

# Statistical Release

## Malpractice for GCSE and A Level: Summer 2015 Exam Series

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### Key points

This release provides information on reported malpractice for GCSE and A level, in England, Wales and Northern Ireland, other UK regions and overseas, during the summer 2015 exam series.

The key findings for this release are as follows:

- There were 2,460 penalties issued to candidates in the summer 2015 exam series, a 4 per cent decrease from last year (2,550 penalties). Penalties for candidate malpractice remained extremely rare across all five exam boards and represent 0.011 per cent of the total number of entries.
- The number of penalties issued to candidates for possessing a mobile phone or other electronic device is down slightly on last year, from 850 to 790.
- There were 262 penalties issued to school and college staff in 2015, up 120 per cent on last year when there were 119.
- There were 288 penalties issued to schools and colleges (rather than specific members of staff in those institutions). This is up 33 per cent from 217 penalties issued last year. Eighty-nine per cent of these penalties were written warnings.

## Introduction

This statistical release, published on behalf of the qualifications regulators for England, Wales and Northern Ireland, presents data on reported malpractice for GCSE and A level<sup>1</sup> exams during the summer 2015 exam series.

Five exam boards offer these qualifications in England, Wales and Northern Ireland, other UK regions and overseas:

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

From 2011 to 2013, International Curriculum & Assessment Agency (Examinations) (ICAA(E)) also offered GCSEs.

Malpractice includes any breach of the regulations that might undermine the integrity of an exam, from attempts by candidates to communicate with each other during an exam, to failures by school or college staff to comply with exam board instructions.

Exam boards have procedures in place for dealing with malpractice on the part of candidates, school or college staff or others involved in providing a qualification. The Joint Council for Qualifications publishes policies and guidance on malpractice<sup>2</sup> that detail procedures for dealing with suspected malpractice.

Further background information on malpractice relevant to this release is provided from page 11 onwards.

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<sup>1</sup> In this release, AS figures are included in the figures reported for A level since AS units are a subset of the A level qualification.

<sup>2</sup> *General and Vocational Qualifications: Suspected Malpractice in Examinations and Assessments: Policies and Procedures:* [www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2015-16](http://www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2015-16)

In 2014, the way the percentage of reported malpractice penalties were calculated was changed. This measure is now based on the number of unit entries rather than only on the number of exam scripts marked. This change is to reflect that malpractice penalties can occur in forms of assessment other than written papers, such as controlled assessments. Due to changes in qualification arrangements in recent years, comparable entry figures are only available from 2012, so trend charts and tables using these figures will begin from this point.

It is also important to note the impact of changes to the qualifications for summer 2014. From 2014 GCSEs taken in England were 'linear' meaning that all assessments had to be taken at the end of the period of study. Also from 2014 there were no January assessments for AS or A level in England. This means that entries that, previously, would have been made throughout the year in a modular system are being made in the summer, leading to a large rise in entries in summer 2014. These changes limit the meaningfulness of comparisons over time.

In addition, Ofqual has recently carried out work to audit exam boards' processes for detecting, investigating and dealing with malpractice. This may have had an impact on the figures reported, and also limit the year-on-year comparisons that can be made.

Figures in the tables and commentary have been rounded, in line with the rounding policy detailed on page 14.

All tables referred to in the text are provided in the appendix.

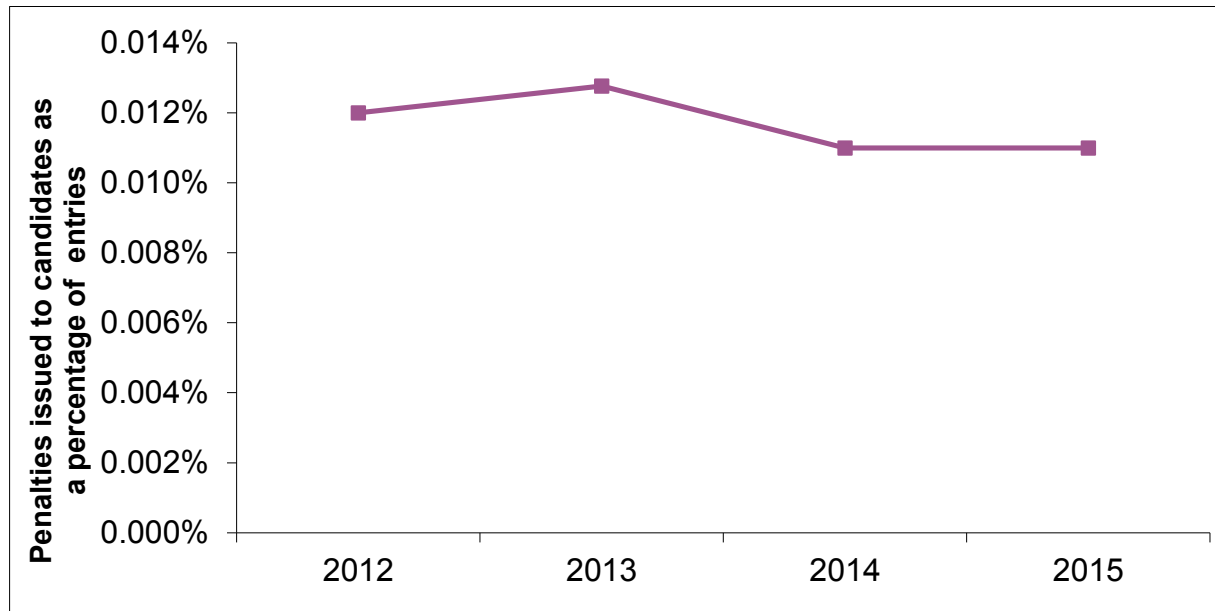
## Key statistics

### Candidate malpractice

Exam boards issued 2,460 penalties to candidates in response to malpractice reported during the summer 2015 exam series, a decrease of 4 per cent from the previous year. This is in the context of a very small increase (less than 1 per cent) in entries<sup>3</sup> when compared with summer 2014 (see table 1).

