

Statistical Release

Special consideration in GCSE and A level: summer 2016 exam series

Contents

Introduction.....	1
Key statistics.....	3
Glossary of terms.....	8
Background notes.....	10
Appendix.....	16

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Key points

This release provides information on special considerations made for GCSE and A level assessments, in England, Wales and Northern Ireland, during the summer 2016 exam series. Special consideration is the process by which results are awarded for candidates who could not be present for part of the assessment, or where a mark adjustment is applied for candidates who were present but disadvantaged in some way when taking the assessment. Special consideration requests relate to a specific unit or component rather than the number of candidates making requests. The key findings for this release are:

- The number of requests for special consideration has increased by 4% on last year, from 568,350 to 589,650. This is in the context of a 6% decrease in the number of candidate scripts.
- This year 550,700 requests were approved for special consideration - a 5% increase on 2015, partly due to significant events affecting entire school cohorts (such as flooding).
- The approval rate this year was slightly over 93%. The number of approved requests represents nearly 4% of all scripts marked in the summer 2016 series.
- The most common mark adjustment made was 2% of the maximum mark of a question paper, closely followed by 3% of the maximum mark. Last year the most common mark adjustment was 3%, followed by 2% of the maximum mark.

Introduction

This statistical release, published on behalf of the qualifications regulators for England, Wales and Northern Ireland, presents data on special consideration for GCSE and A level assessments during the summer 2016 exam series. Five exam boards offer these qualifications in England, Wales and Northern Ireland:

- 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 awarded GCSEs.

Our regulations require exam boards to have procedures in place to give special consideration to candidates who have temporarily experienced an illness or injury, or other event outside of the candidates' control, which affected their ability to take an assessment or demonstrate their level of attainment in an assessment.

Exam boards must publish details of their arrangements for giving special consideration. This must include details about how candidates qualify for special consideration, and what special consideration will be given.

The Joint Council for Qualifications (JCQ) is a membership organisation comprising the seven largest providers of qualifications in the UK, including those awarding GCSEs and A levels. Each year, JCQ publishes *A guide to the special consideration process*¹, which explains special consideration and what it is used for.

The JCQ guide sets out that special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability

¹ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017>

to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Exam boards also provide another type of adjustment called 'access arrangements'. JCQ defines access arrangements as pre-examination adjustments for candidates based on evidence of need and normal way of working.² Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries or illness to access the assessment without changing the demands of the assessment. Examples of access arrangements include readers, scribes and Braille question papers. Data on this category of adjustments is published by Ofqual in another publication (*Access Arrangements for GCSE and A level*).

A special consideration request applies to an individual assessment (a unit or component) that forms part of the overall qualification. Special consideration requests can also be made for non-timetabled assessments such as controlled assessments or coursework, although these are typically a small proportion of requests and are not included in this release.

Data presentation

In this release, AS figures are included in the figures reported for A level.

Data was collected for AS and A level separately for the first time in 2016. However, as in previous years, it has been reported jointly as A levels in this publication to allow comparisons with previous years. Therefore, AS and A level combined are described as A level in this report. The 2016 data split by AS and A level will be reported from next year onwards for making historical comparisons.

Figures within the commentary and tables have been rounded to the nearest 50.

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

Further background information on special consideration relevant to this release is provided from page 10 onwards.

