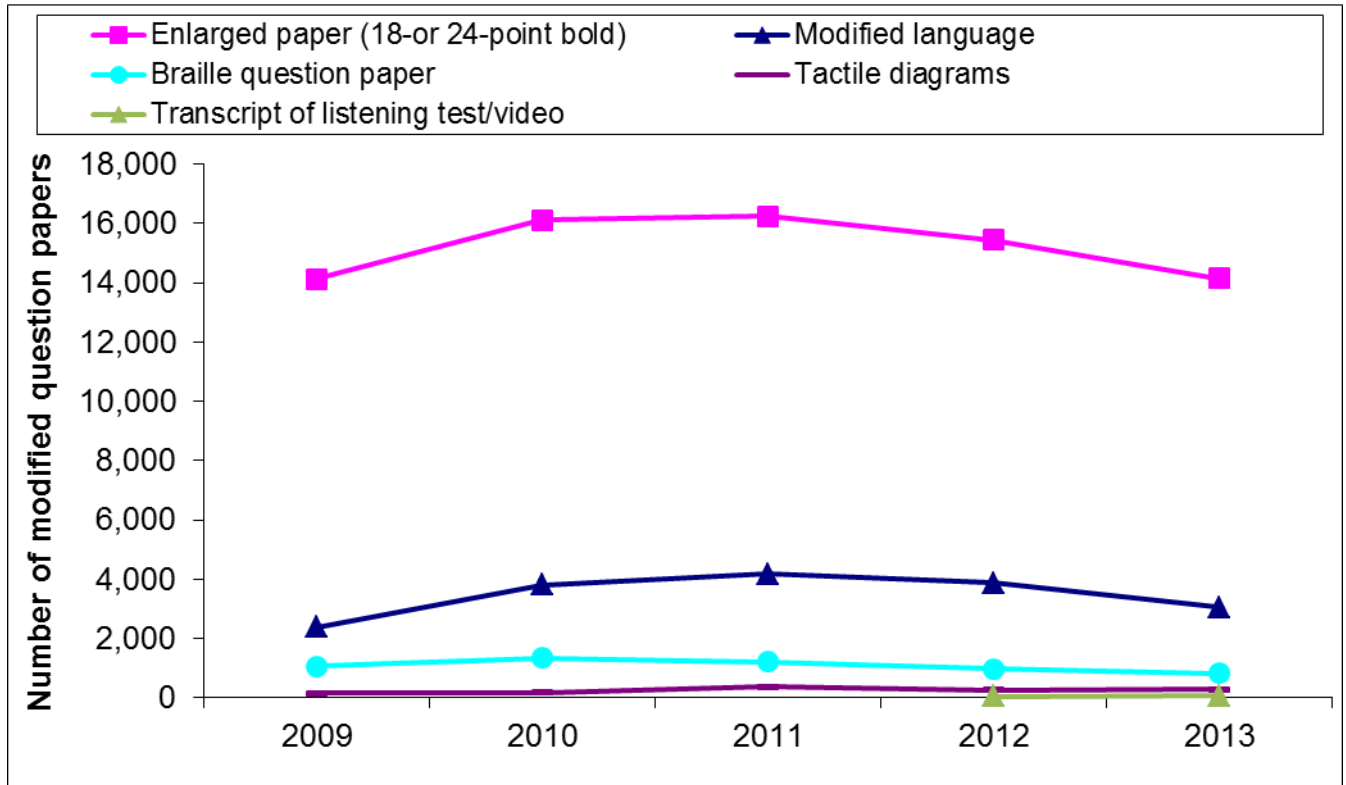
Figure 4: Modified papers as a percentage of total papers for the summer exam series, 2009–13



Since 2012, two categories for enlarged papers have been reported on: 18-point bold and 24-point bold. Prior to this, they were grouped as one. The total of both categories enables comparisons over time (see table 5). In 2013, there were 14,100 papers in 18-point bold or 24-point bold, an 8 per cent decrease compared with 2012. The number of enlarged papers represented 77 per cent of all modified papers produced in 2013.

Modified language was the second most common type of modified paper for the summer 2013 exam series, with 3,100 papers produced, representing 17 per cent of modified papers (see table 5 and figure 5).

