Provision of GCSE subjects 2021

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17 November 2023

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Introduction

This report looks at the provision of GCSE subjects in England in 2021. Provision in a GCSE subject is defined as the number or percentage of schools with at least one student taking the subject. This may not cover all of the actual 'provision' since schools might offer to provide a subject, but none of their students wants to study it. However, as we have no means of capturing this information, we will only look at the provision based on the definition above.

The results presented in this report cannot tell us anything about why schools do not offer a particular subject. For example, it may be that there is not enough demand for it from students to make it worthwhile, or it may be that there is a lack of teachers with the required experience.

Data

This report was produced using publicly available data from the Department for Education's (DfE) "Find and compare schools in England" service[1]. The dataset consisted of Key Stage 4 (KS4) entry numbers for all GCSE subjects in each school in England. Other school information, such as schools' sex composition, school type, and admissions policy were also available. However, some data (available in previous years) was not available in the 2021 dataset, including GCSE grades achieved and the percentage of disadvantaged students in each school. This data was not available because the DfE did not want schools to be held to account for their students' performance in 2021 due to the disruption in learning caused by the Covid-19 pandemic. This meant that we were not able to produce the tables in this report with breakdowns by school level attainment or disadvantage using 2021 data (Tables 2, 3, 7, 8, 11, and 12). Instead, for these tables only, we decided to use data from the 2019 dataset. We assumed that for most schools, the average attainment and the percentage of disadvantaged students would not change significantly in two years and so the 2019 data would be a reasonable proxy for 2021.

The report presents only the provision of GCSE subjects in schools with students taking GCSEs in 2021. Only GCSEs (9-1) full course (both single and double award) were counted for this report. Schools with at least 10 students taking GCSEs were included in the analysis.

In this report, the level of provision is presented by the following school classifications: school type, school attainment, school deprivation level, school sex composition, and school size. 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 of this report shows that provision in single-sex schools was generally lower than in mixed-sex schools for many subjects. This can partly be attributed to the fact that single-sex schools tend to be smaller than mixed-sex 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 missing or suppressed

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[1] This can be accessed here: https://www.find-school-performance-data.service.gov.uk/

data within each classification. In certain circumstances, DfE suppressed some school data values to protect the confidentiality and minimise identification risks. This usually happens when the measure covers only five or fewer students[2].

School type

GCSE qualifications are taught at several different types of school. In line with the provision reports for 2019 (e.g., Gawedzka & Gill, 2022), schools were assigned a school type based on their admissions policy and institution type as recorded in the dataset.

In this report, schools were classified into seven different school types: Academy (non-selective in highly selective area (HSA)), Academy (other non-selective), Academy (selective), Independent school, Non-selective in highly selective area, Other non-selective, and Selective. Other non-maintained schools, such as special schools, were excluded.

Table 1 presents the number and percentage of each school type. It should be noted that schools that did not offer GCSEs in 2021 would not be included in this data, e.g., schools that offer Technical Awards only.

Table 1. GCSE schools, by school type.

School type	N schools	% schools
Academy (non-selective in HSA)	177	4.5
Academy (other non-selective)	2160	55.0
Academy (selective)	143	3.6
Independent	722	18.4
Non-selective in HSA	33	0.8
Other non-selective	674	17.2
Selective	21	0.5
Total	**3930**	**100.0**

School attainment

Schools were ranked by their attainment at GCSE, based on the school mean score per entry[3] in the DfE dataset. As noted above, there was no data on school performance in the 2021 dataset, so we retrieved school performance data from the 2019 dataset instead. 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 in each group, and the minimum, maximum and mean points score for each group.

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[2] The applied suppression rule was explained in the "abbreviations" file that accompanied the dataset. As stated in the file, different measures might have different rules applied.

[3] 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 had entries. For single award GCSEs, points were equal to the grade (grade 9 = 9 points, etc.). For double award GCSEs graded 99 – 11, points were as follows: 99 = 18, 98 = 17, …, 21 = 3, 11 = 2. Each double award GCSE was given a weight of two, representing two GCSE entries when calculating the average points per entry.

Given that this is a school-level average, there would be some students who obtained high grades in a Group I school, and some who obtained low grades in a Group V school. However, a Group V school will have more high-attaining students than a Group I school, which has implications for provision and teaching.