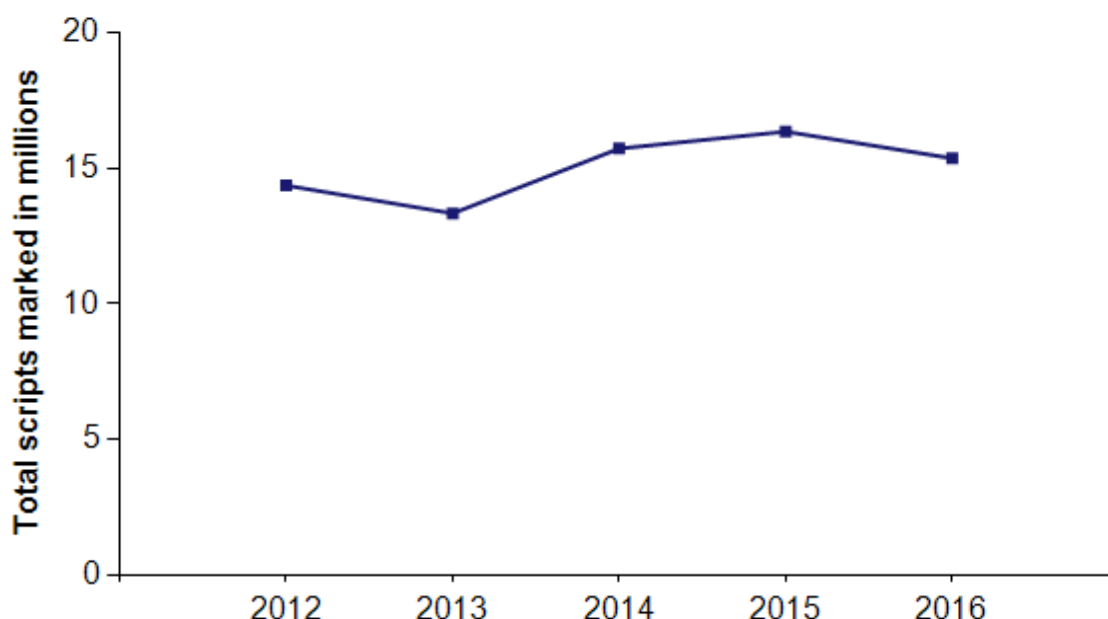
² <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Key statistics

Scripts marked

In the summer 2016 exam series, there were a total of 15.4 million GCSE or A level candidate scripts in England, Wales, Northern Ireland, other UK regions and overseas. This is a decrease of 6% from 2015 (see table 1 and figure 1).

Figure 1: Total scripts marked for GCSE and A level, summer exam series 2012 to 2016



The declining number of scripts between the 2012 and 2013 summer series can largely be explained by the phased introduction of modular GCSEs over this period. In modular GCSEs candidates could take assessments at different points through the course therefore reducing the number of assessments taken in the summer (as reported here).

Between the 2013 and 2014 summer series, there was an increase in the number of scripts because of changes made to the qualifications from 2014, when GCSEs became linear in England and the January exam series for AS and A level in England was removed. This meant that from 2014, students have taken all their exams in the summer at the end of the programme of study. As a result, the number of individual exams (but not the number of qualifications) taken by each student in summer 2014 and 2015 was generally higher than in recent years. The decrease in number of scripts in 2016 was most likely due to changes made to the AS and A level qualification system for certain subjects in 2015/16. The new A level and AS

qualifications in England are separate³, meaning that AS results will no longer count towards the A level grade, as in previous qualifications. In 2015/16, thirteen new AS qualifications were offered in England.⁴ In future years, more reformed qualifications will be awarded and reported in these statistics. In this release, AS figures are included in the figures reported for A level to allow historical comparisons as data was split by AS and A level starting 2016 only.

Special consideration

The figures here represent the number of requests for special consideration rather than the number of candidates making requests. A request relates to a single request by a candidate sitting a specific unit or component in a series. An individual candidate may need special consideration for a number of units or components, taken with more than one exam board, for which the same special consideration may be appropriate. The school or college will need to make a request for each unit or component to each exam board.

During the summer 2016 exam series, there were 589,650 requests for special consideration, a 4% increase on 2015 (see table 2 and figure 2). Exam boards approved 550,700 requests for special consideration, a 5% increase on 2015. This increase could, at least in part, be explained by significant events where entire school cohorts were affected (such as widespread flooding) and large group requests submitted and approved. The overall approval rate this year was just over 93%, which was 1% higher than summer 2015 (92%).