Figure 5: Modified papers produced for the summer exam series, 2008–13



Notes:

1. Since 2012, data on modified question papers has been collected for categories that align with JCQ guidance.
2. The enlarged paper category is now separated into two categories but presented as a total in this figure for ease of comparison with previous years.
3. A new category (transcript of listening test/video) has been added.

Background notes

About access arrangements

The qualifications covered by this release are regulated by us, the Welsh Government and the CCEA. Each qualifications regulator publishes conditions² that set out the requirements the exam boards it regulates have to meet. These conditions state that ‘An awarding organisation must, in accordance with Equalities Law, have in place clear arrangements for making reasonable adjustments in relation to qualifications which it makes available.’

In addition, the *GCSE, GCE, Principal Learning and Project Code of Practice (2011)*³ promotes quality, consistency, accuracy and fairness in assessment and awarding. Section 7 of the code of practice requires exam boards to ensure that candidates with particular requirements can demonstrate their skills, knowledge and understanding, for example by providing modified question papers for candidates with visual impairments. The code of practice makes it clear that arrangements must be based on the needs of individual candidates, and must not give them an unfair advantage or undermine the integrity of a qualification. We, and the Welsh Government, have the power to limit the reasonable adjustments that may be given.⁴

Schools and colleges should consider the particular requirements of individual candidates and then follow the guidelines and arrangements of the exam boards. The evidence required to support an application will vary depending on the reasons for the particular requirement and the type(s) of arrangement requested. The exam boards set out the evidence required in support of an application.

² www.ofqual.gov.uk/documents/general-conditions-of-recognition/

www.rewardinglearning.org.uk/docs/accreditation/general_conditions_of_recognition_september_2013.pdf

<http://wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf>

³ www.ofqual.gov.uk/downloads/category/93-codes-of-practice?download=680%3Agcse-gce-principal-learning-and-project-code-of-practice-2011

⁴ www.ofqual.gov.uk/files/2011-12-15-specifications-in-relation-to-the-reasonable-adjustment-of-general-qualifications.pdf

The Welsh Government (2012) *Reasonable Adjustments of General Qualifications*. Available at: <http://wales.gov.uk/topics/educationandskills/qualificationsinwales/access/equalityact/?lang=en> (accessed 19th October 2013).

Any candidates taking GCSE or A level exams who meet the eligibility criteria can receive approval for access arrangements. Individual candidates may require more than one access arrangement. Once granted, an arrangement will normally apply for 26 months, although applications based on temporary conditions will last for one exam series only.

Access Arrangements Online

As noted above, in September 2008, a new system for making and approving requests for access arrangements was introduced. It centralised requests so that schools and colleges did not have to make an application with each of the exam boards with which candidates were taking qualifications. The ability to extract detailed statistical information was not part of the scope for the original system design. As a result, there are limitations in the data produced. For example, figures are for the number of requests and approvals in a given academic year. However, arrangements will typically last for 26 months, and there will be some candidates who require more than one access arrangement. In addition, the online system is not currently able to detect duplicate requests.

The evidence required to support an application for access arrangements varies according to the arrangement requested and the particular requirements of the candidate. Applications for particular categories of arrangements, such as practical assistants and extra time of more than 50 per cent, are referred to the relevant exam boards, as a school or college would need to supply detailed information to support the request. The Access Arrangements Online system approves or rejects the majority of requests, but during the 2012/13 academic year there were 5,000 referrals to exam boards.

There are regular reviews of the access arrangements available and those that require approval from the exam boards (rather than from the school or college). Therefore, the range of arrangements that schools or colleges must register with exam boards has varied over time and will account for some variations in numbers. The list below contains the arrangements no longer represented in this release. To improve comparisons over time they have been removed from the previous year's data. Where exam boards judge there is no advantage to candidates in relation to the assessment objectives being tested they will approve the arrangement.

Arrangements for separate invigilation were delegated to schools and colleges in 2009. They no longer required approval from exam boards. In 2010, further arrangements were delegated to schools and colleges. The categories of access arrangements for which awarding organisation approval was no longer required in 2010/11 are:

- Amplification equipment
- Brailing machine
- CCTV
- Colour naming

- Coloured overlay
- Low vision aid
- Prompter
- Read aloud⁵
- Scanner
- Word processor.

In 2011/12, schools and colleges were delegated further categories for approval. They are:

- Bilingual dictionary
- Supervised rest break
- Extra time of up to 25 per cent with supervised rest break.

