

Provision of GCSE subjects 2018

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Introduction

This Statistics Report is the third in a new series produced by the Research Division at Cambridge University Press and Assessment, using publicly available school performance data from the Department for Education (DfE). The aim of the new series is to provide a continuation of the Statistics Reports that were previously produced using National Pupil Database (NPD) data (e.g., Gill, 2018) which has become more difficult and time-consuming to access.

Data

This report is focused on the provision of GCSE (and IGCSE/International GCSE) subjects in England in 2018. The data were downloaded from the DfE's, 'Find and compare schools in England' service (<https://www.compare-school-performance.service.gov.uk>), and consisted of Key Stage 4 (KS4) results at a school level in all subjects in schools and colleges in England, as well as school characteristics such as school gender, admissions policy, and the number of disadvantaged pupils at the end of KS4. The main difference between the DfE dataset and the NPD dataset is that the DfE data is at school level and the NPD data is at student level. For example, the DfE dataset has no records for a student's personal information, such as gender or home postcode. This means that some of the variables used to split the student population into different categories in previous reports (e.g. by attainment or deprivation) were not available. However, some similar measures were available at school level (e.g. percentage of disadvantaged students in a school), so these were used to split the data into categories instead.

GCSE provision is defined as the number or percentage of schools with at least one student taking the subject. The following qualifications were counted for this report: GCSE Full Course, GCSE (9-1) Full Course, GCSE (9-1) Full Course (Science Double Award), GCSE (legacy double award), Edexcel Certificates, and Cambridge International Certificate Level 1/Level 2. Schools with at least 10 students taking GCSEs were included in the analysis.

In this report the level of provision is presented by different school classifications: school type, school attainment, school gender, school size and school deprivation level. However, it should be noted that the analysis is at the simplest level and takes no account of interactions between these classifications. For instance, Table 13 shows that provision in boys' and girls' schools was lower than in mixed schools, for many subjects. This can partly be attributed to the fact that single sex schools tend to be smaller than mixed schools (see Table 9).

Results

Tables 1 to 5 present the distribution of schools within each of the different school classifications. The total number of schools is not identical in each table, due to small amounts of missing data within some classifications.

School type

GCSE qualifications are taught at several different school types with varying admission policies. In agreement with previous GCSE provision reports (Gill, 2018), seven school categories were used: Academy (Comprehensive); Academy (Modern); Academy (Selective); Comprehensive; Selective; Independent; and Secondary Modern. Schools were

assigned a school type based on their admissions policy and institution type as recorded in the KS4 dataset¹. Other non-maintained schools, such as special schools, were excluded. Table 1 presents the number of schools and percentage of GCSE students attending each school type.

Table 1: GCSE students and schools, by school type.

School type	Number of students	Percent of students	Number of schools	Percent of schools
Academy (comprehensive)	327,127	58.9	2,004	51.4
Academy (secondary modern)	11,596	2.1	76	1.9
Academy (selective)	20,273	3.6	142	3.6
Comprehensive	142,810	25.7	875	22.4
Independent	45,680	8.2	746	19.1
Secondary modern	4,638	0.8	34	0.9
Selective	2,924	0.5	21	0.5

School attainment

Schools were ranked by their attainment at GCSE, based on the centre mean score per entry in the DfE² data. This score was used to divide schools into five equally sized groups: Group I represents the lowest attainment group and Group V represents the highest attainment group. Table 2 presents the number of schools and GCSE students in each group, and the minimum, maximum and mean points score for each group. Note that for 376 schools it was not possible to calculate the centre mean score per entry because of missing data.

Table 2: School attainment/ability group.

School Ability Group		Number of schools	Number of students	Minimum	Maximum	Mean
Low ↓ High	Group I	769	97,026	1.6	4.1	3.7
	Group II	769	113,933	4.1	4.5	4.3
	Group III	770	130,396	4.6	5.0	4.8
	Group IV	769	126,464	5.0	5.7	5.3
	Group V	769	86,524	5.7	8.8	6.6

¹ For more information on school categories, see the Department of Education's register of educational establishments in England and Wales, available at <https://get-information-schools.service.gov.uk/>.

² Average points per entry is derived by converting each qualification awarded at KS4 into points and dividing the total by the number of qualifications for which a school was entered. For GCSEs graded 9-1, points were equal to the grade (grade 9 = 9 points, etc.). For double award GCSEs graded 99 – 11, points were as follows: 99 = 9, 98 = 8.5, 88 = 8, 87 = 7.5, 77 = 7, 76 = 6.5, 66 = 6, 65 = 5.5, 55 = 5, 54 = 4.5, 44 = 4, 43 = 3.5, 33 = 3, 32 = 2.5, 22 = 2, 21 = 1.5, 11 = 1. For subjects graded with letters, points were as follows: A* = 8.5, A = 7, B = 5.5, C = 4, D = 3, E = 2, F = 1.5, G = 1. Point score scales for legacy double award GCSEs (A*A*-GG) were as follows: A*A* = 8.5, A*A = 7.75, AA = 7, AB = 6.25, BB = 5.50, BC = 4.75, CC = 4, CD = 3.50, DD = 3, DE = 2.50, EE = 2, EF = 1.75, FF = 1.50, FG = 1.25, GG = 1. Note that the maximum points score available was 10.75, which corresponded to Grade A at AS level.