In the context of 23 million entries in the summer 2015 exam series, penalties for candidate malpractice remained extremely rare across all five exam boards. The 2,460 penalties issued represent 0.011 per cent of entries, the same as last summer (see table 2 and figure 1).

**Figure 1: Penalties issued to candidates as a percentage of entries for the summer exam series, 2012–15**



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<sup>3</sup> A school or college submits entries on behalf of its candidates to the relevant exam board. An entry is a single unit of assessment for a GCSE or A level qualification (for example, an exam or other form of assessment). For linear specifications, units are often referred to as components.

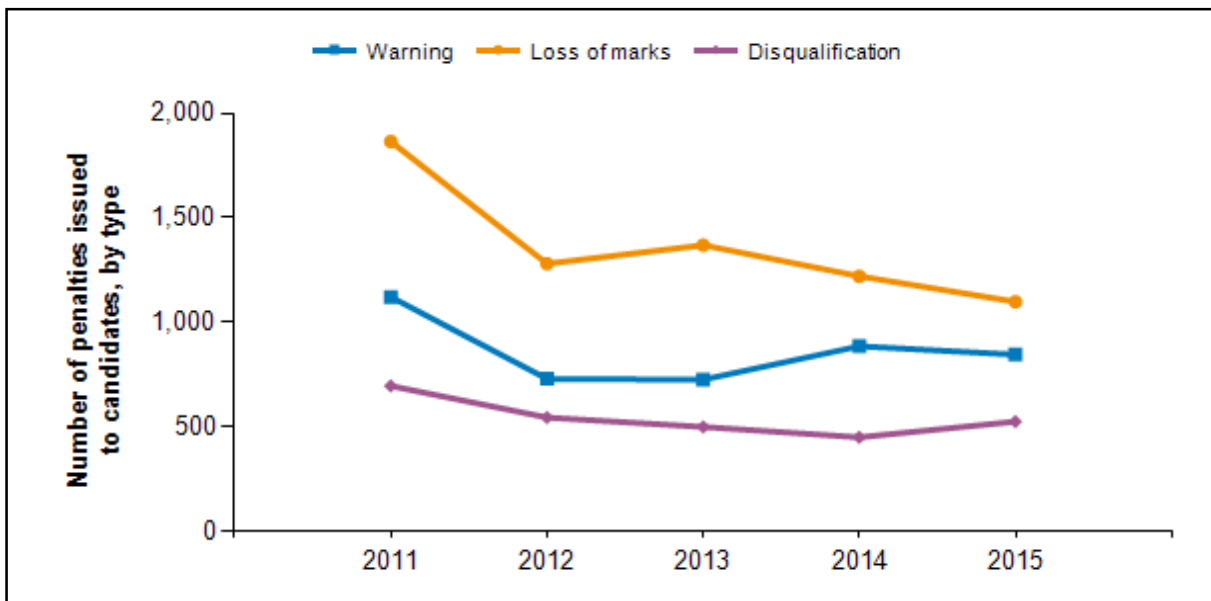
## Types of penalties issued to candidates

The penalties for candidate malpractice vary depending on the type of offence. They include warnings, loss of marks and disqualification from units, components or qualifications. For example, candidates who bring a mobile phone into an exam room but do not have their phone at their desk might receive a warning, whereas candidates found using a mobile phone during an exam might be disqualified from the unit or the qualification in that exam series. An individual candidate can be penalised more than once and by more than one exam board if they commit malpractice offences when sitting more than one assessment.

Penalties issued in summer 2015 comprised 840 warnings (34 per cent of penalties), 1,100 loss of marks (45 per cent of penalties) and 520 disqualifications (21 per cent of penalties)<sup>4</sup> (see table 2 and figure 2).

The number of warnings decreased by 5 per cent when compared with last summer when there were 880. The loss of marks decreased by 10 per cent (from 1,220) and the number of disqualifications increased by 16 per cent (from 450) (see figure 2).

**Figure 2: Number of penalties issued to candidates for malpractice for the summer exam series, 2011–15**



<sup>4</sup> Figures and percentages have been rounded independently so do not add up to the total, or to 100 per cent.

## Categories of candidate malpractice

The most common type of malpractice reported was the introduction of unauthorised material into the exam room (1,180 penalties, representing 48 per cent of all penalties; see table 3 and figure 3).

In most cases, the unauthorised material was a mobile phone or other electronic communications devices (790 penalties, representing 67 per cent of the 1,180 penalties issued for unauthorised material). This is down 7 per cent on last summer (850 penalties issued), but down 37 per cent over the last 5 years (1,250 penalties issued in 2011).