In previous years, extra time of up to 25 per cent was divided into two categories: those with a supervised rest break and those without. There is now just one category of up to 25 per cent extra time that can be requested via the online system. Permission to grant supervised rest breaks has been delegated to schools and colleges.

For 2012/13, two further arrangements were delegated to schools and colleges:

- Live speaker⁶
- Transcript⁷

⁵ Whereby a candidate may work more effectively if they can hear themselves read. A school or college with a candidate who reads aloud to themselves must be accommodated separately.

⁶ For aural tests, clear amplification may be necessary to improve the candidate's ability to hear. The live speaker will speak or read aloud the contents of the CD or tape in a listening exam.

⁷ A transcript may be permitted by the centre where a candidate's handwriting is illegible (and the use of a word processor is not the normal way of working) or spelling is so difficult to decipher that it would be beneficial for an examiner to be able to refer to a transcript of the candidate's work for clarification.

The arrangements delegated to schools and colleges over the years have been removed from previous years' figures to enable comparisons.

Modified question papers

In advance of a specific exam series, requests for modified question papers are made by schools and colleges. Requests are individually prepared for candidates for whom other access arrangements are unsuitable. Modified question papers allow candidates with a range of visual impairments and/or significant language comprehension disorders to demonstrate their skills, knowledge and understanding.

In 2012/13, the types of modified papers that could be requested were:

- A4 modified 18-point bold
- A4 modified 24-point bold
- Braille papers and tactile diagrams with Braille labels
- Modified language
- Tactile diagrams with print labels
- Transcript of listening test/video.

The categories used in this release have been amended from those in last year's, so they align with the categories used by JCQ guidance in *Access Arrangements, Reasonable Adjustments and Special Consideration, 2012/13*.⁸

Requests for modified papers are processed, and the papers produced, by the exam boards. There are other categories of modified papers, for example A3 unmodified enlarged papers that schools and colleges produce by copying and enlarging the standard paper one hour before the exam start time.

Data source

Exam boards provide the data. They submit data to us for GCSEs and A levels they have awarded in England, Wales and Northern Ireland. Data also includes other UK regions such as the Isle of Man and overseas entries.

⁸ JCQ (2012) *Access Arrangements, Reasonable Adjustments and Special Consideration, 2012/13*. Available at: www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013 (accessed 19th October 2013).

Revisions

Revisions to previous years' data can occur. This release contains revisions to previous years' data as some categories of access arrangements have been removed to aid comparisons over time.

Rounding

Figures in the commentary are rounded to the nearest 100.

Glossary of terms

Access arrangements

Arrangements that are approved in advance of an exam or assessment to allow attainment to be demonstrated by candidates with a permanent or long-term disability or learning difficulty, or temporary disability, illness, indisposition or medical condition, or a special educational need, including where the candidate's first language is not English, Welsh or Irish.

A level

Available as advanced level (A level) and advanced subsidiary (AS) qualifications. They are the qualifications that the majority of students use to gain entry to university. They are generally sat by 17–18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Awarding organisation

An organisation recognised to develop, deliver and award descriptions of qualifications. Also referred to as an exam board.

GCSE

General Certificates of Secondary Education are the main school leaving qualification in England Wales and Northern Ireland. They are available in a range of subjects and can be studied alongside other qualifications. They are generally sat by 15–18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Modified papers

Modified question papers are applied for in advance of a specific exam series and are individually prepared for candidates for whom other access arrangements are unsuitable. Modified question papers allow candidates with a range of visual impairments and/or significant language comprehension disorders to demonstrate their attainment.

Your feedback

We would like to hear from the users of our statistical releases.

Users of these statistics

These statistics are of particular interest to recognised exam boards and the Department for Education. Other users include government policy officials, academics, researchers, the public, government departments in Northern Ireland and Wales, and other interested parties and individuals.

If you use these statistical releases, we would be interested in hearing what you use them for and how well they meet your requirements. We also welcome your feedback on any aspect of these statistical releases, including content, timing and format.

We are continually striving to improve the quality and content of our statistical releases, and we welcome your suggestions or comments. Please send your comments to the Statistics team at statistics@ofqual.gov.uk .