School deprivation level

Schools were classified by their deprivation level according to the percentage of students at the end of KS4 who were disadvantaged³. This measure was used to divide schools up into five groups, as shown in Table 3. In Table 3, group A includes the least deprived schools (those with the lowest percentages of disadvantaged students) and group E includes the most deprived schools (those with the highest percentages of disadvantaged students). Note that 1,440 schools had no record for the percentage of disadvantaged students in the DfE data.

Table 3: School deprivation group.

	School Deprivation Group	Number of schools	Number of students	Min (%)	Max (%)	Mean (%)
Low	Group A	631	113,764	0.0	13.6	9.4
	Group B	631	112,260	13.6	20.8	17.1
	Group C	631	99,843	20.9	29.1	24.8
	Group D	632	95,825	29.1	41.4	34.6
High	Group E	630	88,237	41.4	91.2	52.7

School gender

School gender was recorded for each school in the DfE dataset. Table 4 shows the numbers and percentages of schools in each school gender category.

Table 4: School gender.

School gender	Number of Schools	Percentage
Boys' School	215	5.5
Girls' School	365	9.4
Mixed School	3,296	85.0

School size

In Table 5 schools were classified into 5 groups according to their size (based on the number of students in a school taking at least one GCSE). The categories were chosen on the basis of what is generally considered to be a reasonable size for a teaching group (i.e. 30 students). School size is important for provision because a larger school is more likely to have viable numbers for minority subjects.

³ Defined as those who attract pupil premium funding, meaning pupils claiming free school meals at any point in the last six years and pupils in care, or who left care through adoption or another formal route. Previous statistics reports (until those on the 2017 NPD data) inferred students' deprivation level from the Income Deprivation Affecting Children Index (IDACI), based on each student's home address.

Table 5: School size (based on number of students taking at least one GCSE).

School size	Number of Schools	Percentage
Less than 30	268	6.9
30-59	288	7.4
60-119	921	23.8
120-239	2063	53.2
240 or greater	336	8.7

Since school size is important for provision, Tables 6 to 9 show how each of the other school classifications relates to the size of the school. To give an example, Table 6 shows that independent schools tend to have fewer students taking GCSEs than other school types (with 25.7% having fewer than 30 students taking GCSEs and only 0.3% with more than 240 students). In contrast, only 0.5% of comprehensive schools had fewer than 30 students taking GCSEs, with 13.2% having more than 240 students.

Table 6: Percent of school size group within each school type.

School type	Less				240 or greater
	than 30	30-59	60-119	120-239	
Academy (comprehensive)	0.5	2.9	18.7	63.9	14.1
Academy (secondary modern)	0.0	3.6	15.3	72.3	8.8
Academy (selective)	0.0	0.0	26.7	73.3	0.0
Comprehensive	0.5	1.1	20.2	65.0	13.2
Independent	25.7	26.9	32.8	14.3	0.3
Secondary modern	0.0	5.0	25.6	69.4	0.0
Selective	0.0	0.0	29.0	71.0	0.0

Table 7: Percent of school size group within each school ability group.

School Ability Group		Less				240 or greater
		than 30	30-59	60-119	120-239	
Low	Group I	2.5	6.2	32.4	54.0	5.0
	Group II	1.3	2.5	23.9	65.1	7.1
	Group III	2.3	2.2	14.2	63.6	17.7
	Group IV	4.9	4.5	10.3	61.1	19.3
High	Group V	6.9	12.9	28.9	46.8	4.4

Table 8: Percent of school size group within each school deprivation group.

School Deprivation Group		Less				240 or greater
		than 30	30-59	60-119	120-239	
Low	Group A	0.3	1.0	12.7	69.1	16.9
	Group B	0.2	1.9	12.3	67.6	18.0
↓	Group C	0.5	1.9	20.5	66.2	10.9
	Group D	0.6	3.3	24.8	60.7	10.5
	High	Group E	0.5	3.4	28.7	60.5

Table 9: Percent of school size group within each school gender group.

School Gender	Less than 30	30-59	60-119	120-239	240 or greater
Boys' School	6.3	5.1	24.1	63.6	0.9
Girls' School	7.2	11.1	28.5	50.0	3.1
Mixed School	3.1	4.8	20.3	59.2	12.7

Provision of individual GCSE subjects

The provision of individual GCSE subjects is presented in Tables 10 to 14, according to the different school classifications described above. For example, Table 10 shows that 49.4% of independent schools offered Chemistry GCSE, compared with 95.2% of selective schools. Table 11 shows that 72.6% of schools in the lowest attainment group offered Chemistry, compared with 92.6% of schools in the second highest attainment group.