### Number of penalties issued for possession of a mobile phone or other electronic communications device, 2011–15

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total number of penalties issued
Mobile phone or other electronic device	2011	<b>1,250</b>
	2012	<b>970</b>
	2013	<b>810</b>
	2014	<b>850</b>
	2015	<b>790</b>

Notes:

1. ICAA(E) awarded GCSEs for the last time in 2013.
2. Figure have been rounded to the nearest ten.

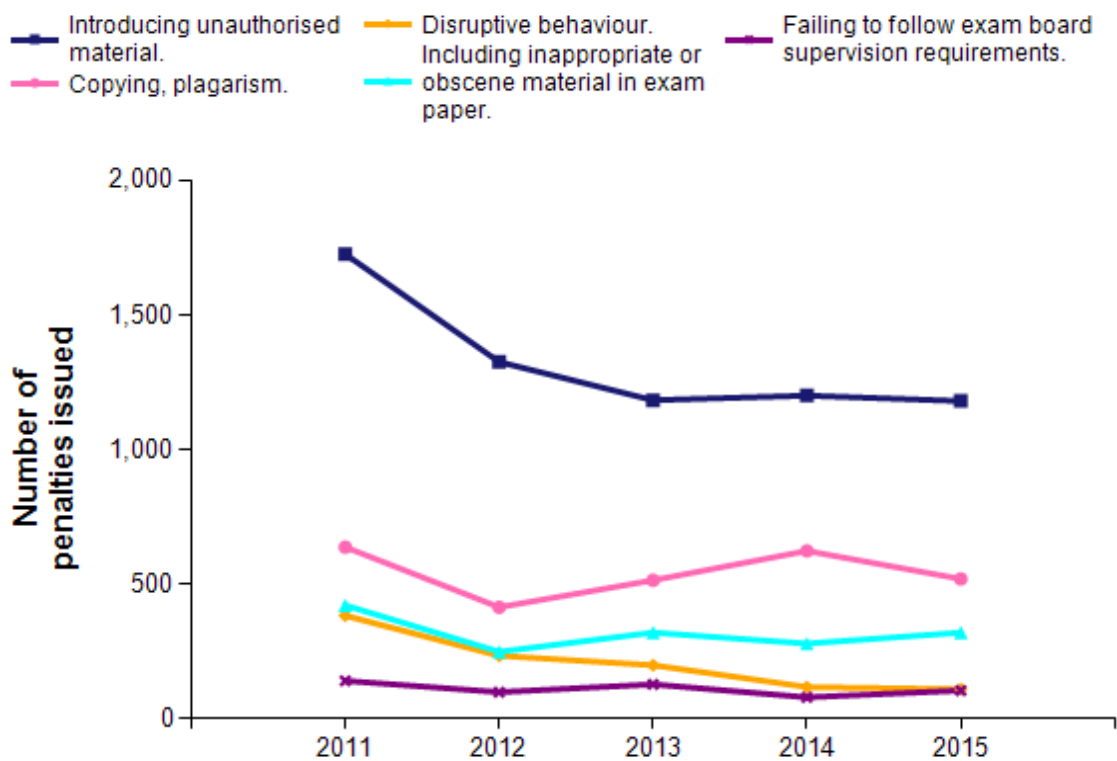
The Joint Council for Qualifications has raised awareness of this issue by producing posters for schools and colleges to display in exam rooms, warning of the penalty for candidates caught in possession of a mobile phone or other electronic communications device. This may therefore have had an impact on these figures over time.

The second most common type of candidate malpractice penalised, as in 2014, was for plagiarism, failure to acknowledge sources, copying from other candidates or collusion. For this, 520 penalties were issued, representing 21 per cent of all penalties issued to candidates (see table 3).

Other common types of malpractice for which penalties were issued are:

- the inclusion of inappropriate, offensive or obscene material in the exam paper or coursework (320 penalties, representing 13 per cent of all penalties);
- disruptive behaviour in the exam room (110 penalties, representing 4 per cent of all penalties);
- failing to follow exam board supervision requirements (110 penalties representing 4 per cent of penalties) (see table 3 and figure 3).