It is worth noting that the number of schools and students in Table 2 was substantially lower than in Table 1. This is mainly because we used data from 2019 to generate the results in Table 2 and many schools in the 2021 dataset had no performance data in 2019[4].

Table 2. School attainment group. Values for minimum, maximum and mean are calculated based on candidates' average points per entry. Group I represents the lowest attainment group, and Group V represents the highest.

Attainment group	Schools	Minimum	Maximum	Mean
Group I	735	1.2	4.1	3.7
Group II	734	4.1	4.5	4.3
Group III	734	4.5	5.0	4.7
Group IV	734	5.0	5.7	5.3
Group V	735	5.7	8.9	6.6
Total	**3672**	**-**	**-**	**-**

School deprivation level

Each school's deprivation level was derived based on the percentage of disadvantaged[5] students in the school at the end of KS4. As noted above, there was no school level information in the 2021 dataset, so we retrieved this data from the 2019 dataset instead. This measure was used to categorise schools into five equally sized groups. 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). Table 3 presents the number of schools in each group and the minimum, maximum and mean percentage of disadvantaged candidates for each group.

Some schools had no recorded value for this measure (mostly independent schools) and quite a few schools had a suppressed value due to the rule applied by DfE. These schools were all excluded from this categorisation.

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[4] There were several different reasons for this, including the school having no GCSE entries in 2019, having very few GCSE entries in 2019 so that grades achieved were suppressed, or the school opening after 2019.

[5] Defined as those who attract pupil premium funding, that is, 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.

Table 3. School deprivation group. Values for minimum, maximum and mean are calculated based on the percentage of disadvantaged candidates within a school. Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Deprivation group	Schools	Minimum	Maximum	Mean
Group A	602	0.0	13.0	9.1
Group B	628	14.0	20.0	17.1
Group C	586	21.0	28.0	24.4
Group D	592	29.0	39.0	33.8
Group E	598	40.0	85.0	51.2
Total	**3006**	-	-	-

School sex composition

School sex composition[6] was recorded for each school in the DfE dataset. Table 4 shows the numbers and percentages of different types of schools.

Table 4. GCSE schools, by school sex.

School sex	N schools	% schools
Boys' School	214	5.4
Girls' School	360	9.2
Mixed School	3356	85.4
Total	**3930**	**100.0**

School size

In Table 5, schools were classified into five groups according to their size, based on the number of students in the 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).

Table 5. GCSE schools, by school size.

School size	N schools	% schools
Less than 30	242	6.2
30-59	257	6.5
60-119	711	18.1
120-239	2237	56.9
240 or greater	483	12.3
Total	**3930**	**100.0**

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[6] The word "sex" is used throughout the report to describe the different types of schools as it best reflects the admission policy at the time of data collection and is consistent with terms used by DfE in their reports.

A significant contributor to the level of provision in a subject is the school size. This is because a larger school is more likely to have viable numbers, particularly for less popular subjects. Thus, it is worth considering how each school classification relates to the size of the school. Tables 6 to 9 present the percentage of each classification group in each school size group.

Table 6. Percentage of school size group within each school type, and the total number of schools in each school size group.

School type	Less than 30	30-59	60-119	120-239	240 or greater
Academy (non-selective in HSA)	1.1	2.3	20.9	61.6	14.1
Academy (other non-selective)	0.6	3.0	16.4	63.7	16.2
Academy (selective)	0.0	0.0	14.7	85.3	0.0
Independent	30.9	24.4	28.1	15.7	1.0
Non-selective in HSA	0.0	0.0	12.1	84.8	3.0
Other non-selective	0.4	1.8	13.2	69.7	14.8
Selective	0.0	0.0	14.3	85.7	0.0
Number of schools	**242**	**257**	**711**	**2237**	**483**

To give an example, Table 6 shows that independent schools tend to have fewer students taking GCSEs than other school types (with 30.9% having fewer than 30 students taking GCSEs and only 1.0% with more than 240 students). In contrast, 1.1% of non-selective academy schools in highly selective areas had fewer than 30 students taking GCSEs, with 14.1% having more than 240 students.