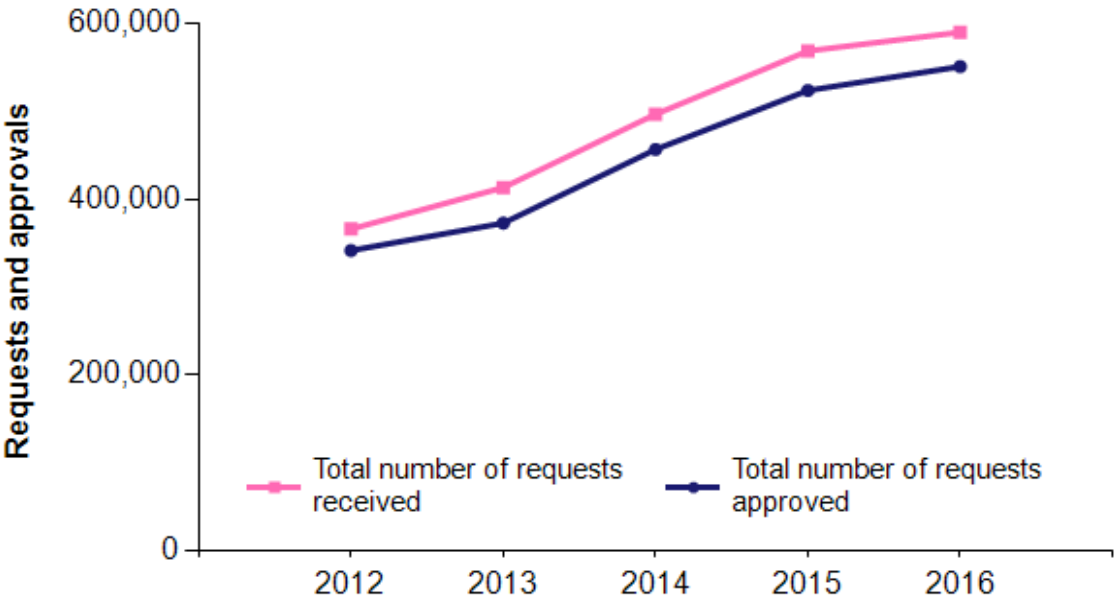
Figure 2 shows a sharp increase in the number of requests between 2013 and 2015. The increase in the number of requests may be attributed in part to the linear structure of GCSEs in England, the removal of opportunities to sit examinations other than in the summer series and the reduction in re-sit opportunities. For example, prior to summer 2014, a candidate planning to take an exam in January, March or November who was ill could defer taking their exam until the summer, but this option is no longer available. Similarly, for AS and A levels, the removal of the January

³ AS and A level qualifications provided by WJEC and CCEA have not been separated.

⁴ Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>

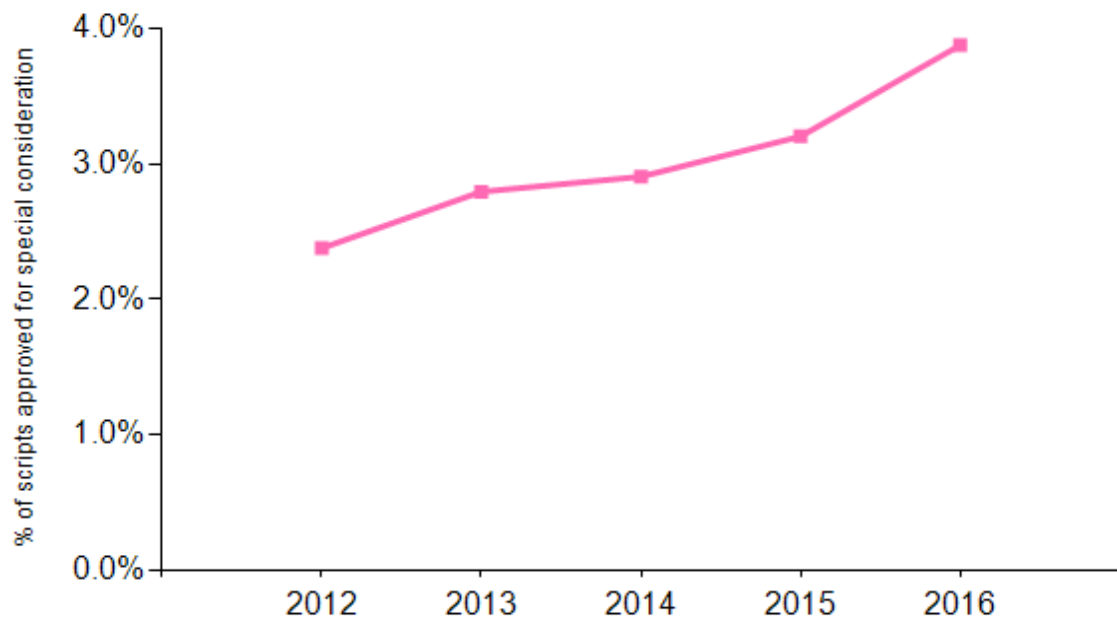
session has reduced re-sit opportunities. This too is likely to have contributed to the increase in the requests for special consideration.