It should be noted that some independent schools offer non-accredited International GCSEs instead of GCSEs (or accredited International GCSEs) in particular subjects which do not appear in these tables. This explains why provision is low in independent schools in some compulsory subjects. See Gill (2016) for a detailed analysis of provision of alternative qualifications in English schools.

Compared to 2017 (Gill, 2018), provision is steady or slightly increased for English Language and English Literature depending on the school classification group. For Mathematics, provision is steady or slightly increased for all school types except for the independent schools, where it has reduced (from 61.6% to 57.3%). The changes compared to previous years therefore presumably reflect a combination of genuine changes in provision (i.e., independent schools taking 9-1 GCSEs) and some qualifications becoming non-accredited (thus no longer appearing in these tables). Hence, any comparisons to previous years' results should take into account the different data source (DfE data source for this report on provision in 2018, NPD data source for the Statistics Reports on years before 2018), the various changes in the system, and the differing uptake patterns between different school types.

Table 10: Provision of GCSEs by school type (percentages).

Subject	Acad.(comp)	Acad.(mod)	Acad.(sel)	Comp	Selective	Ind.	Sec.Mod.
Ancient History	0.8	2.6	4.2	1.3	0.0	1.5	0.0
Applied Business	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Applied Engineering	5.3	5.3	3.5	5.4	4.8	0.6	0.0
Arabic	23.1	18.4	23.9	22.1	33.3	18.4	14.7
Art & Design	50.5	56.6	31.0	55.3	38.1	32.7	55.9
Art & Design (3d Studies)	4.0	5.3	0.7	3.7	0.0	5.1	2.9
Art & Design (Critical Studies)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Art & Design (Fine Art)	52.8	52.6	67.6	50.5	66.7	50.5	50.0
Art & Design (Graphics)	9.6	10.5	7.0	9.4	9.5	4.4	5.9
Art & Design (Photography)	31.9	43.4	10.6	32.3	4.8	14.0	29.4
Art & Design (Textiles)	12.9	18.4	9.2	11.8	4.8	11.2	11.8
Astronomy	4.2	2.6	10.6	6.1	19.0	6.2	2.9
Bengali	3.5	1.3	4.9	5.8	4.8	1.0	2.9
Biology	91.2	80.3	100.0	92.1	95.2	51.5	94.1
Business Studies:Single	50.4	50.0	47.9	49.3	38.1	24.7	20.6
Chemistry	90.0	80.3	100.0	91.3	95.2	49.4	94.1
Chinese	18.3	17.1	52.1	16.3	52.4	32.2	20.6
Classical Civilisation	2.6	0.0	9.2	1.4	19.0	21.5	2.9
Classical Greek	0.5	0.0	7.0	0.2	9.5	21.6	0.0
Computer Studies/Computing	79.8	67.1	82.4	81.9	71.4	35.4	73.5
D&T Electronic Products	5.8	3.9	14.8	6.6	9.5	2.6	0.0
D&T Engineering	0.1	0.0	0.7	0.3	0.0	0.0	0.0
D&T Food Technology	60.1	67.1	47.9	66.7	61.9	25.8	41.2
D&T Graphic Products	26.8	28.9	28.9	32.0	28.6	7.8	23.5
D&T Product Design	40.8	28.9	43.0	41.4	57.1	14.0	29.4
D&T Resistant Materials	43.4	50.0	31.7	52.2	33.3	30.8	38.2

Subject	Acad.(comp)	Acad.(mod)	Acad.(sel)	Comp	Selective	Ind.	Sec.Mod.
D&T Systems & Control	1.9	0.0	4.2	2.5	9.5	1.5	2.9
D&T Textiles Technology	28.5	27.6	24.6	32.2	28.6	8.5	8.8
Dance	20.8	23.7	12.0	20.3	4.8	7.5	17.6
Drama & Theatre Studies	67.5	63.2	70.4	69.4	66.7	58.0	52.9
Dutch	8.3	5.3	6.3	9.8	4.8	3.1	8.8
Economics	7.6	2.6	20.4	7.1	4.8	5.5	0.0
Electronics	0.2	1.3	2.1	0.5	0.0	2.1	0.0
English Language	100.0	100.0	100.0	100.0	100.0	64.9	100.0
English Literature	99.9	100.0	100.0	100.0	95.2	59.9	100.0
English for Speakers of other Languages	6.2	3.9	1.4	5.1	0.0	10.3	8.8
Environmental Science	1.1	1.3	0.0	1.3	0.0	0.3	0.0
Film Studies	6.8	10.5	0.0	6.5	4.8	0.7	17.6
French	88.2	89.5	99.3	89.6	95.2	51.5	85.3
General Studies	5.2	3.9	1.4	4.0	9.5	0.8	2.9
Geography	98.3	97.4	99.3	99.4	100.0	66.9	100.0
Geology	0.3	0.0	4.2	0.6	4.8	0.6	0.0
German	40.6	17.1	85.2	38.7	85.7	30.9	23.5
Gujarati	4.3	0.0	13.4	4.0	9.5	2.4	0.0
Health & Social Care	6.3	10.5	0.0	6.5	4.8	0.0	11.8
Hindi	0.2	0.0	0.0	0.0	0.0	0.0	0.0
History	97.2	100.0	97.2	99.8	90.5	51.7	100.0
Home Economics: Child Development	15.2	21.1	0.0	15.4	0.0	1.1	14.7
Home Economics: Textiles	0.5	0.0	0.0	1.1	0.0	0.3	0.0
Information & Communications Technology	38.0	32.9	23.2	34.7	14.3	19.8	41.2
Italian	28.5	32.9	16.9	32.9	23.8	16.5	29.4
Japanese	5.2	5.3	16.9	4.2	23.8	11.0	0.0
Latin	5.6	2.6	35.2	4.5	57.1	46.5	0.0
Law	1.5	5.3	0.0	1.3	0.0	1.1	2.9