**Figure 3: Number of penalties issued for the five most common categories of malpractice, 2011–15**



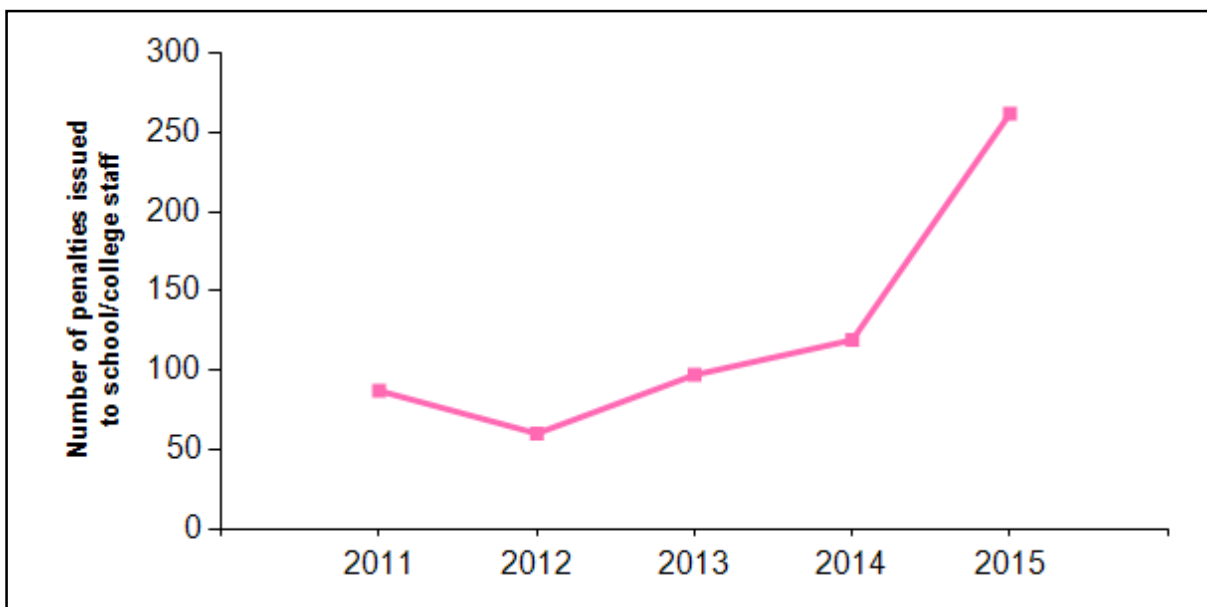
## School or college staff malpractice

Exam boards impose penalties for malpractice committed by an individual member of staff at a school or college, for example a teacher or an invigilator.

For the summer 2015 exam series, 262 penalties were issued to school or college staff, an increase of 120 per cent on last year when 119 penalties were issued (see table 4 and figure 4). More than one penalty can be imposed for an individual case.

There has been a steady increase in the number of penalties issued to school or college staff over the last four years. While numbers are still low, they are at the highest level seen over the last five years.

**Figure 4: Number of penalties issued to school or college staff for malpractice, 2011–15**



The most common penalty issued to school or college staff was suspension from involvement in exams or assessments (91 cases, representing 35 per cent of all penalties; see table 4). This is an increase of 122 per cent compared with 2014 when there were 41 cases.

Most penalties were issued as a result of school or college staff giving inappropriate assistance to candidates (164 cases, representing 63 per cent of all penalties imposed on school or college staff; see table 5). This is an increase of 100 per cent on summer 2014 when there were 82 cases.

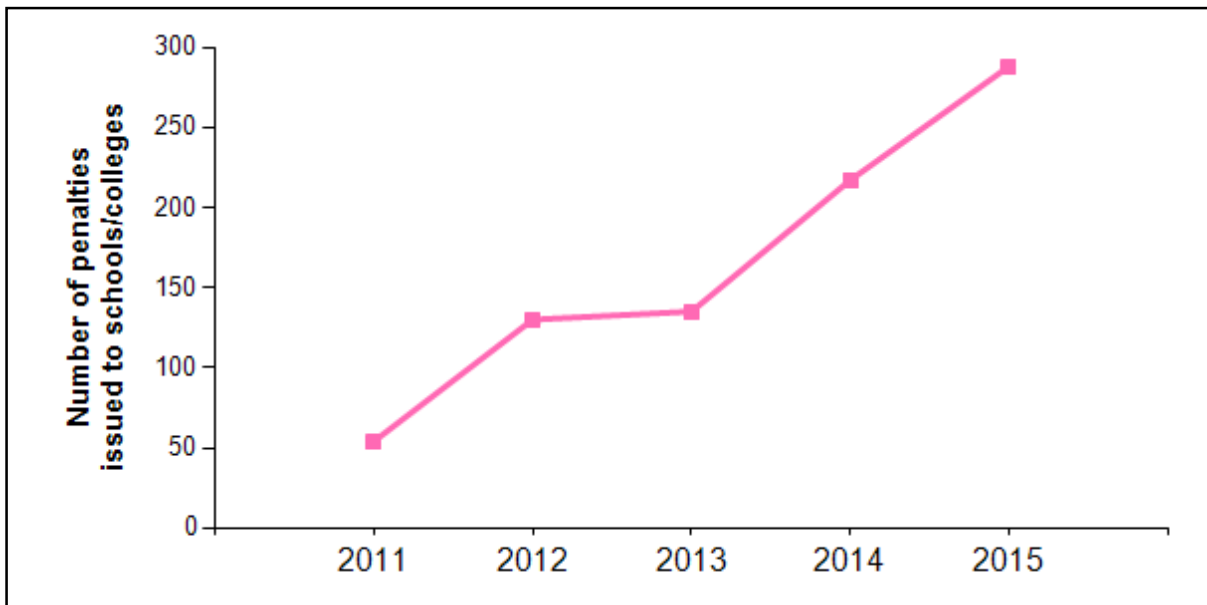


## School or college malpractice

There are more than 6,000 schools, colleges or other centres in the UK delivering GCSE and/or A level exams. Where there is evidence that malpractice is the result of a serious management failure, an exam board may apply sanctions against the whole department or the school or college.

For the summer 2015 exam series, there were 288 penalties issued to schools and colleges, an increase of 33 per cent on the previous year (217 penalties). There has been a steady increase since 2011, when 55 penalties were issued (see table 6 and figure 5).

**Figure 5: Number of penalties imposed on schools and colleges for malpractice, 2010–14**



More than one penalty can be imposed for an individual case. Penalties and special conditions on schools and colleges can be applied individually or together, depending on the circumstances and evidence.

The penalties that an exam board can issue as a result of school or college malpractice range from a written warning about the implications of repeating the offence to withdrawing approval for a school or college to offer some or all qualifications.

For the summer 2015 exam series, the most common penalty issued was a written warning (255 cases, representing 89 per cent of penalties).

The second most common penalty issued was a requirement for the school or college to review and provide a report on malpractice (29 cases, representing 10 per cent of penalties issued; see table 6).

## **Categories of school or college malpractice**

The three categories of reason why exam boards issue penalties to schools and colleges are:

- as a result of a breach of security
- giving assistance to candidates
- other reasons.