Table 7. Percentage of school size group within each school attainment group, and the total number of schools in each school size group. Group I represents the lowest attainment group, and Group V represents the highest.

Attainment group	Less than 30	30-59	60-119	120-239	240 or greater
Group I	5.0	5.6	26.4	57.1	5.9
Group II	2.2	3.5	15.3	68.7	10.4
Group III	3.4	2.0	9.9	64.2	20.4
Group IV	6.5	7.2	11.6	52.9	21.8
Group V	9.0	13.6	26.9	46.7	3.8
Number of schools	**192**	**235**	**662**	**2126**	**457**

Table 8. Percentage of school size group within each school deprivation group, and the total number of schools in each school size group. Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Deprivation group	Less than 30	30-59	60-119	120-239	240 or greater
Group A	0.2	1.7	9.0	69.8	19.4
Group B	0.3	1.0	11.6	65.4	21.7
Group C	0.9	2.0	15.9	66.9	14.3
Group D	0.7	2.9	19.6	64.9	12.0
Group E	0.7	3.5	20.6	68.1	7.2
Number of schools	**16**	**66**	**459**	**2014**	**451**

Table 9. Percentage of school size group within each school sex composition group, and the total number of schools in each school size group.

School sex	Less than 30	30-59	60-119	120-239	240 or greater
Boys' School	13.6	6.1	16.8	62.1	1.4
Girls' School	10.8	12.2	27.5	46.1	3.3
Mixed School	5.2	6.0	17.2	57.7	13.9
Number of schools	**242**	**257**	**711**	**2237**	**483**

It is worth noting that the total number of schools in each school size category in some of the above tables, for example in Table 8, does not align with those values shown in Table 5. For instance, Table 5 showed 242 schools with less than 30 students, but Table 8 had only 16 schools in this category. This discrepancy was due to a substantial number of schools with suppressed values, or no value recorded, for the number of disadvantaged candidates, which did not allow us to classify these schools into a specific deprivation group.

Provision of individual GCSE subjects

The provision of individual GCSE subjects is presented in Tables 10 to 14, according to the school classifications outlined in Tables 1 to 5. For example, Table 10 shows that 18.6% of the schools in the "Academy (non-selective in HSA)" type had students taking Art & Design (Textiles) GCSE, compared with 9.5% of selective schools. Similarly, Table 11 shows that 14.8% of schools in the lowest attainment group had students taking Art & Design (Textiles), compared with 18.6% of schools in the highest attainment group.

It should be noted that some independent schools offer non-accredited International GCSEs instead of 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.

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Other non-selective'; and S represents 'Selective'.

Subject	Academy (NSHSA)	Academy (ONS)	Academy (S)	Independent	NSHSA	ONS	Selective
Ancient History	0.6	1.3	3.5	1.7	0.0	1.3	9.5
Applied Engineering	1.7	2.2	7.7	0.4	0.0	2.4	0.0
Arabic	7.3	15.7	8.4	10.1	15.2	15.7	4.8
Art & Design	53.1	48.2	30.1	33.4	63.6	55.9	42.9
Art & Design (3D Studies)	11.3	9.5	0.7	6.8	6.1	9.6	0.0
Art & Design (Critical Studies)	0.0	0.3	0.0	0.0	0.0	0.1	0.0
Art & Design (Fine Art)	53.1	57.1	69.2	51.7	42.4	51.9	57.1
Art & Design (Graphics)	13.6	11.2	10.5	4.6	3.0	11.3	0.0
Art & Design (Photography)	48.0	38.5	15.4	16.5	33.3	36.2	4.8
Art & Design (Textiles)	18.6	20.0	16.1	13.6	15.2	20.8	9.5
Astronomy	1.1	2.1	4.9	3.2	0.0	1.3	4.8
Bengali	0.0	1.8	0.0	0.1	0.0	2.8	0.0
Biology	80.2	91.8	100.0	57.8	78.8	92.6	100.0
Business Studies: Single	49.2	51.3	53.8	29.2	33.3	52.2	47.6
Chemistry	76.8	89.2	100.0	55.0	78.8	90.8	100.0
Chinese	2.3	7.5	19.6	19.9	3.0	7.1	4.8
Classical Civilisation	0.0	1.7	7.7	23.5	0.0	1.9	19.0
Classical Greek	0.0	0.4	4.9	19.9	0.0	0.4	0.0
Computer Studies / Computing	61.0	75.4	93.0	47.4	75.8	83.5	85.7
D&T Food Technology	60.5	53.1	45.5	26.7	36.4	60.5	57.1
Dance	23.2	16.8	11.9	8.9	18.2	18.8	4.8
Design & Technology	61.0	63.8	77.6	41.8	63.6	72.3	100.0
Drama & Theatre Studies	54.8	61.5	75.5	57.9	51.5	66.0	66.7
Economics	5.1	5.1	18.9	3.0	3.0	4.6	4.8
Electronics	0.0	1.0	4.2	1.9	0.0	0.4	0.0
English Language	100.0	100.0	100.0	63.6	100.0	99.9	100.0