Figure 2: Number of requests received and approved for special consideration, 2012 to 2016



The requests approved for special consideration during the summer 2016 exam series represent nearly 4% of the total number of scripts marked (see figure 3). This has not substantially increased from last year (3%) but is the highest figure in the last 5 years.

Figure 3: Requests approved for special consideration as a percentage of total scripts marked, 2012 to 2016



Categories of special consideration

Two categories of special consideration are made available by exam boards:

- Mark adjustment – for candidates who were present for an assessment but disadvantaged in some way when taking the assessment.
- Qualification award – for candidates who could not be present to complete all the assessment requirements.

Of the requests approved for special consideration, 95% (524,450 requests) were for candidates who were present for an assessment but disadvantaged in some way when taking the assessment, and so requested a mark adjustment (see table 3).

The remaining 5% of approved requests were for candidates who were not present to complete all the assessment requirements (26,200 requests). This proportion has slightly increased between 2015 and 2016. The proportion of approved requests for this type of candidate went down in summer 2014 and 2015, when GCSEs became linear in England. This is likely due to candidates prior to 2014 taking modular GCSEs who would have had more opportunities to take assessments throughout the course. Exam boards have put in place minimum requirements for candidates who request a qualification award, such as a requirement to have completed 40% of the assessments required for the qualification. Now that qualifications are linear, with all the assessments at the end of the year, candidates are less likely to be able to meet the exam boards' requirements for this type of special consideration.

Special consideration requests resulting in mark adjustments

The procedures for applying a mark adjustment allow for percentage adjustments to a candidate's mark. The exam boards permit adjustments of up to 5% of the maximum mark of a question paper. This tariff has been decided by the exam boards and is published in the JCQ guidelines⁵.

The most frequent mark adjustment was a change of 2% of the maximum mark available for the unit or component affected, to be added to a candidate's score (see table 4). This category is granted to candidates who have had a recent traumatic experience, or a recent illness of a more serious nature. This was closely followed by 3% adjustment. For the past 5 years these 2 categories have been the most frequent mark adjustments made.

In 2016, the 524,000 approved requests that resulted in a mark adjustment were divided as follows:

- 1% adjustment – 21%
- 2% adjustment – 25%
- 3% adjustment – 25%
- 4% adjustment – 21%
- 5% adjustment – 8%

The total number of approved mark adjustments (524,450 given in table 3) is very similar to the total of the breakdown for each percentage of mark adjustments (524,000 given in table 4), indicating that nearly all approved requests where candidate was present for assessment resulted in a mark adjustment.

⁵ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017>

Glossary of terms

A levels

Also known as General Certificates of Education, the A level is an academic qualification offered by educational bodies in the UK to students completing secondary or pre-university education. At present, a combination of legacy and reformed A levels are available to students.

For legacy A levels, the qualification is generally studied for over 2 years and split into 2 parts, with one part studied in each year. The first part is known as the Advanced Subsidiary (AS) and was previously known as the Advanced Supplementary, with the same abbreviation. The second part is known as the A2 level. The AS is a qualification in its own right, and the AS combined with the A2 level forms the complete A level qualification.

The new A level and AS qualifications in England are separate⁶, meaning that AS results will no longer count towards the A level grade, as in previous qualifications. In 2015/16, thirteen new AS qualifications were offered in England.⁷ In future years, more reformed qualifications will be awarded and reported in these statistics. In this release, AS figures are included in the figures reported for A level to allow historical comparisons as data was split by AS and A level starting 2016 only.

Awarding organisation

An organisation recognised by the qualifications regulators in England, Wales and/or Northern Ireland to develop, deliver and award qualifications. Also referred to as an exam board in the context of GCSEs and A levels.