Appendix

Table 1	Number of access arrangement requests during the exam series, 2008/09–2012/13
Table 2	Access arrangement requests/approvals for the exam series, 2011/12–2012/13
Table 3	Five access arrangements types with the largest numbers of approved requests for the exam series, 2008/09–2012/13
Table 4	Modified question paper approvals for summer exam series, 2009–13
Table 5	Types of modified question papers produced for the summer exam series, 2009–13
Table 6	The number of candidates making requests for access arrangements and the number approved 2009/10–2012/13

Table 1: Number of access arrangement requests during the exam series, 2008/09–2012/13

England, Wales & Northern Ireland		
	Year	Requests for access arrangements
		Total
Number of requests for access arrangements	2008/09	337,720
	2009/10	230,639
	2010/11	244,340
	2011/12	254,956
	2012/13	226,830
Number of requests approved	2008/09	312,033
	2009/10	216,022
	2010/11	227,244
	2011/12	236,895
	2012/13	209,916
Percentage of requests approved ¹	2008/09	92.4%
	2009/10	93.7%
	2010/11	93.0%
	2011/12	92.9%
	2012/13	92.5%

Notes:

1. Data are supplied by exam boards.
2. Figures will differ from those published in last year's report, as categories removed in 2012/13 have been removed from previous years to aid comparisons.

Table 2: Access arrangement requests/approvals for the exam series, 2011/12–2012/13

England, Wales & Northern Ireland

	Year	Requests for access arrangements		
		Number of requests made	Number of requests approved	Approval rate
Alternative accommodation	2011/12	2,328	2,113	91%
	2012/13	2,392	2,249	94%
Bilingual dictionary with extra time of up to 25%	2011/12	12,306	11,754	96%
	2012/13	9,635	9,140	95%
Computer reader	2011/12	260	207	80%
	2012/13	876	785	90%
Exam on coloured paper	2011/12	4,010	3,735	93%
	2012/13	4,634	4,357	94%
Extra time greater than 25%	2011/12	4,169	2,667	64%
	2012/13	4,352	2,887	66%
Oral language modifier ³	2011/12	1,713	1,530	89%
	2012/13	1,653	1,433	87%
Practical assistant for practical paper	2011/12	880	561	64%
	2012/13	784	457	58%
Practical assistant for written paper	2011/12	1,071	788	74%
	2012/13	904	687	76%
Reader	2011/12	60,696	56,988	94%
	2012/13	54,447	50,971	94%
Scribe	2011/12	35,620	32,376	91%
	2012/13	31,766	28,839	91%
Sign language interpreter	2011/12	387	355	92%
	2012/13	412	384	93%
Up to 25% extra time	2011/12	128,744	123,248	96%
	2012/13	113,566	107,435	95%
Other	2011/12	2,279	436	19%
	2012/13	1,409	292	21%

Source: Access Arrangements Online

Notes:

1. Data from ICAA(E) is supplied by the exam board.
2. Data for the remaining exam boards are collated through Access Arrangements Online.
3. An Oral Language Modifier is a responsible adult who may clarify the carrier language used in the examination paper. The Oral Language Modifier must not explain technical terms or subject-specific terms. It is only allowed if a candidate has a below average standardised score relating to reading comprehension (84 or less).

Table 3: Five access arrangements types with the largest numbers of approved requests for the exam series, 2008/09–2012/13

England, Wales & Northern Ireland

Year	Approved requests for access arrangements				
	Up to 25% extra time	Reader	Scribe	Bilingual dictionary with extra time	Exam on coloured paper
2008/09	144,721	67,466	32,735	14,255	1,585
2009/10	109,773	56,122	29,134	11,002	2,617
2010/11	117,169	57,736	30,673	11,038	3,233
2011/12	123,248	56,988	32,376	11,754	3,735
2012/13	107,435	50,971	28,839	9,140	4,357

Notes:

1. The processes for requests and approvals have changed over the period, with the introduction of the online system. This may have resulted in certain arrangements, in particular up to 25 per cent extra time, being recorded more accurately. Care should be taken when comparing the figures over time.

2. Supervised rest breaks had previously been in this table, but this arrangement has now been delegated directly to schools/colleges. The next access arrangement with the largest numbers is Exam on coloured paper.