Subject	Acad.(comp)	Acad.(mod)	Acad.(sel)	Comp	Selective	Ind.	Sec.Mod.
Mathematics	100.0	100.0	100.0	100.0	100.0	57.3	100.0
Media/Film/Tv Studies	39.8	46.1	7.7	39.1	19.0	5.0	32.4
Modern Greek	8.4	9.2	4.2	9.6	4.8	6.8	0.0
Modern Hebrew	0.6	0.0	0.0	1.4	0.0	3.3	0.0
Music	68.7	65.8	94.4	73.8	95.2	63.4	52.9
Office Technology	6.6	6.6	2.1	7.5	9.5	4.0	5.9
Other Classical Languages	0.2	0.0	0.0	0.6	0.0	2.5	0.0
Persian	7.4	5.3	7.0	5.7	4.8	2.4	5.9
Physical Education/Sports Studies	73.1	73.7	82.4	78.2	71.4	52.4	52.9
Physics	90.0	80.3	100.0	91.3	95.2	48.4	94.1
Polish	44.4	38.2	27.5	47.7	23.8	4.0	58.8
Portuguese	25.5	23.7	0.7	24.8	0.0	3.5	20.6
Psychology	13.1	19.7	9.9	13.6	0.0	7.4	23.5
Punjabi	7.1	13.2	14.1	6.5	0.0	3.3	17.6
Religious Studies	70.6	72.4	82.4	80.1	81.0	60.9	73.5
Russian	15.9	14.5	25.4	15.8	23.8	26.2	11.8
Science: Double Award	98.4	98.7	67.6	99.3	81.0	54.5	97.1
Social Science: Citizenship	13.0	22.4	2.8	13.0	0.0	5.3	26.5
Sociology	19.3	17.1	4.2	19.3	4.8	2.8	17.6
Spanish	72.4	75.0	82.4	72.5	81.0	43.8	79.4
Statistics	18.6	25.0	9.9	17.1	9.5	8.0	38.2
Turkish	13.7	18.4	9.2	12.0	14.3	4.9	17.6
Urdu	10.5	9.2	5.6	12.8	0.0	7.4	8.8

Table 11: Provision of GCSEs by school attainment group (percentages).