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Ot *(continued)*

Subject	Academy (NSHSA)	Academy (ONS)	Academy (S)	Independent	NSHSA	ONS	Selective
English Literature	100.0	98.8	100.0	58.6	97.0	99.0	100.0
Film Studies	5.6	7.1	2.8	2.1	0.0	6.4	4.8
French	84.2	85.7	99.3	56.2	93.9	88.0	95.2
Geography	98.9	98.4	99.3	66.1	100.0	99.4	100.0
Geology	0.0	0.2	3.5	0.7	0.0	0.6	4.8
German	15.3	34.0	76.9	31.3	24.2	35.3	76.2
Gujarati	0.6	0.9	1.4	0.3	0.0	0.9	0.0
History	98.3	97.9	97.9	52.6	100.0	99.9	95.2
Italian	12.4	19.2	2.8	6.6	21.2	20.8	4.8
Japanese	0.0	1.9	3.5	4.6	0.0	1.5	9.5
Latin	1.1	4.7	32.9	47.2	3.0	4.0	57.1
Mathematics	100.0	100.0	100.0	55.0	100.0	100.0	100.0
Media / Film / TV Studies	29.4	25.3	7.7	4.3	24.2	29.7	14.3
Modern Greek	1.1	4.1	0.0	1.4	9.1	4.5	0.0
Modern Hebrew	0.6	0.4	0.0	0.8	0.0	0.6	0.0
Music	46.3	59.9	97.9	63.7	33.3	66.3	100.0
Other Classical Languages	0.0	0.0	0.0	1.1	0.0	0.1	0.0
Persian	1.1	3.4	0.7	0.4	6.1	3.6	0.0
PE / Sports Studies	48.6	58.5	81.8	55.1	45.5	65.3	76.2
Physics	77.4	88.9	100.0	54.2	78.8	91.1	100.0
Polish	21.5	21.4	2.8	0.8	33.3	23.6	0.0
Portuguese	7.9	14.4	0.7	1.1	18.2	14.4	4.8
Psychology	11.9	13.1	10.5	7.3	30.3	12.0	4.8
Punjabi	1.7	2.4	2.8	0.3	6.1	3.4	0.0
Religious Studies	66.1	67.9	81.8	64.4	66.7	82.5	81.0
Russian	5.1	8.7	2.8	12.7	9.1	6.5	14.3

Table 10. Provision of GCSEs by school type (percentages). The abbreviation NSHSA represents 'Non-selective in highly selective areas'; ONS represents 'Ot *(continued)*

Subject	Academy (NSHSA)	Academy (ONS)	Academy (S)	Independent	NSHSA	ONS	Selective
Science: Double Award	98.3	98.4	59.4	56.5	97.0	98.8	57.1
Social Science: Citizenship	19.2	15.4	4.2	7.2	18.2	14.8	4.8
Sociology	19.2	18.8	4.9	2.1	12.1	21.1	0.0
Spanish	66.7	72.7	83.9	48.5	66.7	76.3	76.2
Statistics	18.1	13.4	9.1	6.2	21.2	12.9	9.5
Turkish	5.6	8.7	0.7	2.2	9.1	7.4	0.0
Urdu	4.5	6.5	1.4	4.7	12.1	8.2	0.0

Table 11. Provision of GCSEs by school attainment group (percentages). Group I represents the lowest attainment group, and Group V represents the highest.