Other reasons include schools and colleges not adhering to the requirements of an exam, such as opening question papers early without authorisation, allowing candidates to sit an exam at the wrong time, or a lack of appropriate invigilation during an exam.

There were 211 penalties imposed as a result of other reasons (representing 73 per cent of all penalties imposed on schools and colleges). There were 37 penalties imposed as a result of schools and colleges giving assistance to candidates (13 per cent of penalties). Forty penalties were issued for a breach of security, representing 14 per cent of all penalties issued against schools or colleges (see table 7).

## Background notes

### Malpractice

The qualifications covered by this release are regulated by Ofqual, Qualifications Wales and the CCEA. Each qualifications regulator publishes *General Conditions of Recognition*<sup>5</sup> setting out the requirements that the exam boards it regulates have to meet. These conditions state:

An awarding organisation must take all reasonable steps to prevent the occurrence of any malpractice or maladministration in the development, delivery and award of qualifications which it makes available or proposes to make available.

The conditions require all exam boards to investigate and manage the effect of any malpractice where they have established that malpractice or maladministration has occurred. They must take steps to prevent reoccurrence and take action against those responsible that is proportionate to the gravity and scope of the occurrence.

In addition, the regulators' *GCSE, GCE, Principal Learning and Project Code of Practice*<sup>6</sup> promotes quality, consistency, accuracy and fairness in assessment and awarding of qualifications. Section 8 of the code of practice requires exam boards to have procedures in place for dealing with malpractice on the part of candidates, school or college staff or others involved in providing a qualification. Malpractice includes any breach of the regulations that might undermine the integrity of an exam, from deliberate attempts by candidates to communicate with each other during an exam to inadvertent failures by school or college staff to comply with exam board instructions.

The code of practice requires that exam boards investigate any instances of alleged or suspected malpractice in either the internally or externally assessed components and take such action, with respect to the candidates and schools or colleges concerned, as is deemed necessary to maintain the integrity of the exam. Schools or colleges must report all incidents of malpractice to the relevant exam boards and cooperate with subsequent investigations. Each case of malpractice, whether

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<sup>5</sup> [www.gov.uk/government/publications/guidance-to-the-general-conditions-of-recognition](http://www.gov.uk/government/publications/guidance-to-the-general-conditions-of-recognition)  
[www.rewardinglearning.org.uk/docs/accreditation/general\\_conditions\\_of\\_recognition\\_september\\_2014.pdf](http://www.rewardinglearning.org.uk/docs/accreditation/general_conditions_of_recognition_september_2014.pdf)

[www.wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf](http://www.wales.gov.uk/docs/dcells/publications/120329generalconditionsen.pdf)

<sup>6</sup> [www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice](http://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice)

reported by the school or college or identified by the exam board, is considered and judged on an individual basis in the light of all the information available, and the outcome should be commensurate with the gravity of the malpractice as determined by the exam board.

### **School or college staff malpractice**

Exam boards will normally impose sanctions and penalties on school or college staff found guilty of malpractice. These sanctions and penalties can include a written warning about the implications of repeating the offence, imposing special conditions on an individual's future involvement in exams and assessments, requiring specific training or mentoring as a condition of future involvement in exams, or suspending an individual from all involvement in delivering exams and assessments for a set period.

### **School or college malpractice**

Exam boards must investigate and, where necessary, penalise schools or colleges and their staff involved in malpractice. Instances of malpractice by school or college staff can range from actions intended to give an unfair advantage to candidates in an exam or assessment to ignorance of, or inappropriate application of, the assessment regulations. Where there is evidence that malpractice is the result of a serious management failure, an exam board may apply sanctions against the whole department or the school or college.

### **Data source**

Exam boards provide the data. They submit data to Ofqual for malpractice in England, Wales and Northern Ireland. Data also include other UK regions such as the Isle of Man and overseas.

### **Limitations of data**

There is potential for error in the information provided by exam boards, therefore Ofqual cannot guarantee that the information received is correct. Ofqual compares the data over time and checks for systematic issues. Summary data are sent back to exam boards for checking and confirmation.

As previously stated, it is also important to note the impact of changes to the qualifications from summer 2014. From 2014 GCSEs taken in England were 'linear' in that all assessments had to be taken at the end of the period of study. Also from 2014 there were no January assessments for AS or A level in England. This means that entries, previously made throughout the year in a modular system, are being made in the summer leading to a large rise in entries in summer 2014. These changes limit the meaningfulness of comparisons over time.

Quality assurance procedures are carried out as explained in the *Quality Assurance Framework for Statistical Publication*<sup>7</sup> and the *Data Audit Framework – Statistical Information*<sup>8</sup> to ensure the accuracy of the data and challenge or question it, where necessary. Ofqual continuously manages this process by:

- ensuring that data providers are clear about what is required of them – a process helped by ensuring that providers are fully consulted during the initial design and any subsequent change phases;
- reminding all providers (if appropriate) that, as a condition of them being regulated, all data must be completely accurate;
- being alert to unexpected changes in the data submitted by comparing individual returns over time from the same provider;
- actively challenging any unexpected results with the data providers;
- having a proportionate data auditing framework in place, allowing for auditing of providers' information collection, collation and delivery processes as necessary, using a wide range of tools from questionnaires to on-site process audits.

Publication might be deferred if the statistics are not considered fit for purpose.

Comparisons in this release are made with data from the previous five years, where available.

### Geographical coverage

This release presents data on malpractice for all GCSEs and A levels. The majority of GCSEs and A levels are taken in England, Wales and Northern Ireland. However, this release does include malpractice figures for GCSEs and A levels taken everywhere, including overseas and other UK regions.