Subject description	Low attainment			High attainment	
	Group I	Group II	Group III	Group IV	Group V
Ancient History	0.9	0.8	1.2	0.8	2.6
Applied Business	0.0	0.0	0.1	0.0	0.0
Applied Engineering	4.0	6.1	5.8	3.9	2.0
Arabic	16.9	20.9	23.4	27.3	21.8
Art & Design	50.8	52.7	52.5	47.3	37.1
Art & Design (3d Studies)	4.0	2.6	5.2	4.3	4.0
Art & Design (Critical Studies)	0.0	0.1	0.0	0.0	0.0
Art & Design (Fine Art)	46.8	51.0	52.5	52.7	60.5
Art & Design (Graphics)	8.5	8.8	9.9	9.5	6.0
Art & Design (Photography)	32.5	33.8	32.2	27.0	14.8
Art & Design (Textiles)	8.8	12.1	13.4	14.8	12.6
Astronomy	2.6	3.5	4.0	6.9	9.6
Bengali	3.8	3.9	4.4	4.3	1.7
Biology	76.2	89.2	95.2	92.6	70.6
Business Studies:Single	29.4	47.1	56.6	58.9	33.9
Chemistry	72.6	87.9	94.8	92.6	70.2
Chinese	9.6	14.2	17.4	22.9	46.0
Classical Civilisation	0.7	1.0	1.9	3.9	23.1
Classical Greek	0.0	0.3	0.6	0.3	22.1
Computer Studies/Computing	66.3	77.8	80.8	78.8	57.5
D&T Electronic Products	2.2	5.2	6.4	8.3	6.6
D&T Engineering	0.0	0.0	0.5	0.1	0.1
D&T Food Technology	43.0	55.1	67.8	68.8	41.0
D&T Graphic Products	17.8	25.9	31.0	31.3	17.4
D&T Product Design	32.1	39.9	42.1	37.7	28.3
D&T Resistant Materials	39.8	45.8	48.7	46.0	34.7
D&T Systems & Control	1.0	1.0	2.9	2.6	2.9
D&T Textiles Technology	16.0	25.7	31.7	34.3	19.5
Dance	15.0	19.1	20.1	21.8	13.8
Drama & Theatre Studies	41.7	64.6	74.4	77.9	74.0
Dutch	8.3	7.7	9.2	8.2	4.6
Economics	2.1	3.6	8.3	11.4	11.8
Electronics	0.4	0.1	0.6	0.3	2.2
English Language	99.5	99.5	99.4	97.7	72.8
English Literature	98.3	99.3	99.0	97.4	71.3
English for Speakers of other Languages	6.9	7.2	5.3	6.5	6.6
Environmental Science	0.8	1.2	1.9	0.9	0.0
Film Studies	7.9	7.8	6.1	4.8	1.2
French	72.6	86.6	90.9	91.4	72.2
General Studies	5.2	5.9	3.2	4.3	1.4
Geography	92.8	97.7	97.3	93.5	85.4
Geology	0.0	0.4	0.4	0.5	1.6
German	21.5	31.9	46.6	49.7	50.3
Gujarati	1.7	2.1	4.3	5.7	6.9
Health & Social Care	6.4	6.6	6.5	5.3	0.7

Subject description	Low attainment			High attainment	
	Group I	Group II	Group III	Group IV	Group V
Hindi	0.1	0.1	0.0	0.1	0.1
History	91.4	97.7	97.9	95.4	67.5
Home Economics: Child Development	12.7	15.5	15.7	14.3	2.7
Home Economics: Textiles	0.5	0.9	0.3	0.5	0.7
Information & Communications Tech	28.2	37.8	38.8	40.3	21.7
Italian	25.9	27.7	29.1	27.4	25.4
Japanese	0.8	2.5	4.2	8.1	17.3
Latin	0.5	2.1	5.1	9.2	54.6
Law	1.8	1.6	1.2	2.1	0.5
Mathematics	99.9	99.2	99.1	97.3	66.2
Media/Film/Tv Studies	31.2	38.2	44.4	36.0	10.7
Modern Greek	6.8	8.2	6.2	10.1	9.8
Modern Hebrew	0.0	0.1	0.5	1.7	3.8
Music	41.7	64.1	78.2	83.6	83.9
Office Technology	5.2	7.8	6.9	5.7	5.5
Other Classical Languages	0.1	0.3	0.0	0.8	2.3
Persian	4.3	4.9	6.6	8.2	6.2
Physical Education/Sports Studies	49.4	68.1	83.5	83.9	70.5
Physics	72.3	88.0	94.4	92.6	69.7
Polish	45.5	49.3	40.1	34.3	16.5
Portuguese	24.8	23.9	23.5	20.0	9.0
Psychology	14.3	14.6	14.4	10.7	7.2
Punjabi	6.2	6.4	7.0	8.1	6.1
Religious Studies	55.7	72.4	75.7	78.8	77.1
Russian	13.8	15.7	14.4	14.6	32.6
Science: Double Award	95.6	98.0	97.8	94.1	63.5
Social Science: Citizenship	15.7	13.5	12.6	12.0	3.5
Sociology	15.3	19.0	21.3	17.4	5.2
Spanish	59.4	69.2	74.4	75.2	62.5
Statistics	19.0	18.3	17.5	17.8	8.8
Turkish	11.2	12.1	13.6	12.2	9.5
Urdu	11.1	13.3	11.0	10.8	5.1

Table 12: Provision of GCSEs by school deprivation group (percentages).