⁶ AS and A level qualifications provided by WJEC and CCEA have not been separated.

⁷ Art and design, biology, business, chemistry, computing, economics, English language, English language and literature, English literature, history, physics, psychology, sociology. For more information on the reform timetable see <https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>

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 16 year olds in schools and colleges but are open to anyone who wants to gain a qualification.

Special consideration

Consideration that is given to candidates who have temporarily experienced an illness, injury or some other event outside of their control which has affected their ability to take an assessment or demonstrate their level of attainment in an assessment.

Background notes

This document is prepared in line with Ofqual Statistics Policies⁸ and the Code of Practice for Official Statistics.⁹

About special consideration

The qualifications covered by this release are regulated by Ofqual, Qualifications Wales and CCEA. Each qualifications regulator publishes conditions¹⁰ that set out the requirements that the exam boards it regulates have to meet. These conditions state that “An awarding organisation must have in place clear arrangements for Special Consideration to be given to Learners in relation to qualifications which it makes available.” Such arrangements are for a candidate who has temporarily experienced an illness or injury, or some other event outside his or her control, which has had, or is reasonably likely to have had, a material effect on his or her ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Exam Boards also provide another type of adjustment called ‘access arrangements’. JCQ defines access arrangements as pre-examination adjustments for candidates based on evidence of need and normal way of working.¹¹ Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries or illness to access the assessment without changing the demands of the assessment. Examples of access arrangements include readers, scribes and Braille question papers. Data on this category of adjustments is published by Ofqual in another publication (*Access Arrangements for GCSE and A level*).

Each qualifications regulator requires the exam boards to publish details of their arrangements for giving special consideration, which must include details as to how a candidate qualifies for special consideration and what special consideration will be given. The regulators do not prescribe the processes and procedures the exam boards use to make decisions about special consideration applications. This is because the circumstances of each application may be unique, and it is for the exam

⁴ <https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

⁹ <https://www.statisticsauthority.gov.uk/monitoring-and-assessment/code-of-practice/>

¹⁰ <https://www.gov.uk/government/publications/general-conditions-of-recognition>

http://ccea.org.uk/news/2016/general_conditions_recognition_february_2016

<http://qualificationswales.org/regulation/monitoring-awarding-bodies/?lang=en>

¹¹ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

boards to decide if and what consideration should be given under the circumstances, and in a fair and consistent way.

JCQ publishes guidance and procedures on special consideration.¹² There may be small changes year-on-year to this document that reflect the procedures in place for particular examination series.

For candidates who are absent from a timetabled component or unit for acceptable reasons, an adjustment can be made to the affected candidate's final grade. The JCQ guidance sets out the following minimum requirements:

- For AS and A level, normally at least 40% of the total assessment must have been completed.
- For GCSE, normally at least 40% of the total assessment must have been completed.

Adjustments may also be given to candidates who were present for an assessment but disadvantaged due to temporary injury, illness, indisposition or other unforeseen incident occurring immediately before or during the assessment period. JCQ's procedures allow for only relatively minor adjustments to a candidate's mark – up to 5% of the maximum mark of a question paper. The maximum adjustment is reserved for exceptional cases, such as candidates disadvantaged by the recent death of an immediate family member. Most adjustments for special consideration are smaller, such as a 2% adjustment of the maximum available mark for candidates who have, for example, an illness on the day of the exam.

Each case must be assessed on its merits, and the exam board's decision should be based on various factors, including the severity of the circumstances, the date of the exam in relation to the circumstances, and the nature of the assessment. In some cases, an exam board may review an application but the addition of marks could be deemed inappropriate. (Where the request fails to meet the criteria, it will be rejected)¹³.

¹² <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017>

¹³ <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2016-2017>

Data source

The exam boards send Ofqual data on the number of requests for special consideration and their approvals.

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.

Quality assurance procedures are carried out as explained in the *Quality Assurance Framework for Statistical Publication* and the *Data Audit Framework*¹⁴ to ensure the accuracy of the data and to 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 from the same provider over time;
- actively challenging any unexpected results with the data providers;
- having a proportionate data auditing framework in place, which allows for the auditing of providers' information collection, collation and delivery processes, as necessary, using a wide range of tools from questionnaires to on-site process audits.