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<sup>7</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

<sup>8</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

## Revisions

Once published, data are not usually subject to revision, although subsequent releases might be revised to insert late data or to correct an error. Ofqual's *Corrections and Revisions Policy for Official Statistics*<sup>9</sup> is available online.

## Completeness of the data

The exam boards send data to Ofqual annually. Any provider that does not return a complete set of data within the collection period is contacted to make sure the data are as complete as possible. For this release, Ofqual received data from all the exam boards.

## Confidentiality and rounding

To ensure confidentiality of the published accompanying data, and for ease of use, the figures have been rounded as follows:

- Table 1 has been rounded to the nearest 50.
- Tables 2 and 3 have been rounded to the nearest 10.
- Tables 4 to 7 have not been rounded as the values are too small. In these tables, if the value is less than three, it is represented as 0~ and 0 represents zero penalties. Some totals have been rounded in tables 4 to 7 to protect confidentiality.
- The percentages (calculated on actual figures) shown in any tables may not necessarily add up to 100 due to rounding.

Ofqual's *Statement on Confidentiality*<sup>10</sup> and *Rounding Policy*<sup>11</sup> are available online.

## Users of these statistics

These statistics are of particular interest to Ofqual, recognised exam boards and the Department for Education. Ofqual uses these statistics to ensure that GCSEs and A levels are fit for purpose and meet expected standards. Central government officials use the statistics for policy implementation and ministerial briefings.

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<sup>9</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

<sup>10</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

<sup>11</sup> [www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures](http://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures)

## Related statistics and publications

A number of other statistical releases and publications relate to this one:

- *Statistical First Release: GCSE and Equivalent Results in England 2014/15 (Provisional)*,<sup>12</sup> published by the Department for Education, covers students' achievements in GCSEs and the equivalent regulated qualifications in schools at the end of Key Stage 4.
- *Statistical First Release: A Level and Other Level 3 Results in England, Academic Year 2014 to 2015 (Provisional)*<sup>13</sup> covers achievements for 16 to 18 year olds at schools and colleges in all Level 3 qualifications.

## Useful information

A glossary of terms is available on page 16 to help you interpret this release.

You can find the publication schedule for the next releases on the gov.uk website.<sup>14</sup>

## User feedback

Ofqual is running a rolling series of online surveys to make sure its statistical releases meet your needs.

Ofqual would like to invite you to take part in the online survey for this release.

[www.surveygizmo.com/s3/1915261/Malpractice](http://www.surveygizmo.com/s3/1915261/Malpractice) It will take about ten minutes to complete. Your responses will remain entirely confidential in any reports published about the survey.

If you have any questions or would prefer a paper or large-type copy of the survey, please contact us at: [statistics@ofqual.gov.uk](mailto:statistics@ofqual.gov.uk).

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<sup>12</sup> [www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015](http://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015)

<sup>13</sup> [www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional](http://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional)

<sup>14</sup> [www.gov.uk/government/statistics/announcements](http://www.gov.uk/government/statistics/announcements)

## **Glossary of terms**

**A levels** – also known as General Certificates of Education, are available as advanced level qualifications (A levels) and advanced subsidiary (AS). They are the main qualifications that young people use to gain entry to university.

**Awarding organisation** – an organisation recognised to develop, deliver and award qualifications. Also referred to as an exam board.

**GCSEs** – 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 to 18 year olds in schools and colleges but are open to anyone who wants to gain a qualification.



## Appendix

<a href="#">Table 1</a>	Total number of entries and certifications for GCSE and A level, summer exam series, 2011–15
<a href="#">Table 2</a>	Penalties issued to candidates for malpractice during the summer exam series by type of penalty, 2011–15
<a href="#">Table 3</a>	Penalties issued to candidates during the summer exam series by category of malpractice, 2011–15
<a href="#">Table 4</a>	Penalties issued to school or college staff during the summer exam series by type of penalty, 2011–15
<a href="#">Table 5</a>	Penalties issued to school or college staff during the summer exam series by offence, 2011–15
<a href="#">Table 6</a>	Penalties issued to schools or colleges during the summer exam series by type of penalty, 2011–15
<a href="#">Table 7</a>	Penalties issued to schools or colleges during the summer exam series by offence, 2011–15