Subject description	Low deprivation			High deprivation	
	Group A	Group B	Group C	Group D	Group E
Ancient History	2.2	0.6	0.6	1.1	1.3
Applied Business	0.0	0.0	0.0	0.0	0.0
Applied Engineering	5.7	7.8	4.8	3.8	4.0
Arabic	15.4	13.3	15.7	27.2	42.1
Art & Design	45.0	51.8	49.4	52.1	57.3
Art & Design (3d Studies)	2.9	4.6	3.6	4.0	3.7
Art & Design (Critical Studies)	0.0	0.0	0.0	0.2	0.0
Art & Design (Fine Art)	57.5	56.7	54.0	50.5	45.6
Art & Design (Graphics)	9.8	9.4	9.0	10.4	8.3
Art & Design (Photography)	22.8	34.1	34.2	35.0	29.5
Art & Design (Textiles)	12.5	13.5	14.1	9.3	13.0
Astronomy	8.9	6.3	4.1	3.2	2.9
Bengali	1.6	1.0	1.7	4.9	11.7
Biology	97.8	97.1	94.1	88.0	81.3
Business Studies:Single	59.4	60.7	49.9	43.7	34.3
Chemistry	97.9	96.5	94.0	86.6	78.4
Chinese	29.8	19.5	13.9	16.5	17.9
Classical Civilisation	5.1	3.6	1.4	1.7	1.1
Classical Greek	2.2	0.3	0.3	0.6	0.3
Computer Studies/Computing	86.7	86.5	82.6	74.8	69.7
D&T Electronic Products	12.2	8.7	7.0	2.5	1.6
D&T Engineering	0.3	0.3	0.2	0.2	0.0
D&T Food Technology	73.9	75.4	61.6	53.0	42.7
D&T Graphic Products	37.4	35.2	28.8	22.0	18.3
D&T Product Design	43.3	43.4	44.1	39.4	33.5
D&T Resistant Materials	48.5	54.2	48.3	40.8	35.1
D&T Systems & Control	4.8	2.7	1.1	1.6	0.8
D&T Textiles Technology	36.9	38.4	27.1	22.8	20.3
Dance	24.4	23.8	20.9	18.5	13.3
Drama & Theatre Studies	82.1	80.3	66.6	56.6	53.7
Dutch	7.6	5.5	3.8	10.8	15.1
Economics	14.3	9.0	5.2	4.6	6.2
Electronics	0.6	0.6	0.0	0.5	0.3
English Language	99.8	100.0	100.0	100.0	100.0
English Literature	99.5	100.0	100.0	100.0	100.0
English for Speakers of other Languages	1.4	4.6	4.8	7.4	10.0
Environmental Science	1.1	2.5	0.8	0.6	0.5
Film Studies	3.6	7.3	6.7	8.9	6.7
French	97.5	95.4	90.8	83.9	78.3
General Studies	5.1	3.3	6.3	5.5	3.2
Geography	98.9	100.0	98.9	98.6	96.7
Geology	1.6	0.5	0.6	0.2	0.0
German	69.9	53.1	33.3	30.7	21.4
Gujarati	6.3	3.5	2.7	6.2	3.8

Subject description	Low deprivation			High deprivation	
	Group A	Group B	Group C	Group D	Group E
Health & Social Care	3.6	5.1	6.7	8.9	6.8
Hindi	0.0	0.2	0.3	0.2	0.0
History	98.4	99.5	96.8	97.9	97.1
Home Economics: Child Development	12.8	19.8	17.1	13.3	10.0
Home Economics: Textiles	1.1	0.3	0.3	1.3	0.2
Information & Communications Technology	33.3	43.1	35.0	35.4	34.1
Italian	22.8	23.1	20.8	35.9	43.8
Japanese	12.0	6.5	3.6	2.8	2.7
Latin	18.9	5.5	4.4	3.3	2.1
Law	1.7	1.3	1.1	1.7	1.6
Mathematics	99.8	100.0	100.0	100.0	100.0
Media/Film/Tv Studies	31.7	43.3	42.9	36.6	35.9
Modern Greek	8.6	7.9	6.7	8.9	10.3
Modern Hebrew	2.5	0.6	0.2	0.5	0.0
Music	91.4	85.3	70.5	59.3	49.7
Office Technology	6.8	7.6	6.5	7.3	5.1
Other Classical Languages	1.3	0.0	0.0	0.2	0.0
Persian	4.3	4.4	4.3	10.0	11.3
Physical Education/Sports Studies	91.4	87.2	78.0	63.6	53.2
Physics	97.9	96.7	93.5	86.6	78.7
Polish	30.1	42.2	43.3	54.4	51.9
Portuguese	10.9	19.0	18.5	29.1	42.1
Psychology	10.5	11.7	14.7	16.0	13.5
Punjabi	6.0	4.9	6.3	11.6	8.6
Religious Studies	81.1	79.6	72.7	70.1	66.0
Russian	15.4	14.4	14.1	17.7	19.7
Science: Double Award	90.6	97.9	99.0	98.7	99.4
Social Science: Citizenship	7.6	10.9	13.9	15.0	16.5
Sociology	12.0	16.3	18.4	22.2	23.3
Spanish	78.9	74.8	68.5	69.3	73.8
Statistics	15.7	18.5	20.8	18.5	17.0
Turkish	7.8	10.3	11.3	14.7	21.9
Urdu	1.9	5.4	5.9	17.6	23.3

Table 13: Provision of GCSEs by school gender (percentages).