Table 4: Modified question paper approvals for summer exam series, 2009–13

England, Wales & Northern Ireland

	Year	Number of requests						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E) ³	
Number of requests approved	2009	9,924	4,447	6,081	-	619		21,071
	2010	8,604	4,941	6,298	2,564	640		23,047
	2011	7,491	5,031	5,470	2,727	700	42	21,461
	2012	6,932	4,837	5,132	3,000	455	0	20,356
	2013	5,931	4,518	3,827	3,479	660	0	18,415
Percentage of total papers that were modified	2009	0.15%	0.12%	0.16%	-	0.13%		0.130%
	2010	0.13%	0.14%	0.17%	0.18%	0.12%		0.147%
	2011	0.12%	0.14%	0.17%	0.17%	0.16%	0.21%	0.142%
	2012	0.12%	0.13%	0.17%	0.19%	0.10%	0.00%	0.142%
	2013	0.11%	0.13%	0.15%	0.23%	0.16%	0.00%	0.138%

Source: EPG exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. Requests for modified papers are often approved as this is not considered to confer an advantage on a candidate.
3. ICAA(E) awarded GCSEs for the first time in 2011. In previous years, specifications were delivered in conjunction with CCEA.
4. Total figures in this table do not equate to the breakdown in table 5, as there were a number of A3 unmodified papers produced between 2009 and 2011. This category has since been delegated to schools/colleges.

Table 5: Types of modified question papers produced for the summer exam series, 2009–13

England, Wales & Northern Ireland		Number of modified papers produced						
	Year	AQA	Pearson ICAA(E)	OCR	WJEC	CCEA	Total	
Braille papers and tactile diagrams with Braille labels	2009	636	174	-	265	-	0	1,075
	2010	635	264	-	348	92	1	1,340
	2011	538	235	0	308	149	1	1,231
	2012	451	200	0	214	125	0	990
	2013	332	174	0	183	135	0	824
A4 modified 18-point bold papers	2009							
	2010							
	2011							
	2012	3,840	2,203	0	1,991	1,007	228	9,269
2013	3,508	2,162	0	1,523	1,195	317	8,705	
A3 modified 24-point bold papers	2009							
	2010							
	2011							
	2012	2,574	1,514	0	1,266	724	92	6,170
	2013	1,999	1,562	0	874	875	130	5,440
Total for both 18- and 24-point bold point papers	2009	7,072	2,942	0	3,235	-	370	14,131
	2010	7,509	3,357	0	3,039	1,407	354	16,127
	2011	6,846	3,726	14	2,862	1,814	361	16,250
	2012	6,414	3,717	0	2,962	1,731	320	15,439
	2013	5,507	3,724	0	2,397	2,070	447	14,145
Modified language	2009	301	236		1,709	-	152	2,398
	2010	378	373		2,223	643	195	3,812
	2011	44	828	28	2,230	740	319	4,189
	2012	0	806	0	1,879	1,073	126	3,884
	2013	0	478	0	1,176	1,211	204	3,069
Tactile diagrams with print labels	2009	43	51		63	0	0	157
	2010	82	55		31	6	0	174
	2011	63	242	0	58	24	0	387
	2012	67	114	0	62	35	0	278
	2013	92	142	0	44	18	0	296
Transcript of listening test/video	2009							
	2010							
	2011							
	2012	0	0	0	15	36	9	60
	2013	0	0	0	27	45	9	81

Source: EPG exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. In 2012, data on modified papers was collected for categories that align with JCQ guidance. This is a change from previous years and has resulted in some gaps in the table for previous years.
3. ICAA(E) awarded GCSEs for the first time in 2011. In previous years, specifications were delivered in conjunction with CCEA.
4. AQA ensures that all standard exam papers are checked for accessible language according to the guidelines published by the British Association of Teachers of the Deaf. Therefore, it does not produce separate language modified exam papers.
5. A3 unmodified papers is not included in table 5 as this category has been delegated to centres. This accounts for some of the differences in figures between tables 4 and 5 for 2009-11.

Table 6: The number of candidates making requests for access arrangements and the number approved 2009/10–2012/13

England, Wales & Northern Ireland		
	Year	Candidate requests
Number of candidates making an application for access arrangements	2009/10	177,717
	2010/11	181,732
	2011/12	172,819
	2012/13	154,783
Number of candidates approved	2009/10	169,519
	2010/11	172,373
	2011/12	163,459
	2012/13	145,430
Percentage of requests approved	2009/10	95.4%
	2010/11	94.9%
	2011/12	94.6%
	2012/13	94.0%

Source: Access Arrangements Online

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