The publication may be deferred if the statistics are not considered fit for purpose.

Comparisons in this release are made with data from the previous 5 years, where available.

Geographical coverage

This release includes all candidates taking UK GCSEs and AS/A levels, including those in international centres.

¹⁴ <https://.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

Revisions

Once published, data on the number of requests are not usually subject to revision, although subsequent releases may be revised to insert late data or to correct an error.¹⁵

In this release, no figures have been revised.

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

To ensure confidentiality of the published accompanying data, the figures have been rounded to the nearest 50. If the value is less than 25, it is represented as 0~ and 0 represents zero requests or approvals. The *Statement on Confidentiality* can be found on the Ofqual website.¹⁶

Rounding

Figures in the commentary and tables are rounded to the nearest 50 for ease of use. As a result of rounded figures, the percentages shown in tables may not necessarily add up to 100. The *Rounding Policy* can be found on the Ofqual website.¹⁷

Users of these statistics

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

¹⁵<https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

¹⁶<https://www.gov.uk/government/publications/ofquals-statistics-policies-and-procedures>

¹⁷<https://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: Revised GCSE and equivalent results in England, 2014 to 2015*¹⁸ (published by the Department for Education) – covers students' achievements in GCSEs and equivalent regulated qualifications in schools at the end of Key Stage 4.
- *Statistical First Release: A level and other level 3 results (revised): 2014/15*¹⁹ – covers achievements for 16 to 18 year olds at schools and colleges in all Level 3 qualifications in England. This release can be used to add context to the trends seen in Level 2 and Level 3 GCE and GCSE equivalent qualifications.
- *Statistical Release: Access Arrangements for GCSE and A Level: 2014/15 Academic Year*.²⁰

¹⁸ <https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>

¹⁹ <https://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-revised>

²⁰ www.gov.uk/government/statistics/access-arrangements-for-gcse-and-a-level-201415-academic-year

Useful information

A glossary of terms is available on page 8 to help you interpret this release.

You can find the publication schedule for the next releases on the Ofqual website.²¹

The Register gives information on regulated qualifications and recognised awarding organisations in England, Wales and Northern Ireland.²²

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.

<http://surveys.ofqual.gov.uk/s3/special-consideration-in-gcse-and-a-level>

It will take about 10 minutes to complete. Your responses will remain entirely confidential in any reports published about the survey.

If you would like to take part in the survey, have any questions or would prefer a paper or large-type copy, please contact Ofqual at: statistics@ofqual.gov.uk.

²¹<https://www.gov.uk/government/statistics/announcements?utf8=%E2%9C%93&organisations%5B%5D=ofqual>

²² <https://register.ofqual.gov.uk>

Appendix

Table 1	The total number of scripts marked during the summer exam series, 2012 to 2016
Table 2	Special consideration requests and approvals during the summer exam series, 2012 to 2016
Table 3	Special consideration requests by candidates who were present, or not present, during the summer exam series, 2012 to 2016
Table 4	Approved special consideration requests for a mark adjustment (where the candidate was present but disadvantaged in some way when taking the assessment), 2012 to 2016

Table 1: The total number of scripts marked during the summer exam series, 2012 to 2016

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

Year	Number of scripts						Total
	AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	
2012	5,719,300	3,661,450	2,939,150	1,573,050	467,850	900	14,361,650
2013	5,433,250	3,435,250	2,529,600	1,513,650	422,800	250	13,334,750
2014	6,469,850	4,118,950	3,037,450	1,650,850	446,250		15,723,350
2015	6,726,500	4,414,350	3,069,750	1,671,500	464,400		16,346,500
2016	6,541,200	4,140,700	2,680,600	1,533,900	467,600		15,364,000

Notes:

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for last time in 2013.