Subject description	Boys' School	Girls' School	Mixed School	Overall
Ancient History	3.3	1.6	1.1	1.2
Applied Business	0.0	0.0	0.0	0.0
Applied Engineering	3.3	1.1	4.8	4.3
Arabic	38.6	37.5	19.1	21.9
Art & Design	34.9	36.7	49.8	47.7
Art & Design (3d Studies)	0.5	3.0	4.3	4.0
Art & Design (Critical Studies)	0.0	0.0	0.0	0.0
Art & Design (Fine Art)	52.6	59.2	51.7	52.4
Art & Design (Graphics)	9.8	4.9	8.8	8.5
Art & Design (Photography)	15.3	14.8	30.2	27.9
Art & Design (Textiles)	0.5	16.7	12.5	12.3
Astronomy	8.8	6.3	4.9	5.3
Bengali	7.4	4.9	3.2	3.6
Biology	75.8	74.2	85.8	84.2
Business Studies:Single	38.1	31.5	46.9	45.0
Chemistry	75.3	74.5	84.4	83.0
Chinese	31.2	39.2	19.4	21.9
Classical Civilisation	10.7	16.4	4.7	6.1
Classical Greek	15.8	15.3	2.7	4.6
Computer Studies/Computing	66.5	53.7	74.1	71.7
D&T Electronic Products	13.0	0.5	5.8	5.7
D&T Engineering	0.5	0.0	0.2	0.2
D&T Food Technology	22.8	54.5	56.8	54.7
D&T Graphic Products	21.4	14.0	25.9	24.5
D&T Product Design	30.7	26.6	37.1	35.8
D&T Resistant Materials	46.0	15.1	45.5	42.7
D&T Systems & Control	3.7	0.3	2.2	2.1
D&T Textiles Technology	0.0	35.3	25.8	25.3
Dance	3.7	22.5	18.2	17.8
Drama & Theatre Studies	42.3	75.9	66.5	66.0
Dutch	5.1	6.3	7.8	7.5
Economics	15.8	7.7	6.9	7.4
Electronics	4.2	0.3	0.5	0.7
English Language	88.8	85.5	94.6	93.4
English Literature	86.5	85.2	93.7	92.5
English for Speakers of other Languages	5.1	4.7	6.8	6.5
Environmental Science	0.0	0.3	1.1	1.0
Film Studies	1.9	3.0	6.0	5.5
French	73.5	73.4	83.7	82.1
General Studies	3.3	1.6	4.3	4.0
Geography	82.3	87.7	93.9	92.7
Geology	3.3	0.5	0.4	0.6
German	39.1	43.0	39.4	39.7
Gujarati	8.4	7.9	3.4	4.1
Health & Social Care	0.5	6.3	5.2	5.1

Subject description	Boys' School	Girls' School	Mixed School	Overall
Hindi	0.0	0.0	0.1	0.1
History	80.9	78.4	91.1	89.4
Home Economics: Child Development	0.5	6.6	13.5	12.1
Home Economics: Textiles	0.0	1.9	0.5	0.6
Information & Communications Technology	28.8	23.0	34.6	33.2
Italian	22.3	32.3	26.6	26.9
Japanese	11.2	15.1	5.3	6.6
Latin	30.7	40.3	10.3	14.2
Law	1.4	0.8	1.5	1.4
Mathematics	87.9	77.8	93.9	92.0
Media/Film/Tv Studies	21.4	17.0	34.3	31.9
Modern Greek	8.4	9.0	8.0	8.2
Modern Hebrew	3.3	4.7	0.7	1.2
Music	67.0	73.7	69.5	69.8
Office Technology	3.3	9.0	6.0	6.2
Other Classical Languages	3.3	3.3	0.2	0.7
Persian	5.6	9.0	5.7	6.0
Physical Education/Sports Studies	60.5	65.2	71.8	70.5
Physics	75.8	73.4	84.3	82.8
Polish	27.4	24.4	38.9	36.9
Portuguese	18.1	14.5	20.9	20.1
Psychology	5.6	8.8	13.0	12.2
Punjabi	7.4	11.2	6.2	6.7
Religious Studies	78.6	82.2	69.8	71.5
Russian	26.5	23.3	17.0	18.1
Science: Double Award	75.3	74.8	91.7	89.2
Social Science: Citizenship	9.3	13.2	11.3	11.4
Sociology	3.7	13.7	16.5	15.5
Spanish	61.9	62.5	68.6	67.6
Statistics	14.0	6.6	17.4	16.2
Turkish	13.0	13.7	11.3	11.6
Urdu	13.5	18.6	9.0	10.2

Table 14: Provision of GCSEs by school size (percentages).