**Table 1: Total number of entries and certifications for GCSE and A level, summer exam series, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	AQA	Pearson	OCR	CCEA	WJEC	ICAA(E)	Total
<b>GCSE (certifications)</b>	2011	2,552,650	1,377,650	1,059,350	149,300	622,550	16,200	<b>5,777,700</b>
	2012	2,513,350	1,435,000	1,053,650	141,050	677,150	1,950	<b>5,822,100</b>
	2013	2,529,150	1,570,150	950,050	136,000	685,850	850	<b>5,872,050</b>
	2014	2,314,900	1,546,650	857,550	144,100	665,550		<b>5,528,750</b>
	2015	2,347,900	1,622,000	826,800	147,200	666,650		<b>5,610,550</b>
<b>A level (certifications)</b>	2011	1,048,050	581,650	630,600	54,700	199,050		<b>2,514,050</b>
	2012	1,013,350	585,150	588,550	63,050	197,400		<b>2,447,500</b>
	2013	1,008,250	586,400	569,100	63,650	197,000		<b>2,424,450</b>
	2014	1,027,950	592,350	548,450	65,500	206,300		<b>2,440,550</b>
	2015	1,033,350	571,800	532,500	69,100	209,200		<b>2,416,000</b>
<b>Total certifications</b>	<b>2011</b>	<b>3,600,700</b>	<b>1,959,300</b>	<b>1,690,000</b>	<b>204,000</b>	<b>821,600</b>	<b>16,200</b>	<b>8,291,700</b>
	<b>2012</b>	<b>3,526,700</b>	<b>2,020,150</b>	<b>1,642,200</b>	<b>204,100</b>	<b>874,550</b>	<b>1,950</b>	<b>8,269,650</b>
	<b>2013</b>	<b>3,537,400</b>	<b>2,156,550</b>	<b>1,519,150</b>	<b>199,700</b>	<b>882,850</b>	<b>850</b>	<b>8,296,500</b>
	<b>2014</b>	<b>3,342,850</b>	<b>2,139,000</b>	<b>1,406,000</b>	<b>209,600</b>	<b>871,850</b>		<b>7,969,300</b>
	<b>2015</b>	<b>3,381,250</b>	<b>2,193,800</b>	<b>1,359,350</b>	<b>216,300</b>	<b>875,850</b>		<b>8,026,550</b>
<b>GCSE (entries)</b>	2012	6,897,000	3,695,450	2,938,150	335,500	1,942,450	1,950	<b>15,810,450</b>
	2013	6,532,250	3,540,650	2,433,700	424,050	1,943,450	850	<b>14,874,900</b>
	2014	6,712,050	4,281,800	2,799,000	423,450	2,353,150		<b>16,569,450</b>
	2015	6,856,800	4,339,750	2,684,400	433,750	2,346,750		<b>16,661,450</b>
<b>A level (entries)</b>	2012	2,075,650	1,464,800	1,333,500	144,700	423,200		<b>5,441,800</b>
	2013	2,072,700	1,459,600	1,311,500	147,100	424,350		<b>5,415,300</b>
	2014	2,389,950	1,542,650	1,436,400	157,500	473,500		<b>6,000,000</b>
	2015	2,403,300	1,470,000	1,384,700	173,550	491,800		<b>5,923,350</b>
<b>Total entries</b>	<b>2012</b>	<b>8,972,600</b>	<b>5,160,250</b>	<b>4,271,650</b>	<b>480,200</b>	<b>2,365,650</b>	<b>1,950</b>	<b>21,252,250</b>
	<b>2013</b>	<b>8,605,000</b>	<b>5,000,250</b>	<b>3,745,200</b>	<b>571,150</b>	<b>2,367,800</b>	<b>850</b>	<b>20,290,250</b>
	<b>2014</b>	<b>9,102,000</b>	<b>5,824,450</b>	<b>4,235,400</b>	<b>580,950</b>	<b>2,826,650</b>		<b>22,569,450</b>
	<b>2015</b>	<b>9,260,100</b>	<b>5,809,750</b>	<b>4,069,100</b>	<b>607,300</b>	<b>2,838,550</b>		<b>22,584,750</b>

Source: Exams monitoring data

**Notes:**

1. Data are supplied by exam boards.
2. All figures are rounded to the nearest fifty.
3. Figures have been rounded independently so may not add up to the total.
4. ICAA(E) awarded GCSEs for the last time in 2013.
5. Entry figures were collected differently in 2011, which is why entry data prior to 2012 is not included.

**Table 2: Penalties issued to candidates for malpractice during the summer exam series by type of penalty, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total number of penalties issued
A warning	2011	<b>1,120</b>
	2012	<b>730</b>
	2013	<b>720</b>
	2014	<b>880</b>
	2015	<b>840</b>
Loss of marks	2011	<b>1,860</b>
	2012	<b>1,280</b>
	2013	<b>1,370</b>
	2014	<b>1,220</b>
	2015	<b>1,100</b>
Loss of aggregation or certification opportunity	2011	<b>690</b>
	2012	<b>540</b>
	2013	<b>500</b>
	2014	<b>450</b>
	2015	<b>520</b>
<b>Total</b>	<b>2011</b>	<b>3,680</b>
	<b>2012</b>	<b>2,550</b>
	<b>2013</b>	<b>2,590</b>
	<b>2014</b>	<b>2,550</b>
	<b>2015</b>	<b>2,460</b>
<b>Percentage of entries to which a penalty was applied</b>	<b>2012</b>	<b>0.012%</b>
	<b>2013</b>	<b>0.013%</b>
	<b>2014</b>	<b>0.011%</b>
	<b>2015</b>	<b>0.011%</b>

Source: Exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. All figures have been rounded to the nearest ten. Figures have been rounded independently so may not add up to the total.
3. Percentages have not been calculated prior to 2012, due to changes in the way entry data was recorded.

**Table 3: Penalties issued to candidates during the summer exam series by category of malpractice, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total number of penalties issued to candidates
Introducing unauthorised material into an exam room <sup>2</sup>	2011	1,730
	2012	1,330
	2013	1,180
	2014	1,200
	2015	1,180
Copying from other candidates, collusion, plagiarism (including misuse of IT)	2011	640
	2012	420
	2013	520
	2014	620
	2015	520
Disruptive behaviour in the exam room (including use of offensive language)	2011	380
	2012	240
	2013	200
	2014	120
	2015	110
Including inappropriate, offensive or obscene material in exam papers or coursework	2011	420
	2012	250
	2013	320
	2014	280
	2015	320
Obtaining, receiving, exchanging or attempting to pass information that could be related to an exam	2011	200
	2012	100
	2013	120
	2014	60
	2015	100
Failing to follow exam board supervision requirements	2011	140
	2012	100
	2013	130
	2014	80
	2015	110
Failing to follow instructions from invigilators, supervisors or the exam board	2011	140
	2012	80
	2013	70
	2014	80
	2015	60
Other <sup>3</sup>	2011	30
	2012	50
	2013	50
	2014	110
	2015	60
<b>Total</b>	<b>2011</b>	<b>3,680</b>
	<b>2012</b>	<b>2,550</b>
	<b>2013</b>	<b>2,590</b>
	<b>2014</b>	<b>2,550</b>
	<b>2015</b>	<b>2,460</b>