Table 2: Special consideration requests and approvals during the summer exam series, 2012 to 2016

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

	Year	Requests for special consideration						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAAE	
Number of requests for special consideration	2012	143,250	90,100	72,750	39,550	20,250	0	365,950
	2013	168,200	105,200	75,050	40,850	23,800	0	413,150
	2014	211,950	113,000	101,700	45,850	23,950		496,500
	2015	230,600	131,800	102,300	73,250	30,450		568,350
	2016	235,850	142,300	106,550	73,800	31,150		589,650
Number of requests approved	2012	126,850	87,100	69,950	37,800	19,800	0	341,550
	2013	150,300	92,750	70,700	39,050	19,900	0	372,700
	2014	197,550	100,900	94,900	43,550	19,550		456,450
	2015	211,350	120,950	95,400	70,550	25,200		523,500
	2016	224,600	128,600	98,950	71,800	26,750		550,700
Percentage of requests approved	2012	88.5%	96.7%	96.2%	95.6%	97.8%	23.1%	93.3%
	2013	89.4%	88.1%	94.2%	95.6%	83.6%	0.0%	90.2%
	2014	93.2%	89.3%	93.3%	95.0%	81.6%		91.9%
	2015	91.7%	91.8%	93.2%	96.3%	82.8%		92.1%
	2016	95.2%	90.4%	92.9%	97.3%	85.9%		93.4%
Special consideration approved as a percentage of total scripts	2012	2.2%	2.4%	2.4%	2.4%	4.2%	0.3%	2.4%
	2013	2.8%	2.7%	2.8%	2.6%	4.7%	0.0%	2.8%
	2014	3.1%	2.5%	3.1%	2.6%	4.4%		2.9%
	2015	3.1%	2.7%	3.1%	4.2%	5.4%		3.2%
	2016	4.2%	3.1%	3.7%	4.7%	5.7%		3.9%

Notes:

1. Data are supplied by exam boards.
2. ICAA(E) awarded GCSEs for last time in 2013.
3. Data relates to applications for mark adjustments and qualification awards and includes applications that received a zero per cent mark adjustment.

Table 3: Special consideration requests by candidates who were present, or not present, during the summer exam series, 2012 to 2016

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

	Year	Requests for special consideration						Total
		AQA	Pearson	OCR	WJEC	CCEA	ICAA(E)	
Number of requests for extra marks where candidate was present for assessment	2012	130,400	83,200	68,500	36,050	19,700	0	337,850
	2013	155,850	88,800	71,100	37,550	23,150	0	376,500
	2014	201,100	99,000	98,000	42,300	23,350		463,700
	2015	222,650	119,100	98,300	70,200	29,850		540,100
	2016	221,750	128,250	101,950	70,300	30,400		552,650
Number of requests for extra marks where candidate was present for assessment that were approved	2012	118,150	81,500	66,300	34,850	19,400	0	320,150
	2013	139,350	85,450	67,200	36,050	19,350	0	347,400
	2014	188,500	94,850	91,500	40,300	19,050		434,200
	2015	205,100	114,100	92,000	67,850	24,650		503,750
	2016	211,850	122,650	95,300	68,600	26,050		524,450
Approved requests for extra marks as a percentage of total approved (where candidate was present)	2012	93.1%	93.5%	94.8%	92.2%	97.9%		93.7%
	2013	92.7%	92.1%	95.1%	92.3%	97.3%		93.2%
	2014	95.4%	94.0%	96.4%	92.5%	97.5%		95.1%
	2015	97.0%	94.3%	96.5%	96.2%	97.8%		96.2%
	2016	94.3%	95.4%	96.3%	95.6%	97.5%		95.2%
Number of requests for a qualification award where candidate was not able to be present for assessment	2012	12,850	6,900	4,200	3,500	600	0	28,050
	2013	12,350	16,400	3,950	3,300	600	0	36,650
	2014	10,850	14,050	3,700	3,600	600		32,750
	2015	7,950	12,700	4,000	3,050	600		28,250
	2016	14,100	14,050	4,600	3,500	750		37,000
Number of requests for a qualification award that were approved	2012	8,750	5,650	3,650	2,950	400	0	21,350
	2013	10,950	7,300	3,500	3,000	550	0	25,300
	2014	9,050	6,050	3,400	3,250	500		22,250
	2015	6,250	6,850	3,400	2,700	550		19,750
	2016	12,750	5,950	3,650	3,150	700		26,200
Approved requests for aegrotat award (where candidate was not present), as a percentage of total approved	2012	6.9%	6.5%	5.2%	7.8%	2.1%		6.3%
	2013	7.3%	7.9%	4.9%	7.7%	2.7%		6.8%
	2014	4.6%	6.0%	3.6%	7.5%	2.5%		4.9%
	2015	3.0%	5.7%	3.5%	3.8%	2.2%		3.8%
	2016	5.7%	4.6%	3.7%	4.4%	2.5%		4.8%
Total number of requests	2012	143,250	90,100	72,750	39,550	20,250	0	365,950
	2013	168,200	105,200	75,050	40,850	23,800	0	413,150
	2014	211,950	113,000	101,700	45,850	23,950		496,500
	2015	230,600	131,800	102,300	73,250	30,450		568,350
	2016	235,850	142,300	106,550	73,800	31,150		589,650
Total number of approvals	2012	126,850	87,100	69,950	37,800	19,800	0	341,550
	2013	150,300	92,750	70,700	39,050	19,900	0	372,700
	2014	197,550	100,900	94,900	43,550	19,550		456,450
	2015	211,350	120,950	95,400	70,550	25,200		523,500
	2016	224,600	128,600	98,950	71,800	26,750		550,700