Subject description	< 30	30-59	60-119	120-239	240 +
Ancient History	0.4	0.3	0.7	1.7	1.2
Applied Business	0.4	0.0	0.0	0.0	0.0
Applied Engineering	0.7	0.3	2.6	5.6	7.7
Arabic	22.4	17.4	15.9	23.5	32.7
Art & Design	30.2	38.2	49.6	49.4	54.2
Art & Design (3d Studies)	2.2	3.1	2.9	4.6	5.7
Art & Design (Critical Studies)	0.0	0.0	0.0	0.0	0.0
Art & Design (Fine Art)	31.0	46.9	50.1	56.4	56.5
Art & Design (Graphics)	4.1	4.2	6.5	9.4	15.2
Art & Design (Photography)	11.6	20.8	20.8	31.3	45.8
Art & Design (Textiles)	7.8	10.4	9.0	13.6	17.9
Astronomy	3.0	2.8	4.6	5.8	8.0
Bengali	1.1	1.4	3.0	4.0	6.3
Biology	49.3	67.4	79.0	91.3	97.0
Business Studies:Single	22.0	25.3	33.3	51.7	70.8
Chemistry	44.8	65.6	78.3	90.4	96.1
Chinese	7.1	18.4	21.1	23.2	31.0
Classical Civilisation	3.7	10.8	8.7	5.0	3.9
Classical Greek	1.1	5.2	8.4	4.0	0.9
Computer Studies/Computing	18.3	45.1	64.6	82.5	91.1
D&T Electronic Products	0.7	1.7	3.6	6.8	11.9
D&T Engineering	0.0	0.0	0.0	0.1	1.2
D&T Food Technology	16.8	32.3	44.1	63.6	78.6
D&T Graphic Products	3.7	8.0	15.6	29.7	47.6
D&T Product Design	4.1	17.0	31.9	42.4	46.7
D&T Resistant Materials	13.8	23.3	42.3	46.6	59.2
D&T Systems & Control	0.4	1.0	1.6	2.0	6.0
D&T Textiles Technology	1.5	7.3	15.4	31.5	48.2
Dance	3.7	5.9	10.9	20.8	39.9
Drama & Theatre Studies	22.4	52.1	55.8	75.0	85.7
Dutch	1.1	1.0	6.6	9.0	11.9
Economics	4.1	4.2	4.0	8.5	15.8
Electronics	0.7	0.3	0.9	0.8	0.3
English Language	85.4	84.7	88.5	96.9	99.7
English Literature	78.4	84.0	87.4	96.6	99.4
English for Speakers of other Languages	6.3	5.9	9.3	5.4	6.3
Environmental Science	0.7	0.3	1.0	0.8	2.4
Film Studies	0.0	2.1	4.2	6.6	9.8
French	44.8	64.9	77.2	89.1	97.6
General Studies	0.4	3.1	3.4	4.6	5.7
Geography	55.2	78.8	93.3	98.1	99.7
Geology	0.0	0.0	0.4	0.7	0.9
German	16.0	30.9	31.7	43.8	62.5
Gujarati	0.7	0.7	2.2	5.1	8.6
Health & Social Care	0.0	0.7	2.9	6.4	10.4
Hindi	0.0	0.0	0.0	0.2	0.0

Subject description	< 30	30-59	60-119	120-239	240 +
History	62.3	73.6	84.4	95.7	99.1
Home Economics: Child Development	1.9	3.5	7.2	14.5	26.2
Home Economics: Textiles	0.4	0.7	0.8	0.5	0.3
Information & Communications Tech	20.5	20.1	25.5	36.8	53.0
Italian	6.0	12.5	23.6	31.3	38.4
Japanese	1.9	5.6	6.3	6.8	10.1
Latin	8.2	21.9	21.3	11.2	11.6
Law	1.5	0.7	1.3	1.4	2.4
Mathematics	83.6	83.3	85.1	96.3	99.1
Media/Film/Tv Studies	5.2	10.4	22.6	38.2	58.3
Modern Greek	3.7	2.8	7.6	9.0	12.5
Modern Hebrew	3.0	3.5	1.1	0.8	0.9
Music	33.2	54.2	61.0	77.8	87.2
Office Technology	4.5	3.8	4.7	6.8	9.8
Other Classical Languages	2.6	3.1	0.4	0.3	0.3
Persian	1.1	1.7	4.0	7.5	10.1
Physical Education/Sports Studies	30.6	55.6	61.8	78.4	91.1
Physics	45.1	64.2	77.6	90.5	96.1
Polish	1.5	10.1	33.1	45.5	45.5
Portuguese	0.4	5.2	18.7	24.9	23.5
Psychology	10.8	7.3	8.6	14.0	16.4
Punjabi	1.5	1.7	5.6	7.9	11.0
Religious Studies	39.6	48.3	66.3	79.2	83.9
Russian	4.9	12.2	18.6	20.2	19.9
Science: Double Award	64.9	76.0	85.2	94.4	99.1
Social Science: Citizenship	9.7	6.3	7.7	13.3	15.5
Sociology	4.9	2.8	7.6	18.3	39.6
Spanish	29.9	56.3	59.9	74.8	84.2
Statistics	9.0	11.8	12.3	17.8	26.8
Turkish	3.0	3.1	8.9	14.0	19.0
Urdu	14.2	6.9	7.6	10.4	15.2

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