Source: Exams monitoring data

**Notes:**

1. Data are supplied by exam boards.
2. Introducing unauthorised material into an exam room includes; notes or notes in the wrong format, study guides, materials with prohibited annotations, calculators and dictionaries where prohibited, personal stereos and mobile phones.
3. Other includes: misusing exam materials, deliberate destruction of work, impersonation, theft, altering results documents or other behaviour that undermines the integrity of the exam.
4. All figures have been rounded to the nearest ten. Figures have been rounded independently so may not add up to the total.

Table 4: Penalties issued to school or college staff during the summer exam series by type of penalty, 2011–15

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total
Written warning	2011	<b>34</b>
	2012	<b>22</b>
	2013	<b>39</b>
	2014	<b>35</b>
	2015	<b>87</b>
Requirement for staff training or mentoring	2011	<b>19</b>
	2012	<b>8</b>
	2013	<b>12</b>
	2014	<b>25</b>
	2015	<b>37</b>
Staff suspension from involvement in exams or assessments	2011	<b>11</b>
	2012	<b>23</b>
	2013	<b>23</b>
	2014	<b>41</b>
	2015	<b>91</b>
Special conditions to an individual's future involvement in exams or assessments	2011	<b>23</b>
	2012	<b>7</b>
	2013	<b>23</b>
	2014	<b>18</b>
	2015	<b>47</b>
<b>Total</b>	<b>2011</b>	<b>87</b>
	<b>2012</b>	<b>60</b>
	<b>2013</b>	<b>97</b>
	<b>2014</b>	<b>119</b>
	<b>2015</b>	<b>262</b>

Source: Exams monitoring data

Notes:

1. Data are supplied by exam boards.

**Table 5: Penalties issued to school or college staff during the summer exam series by offence, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total number of penalties for school or college staff
Breach of security	2011	6
	2012	6
	2013	3
	2014	15
	2015	36
Giving assistance to a candidate(s)	2011	63
	2012	40
	2013	59
	2014	82
	2015	164
Other reasons <sup>2</sup>	2011	18
	2012	14
	2013	35
	2014	22
	2015	62
<b>Total</b>	<b>2011</b>	<b>87</b>
	<b>2012</b>	<b>60</b>
	<b>2013</b>	<b>97</b>
	<b>2014</b>	<b>119</b>
	<b>2015</b>	<b>262</b>

Source: Exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. Other reasons can involve, but are not limited to, entering the exam room to coach or prompt candidates, and allowing candidates to carry on working for an extended period of time after the official finishing time.

**Table 6: Penalties issued to schools or colleges during the summer exam series by type of penalty, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas

	Year	Total
Written warning	2011	<b>35</b>
	2012	<b>119</b>
	2013	<b>127</b>
	2014	<b>156</b>
	2015	<b>255</b>
School/college to review and provide report on malpractice	2011	<b>20</b>
	2012	<b>4</b>
	2013	<b>5</b>
	2014	<b>51</b>
	2015	<b>29</b>
Other <sup>2</sup>	2011	<b>0~</b>
	2012	<b>7</b>
	2013	<b>3</b>
	2014	<b>10</b>
	2015	<b>4</b>
<b>Total</b>	2011	<b>55</b>
	2012	<b>130</b>
	2013	<b>135</b>
	2014	<b>217</b>
	2015	<b>288</b>

Source: Exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. Other includes: approval of specific assessment tasks, increased level of inspection and monitoring of school/college, restriction on school's/college's access to exam materials, independent invigilators, suspension of entries, withdrawal of school/college recognition.
3. If the value is less than 3, it is represented as 0~. Zero is represented by 0.
4. The totals for 2011 have been rounded to the nearest five to protect confidentiality. Figures have been rounded independently so may not add up to the total.

**Table 7: Penalties issued to schools or colleges during the summer exam series by offence, 2011–15**

England, Wales, Northern Ireland, other UK regions and overseas		
	Year	Total penalties
Breach of security	2011	25
	2012	21
	2013	7
	2014	35
	2015	40
Giving assistance to a candidate(s)	2011	10
	2012	3
	2013	0
	2014	37
	2015	37
Other reasons <sup>2</sup>	2011	25
	2012	106
	2013	128
	2014	145
	2015	211
<b>Total</b>	<b>2011</b>	<b>55</b>
	<b>2012</b>	<b>130</b>
	<b>2013</b>	<b>135</b>
	<b>2014</b>	<b>217</b>
	<b>2015</b>	<b>288</b>

Source: Exams monitoring data

Notes:

1. Data are supplied by exam boards.
2. Other reasons can involve, but are not limited to, entering the exam room to coach or prompt candidates, and allowing candidates to carry on working for an extended period of time after the official finishing time.
3. If the value is less than 3, it is represented as 0~. Zero is represented by 0.
4. The totals for 2011 have been rounded to the nearest five to protect confidentiality. Figures have been rounded independently so may not add up to the total.



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