Notes:

1. Data are supplied by exam boards.
2. Data includes mark adjustments of zero per cent.
3. ICAA(E) awarded GCSEs for last time in 2013.

Table 4: Approved special consideration requests for a mark adjustment (where the candidate was present but disadvantaged in some way when taking the assessment), 2012 to 2016

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

	Year	% mark adjustment	AQA	Pearson	OCR	WJEC	CCEA	Total	% of total mark adjustments made
Number of approved requests for extra marks (where candidate was present for assessment)	2012	1	25,800	14,900	7,400	3,950	2,900	54,950	17.71%
		2	22,900	22,600	17,550	13,400	2,350	78,800	25.39%
		3	31,350	20,550	19,250	7,550	3,750	82,400	26.55%
		4	25,850	16,650	15,250	6,550	3,100	67,350	21.70%
		5	11,500	4,050	6,450	3,100	1,700	26,750	8.62%
	2013	1	32,550	16,750	9,650	5,150	3,850	67,950	19.98%
		2	26,650	24,150	16,850	12,150	2,850	82,650	24.30%
		3	33,600	21,250	18,450	8,200	4,600	86,050	25.30%
		4	28,550	17,800	16,050	7,200	5,550	75,200	22.11%
		5	12,100	4,200	6,200	3,350	2,450	28,300	8.32%
	2014	1	40,900	12,500	9,800	4,850	3,550	71,600	16.73%
		2	38,750	24,500	25,800	10,100	4,000	103,150	24.10%
		3	46,100	28,050	25,150	11,150	3,650	114,100	26.66%
		4	39,950	23,850	21,800	9,850	5,350	100,850	23.57%
		5	16,950	5,500	8,900	4,350	2,450	38,250	8.94%
	2015	1	39,850	20,900	7,350	26,050	5,650	99,850	19.83%
		2	44,700	30,600	27,400	12,850	4,850	120,400	23.91%
		3	53,200	33,550	26,100	12,850	5,200	130,900	25.99%
		4	48,550	23,750	22,500	11,150	5,700	111,650	22.17%
		5	18,800	5,300	8,650	5,000	3,200	40,900	8.12%
	2016	1	43,950	25,750	10,000	25,150	5,150	110,000	20.99%
		2	48,150	34,450	29,500	14,250	5,150	131,500	25.10%
		3	53,000	32,400	25,000	13,450	5,950	129,800	24.77%
		4	47,350	24,800	21,950	10,850	6,550	111,550	21.29%
		5	19,000	5,250	8,850	4,900	3,200	41,250	7.87%
Total	2012		117,350	78,750	65,850	34,550	13,750	310,300	
	2013		133,500	84,150	67,200	36,050	19,300	340,150	
	2014		182,650	94,450	91,500	40,300	19,050	427,950	
	2015		205,100	114,050	92,000	67,850	24,600	503,650	
	2016		211,450	122,650	95,300	68,600	26,000	524,000	

Notes:

1. Data are supplied by exam boards.
2. Zero per cent category removed from data, as it does not affect a candidate's mark. This means the totals may not equal the totals given in table

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