Subject	Group I	Group II	Group III	Group IV	Group V
Ancient History	1.0	1.8	1.0	1.1	2.7
Applied Engineering	1.0	1.2	3.3	2.2	2.6
Arabic	16.2	16.1	14.9	13.5	9.8
Art & Design	51.7	49.5	50.8	48.2	33.9
Art & Design (3D Studies)	11.6	10.8	9.1	7.4	5.3
Art & Design (Critical Studies)	0.3	0.3	0.1	0.3	0.0
Art & Design (Fine Art)	46.3	59.1	55.0	55.6	62.9
Art & Design (Graphics)	8.8	10.9	13.4	11.2	6.4
Art & Design (Photography)	39.5	39.6	39.9	33.1	17.1
Art & Design (Textiles)	14.8	16.6	21.7	22.1	18.6
Astronomy	1.8	1.0	0.5	3.3	4.8
Bengali	2.0	2.3	1.8	1.6	0.3
Biology	78.8	91.0	94.3	93.6	72.4
Business Studies: Single	31.0	46.2	58.3	65.8	38.1
Chemistry	73.6	87.7	93.1	92.1	72.4
Chinese	5.0	7.4	6.9	9.4	21.8
Classical Civilisation	0.4	1.4	2.0	3.1	24.6
Classical Greek	0.0	0.1	0.3	0.8	20.7
Computer Studies / Computing	56.7	74.4	82.7	82.8	67.3
D&T Food Technology	39.0	50.8	58.9	62.5	40.7
Dance	12.7	14.9	20.0	19.3	13.9
Design & Technology	48.2	63.2	69.8	71.9	61.2
Drama & Theatre Studies	38.4	58.0	68.3	76.2	75.5
Economics	1.0	3.5	5.6	8.2	8.2
Electronics	0.4	0.4	1.5	1.2	2.4
English Language	99.7	99.7	99.5	95.4	71.8
English Literature	97.1	98.2	98.8	94.8	70.6
Film Studies	6.3	6.5	7.9	6.1	2.2
French	71.8	83.2	88.8	90.1	75.6
Geography	93.7	97.4	97.8	94.7	83.5
Geology	0.0	0.3	0.7	0.4	1.2
German	17.6	29.7	35.8	44.4	50.6
Gujarati	0.4	1.0	0.8	1.0	1.0
History	92.9	98.5	98.1	94.8	66.8
Italian	21.1	17.0	15.4	15.8	10.5
Japanese	0.5	1.2	1.6	2.5	6.1
Latin	0.4	1.4	3.8	11.6	53.9
Mathematics	99.6	99.3	99.5	95.4	64.2
Media / Film / TV Studies	18.0	24.1	31.2	28.3	9.1
Modern Greek	5.4	4.4	4.4	1.4	1.5
Modern Hebrew	0.0	0.4	0.3	0.4	1.4
Music	29.7	52.6	73.6	79.2	84.8
Other Classical Languages	0.0	0.1	0.1	0.4	0.4
Persian	3.4	2.7	4.0	2.2	1.5

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

Subject	Group I	Group II	Group III	Group IV	Group V
PE / Sports Studies	30.2	51.9	70.2	79.3	72.7
Physics	73.3	87.2	93.3	92.2	71.8
Polish	25.9	22.8	17.7	15.8	3.8
Portuguese	16.9	14.7	11.4	9.9	2.6
Psychology	10.9	14.2	14.7	11.6	7.2
Punjabi	2.9	1.8	2.3	3.4	0.8
Religious Studies	57.3	66.3	76.6	76.6	80.0
Russian	8.3	7.8	7.6	7.5	12.5
Science: Double Award	95.2	98.0	97.1	94.4	62.0
Social Science: Citizenship	17.0	15.9	16.8	14.2	4.4
Sociology	15.8	17.7	23.0	16.2	5.9
Spanish	60.8	71.8	73.3	75.9	66.0
Statistics	15.5	12.8	14.2	11.9	6.7
Turkish	6.5	9.5	7.4	6.5	3.9
Urdu	9.1	7.1	5.7	5.6	3.1

Table 12. Provision of GCSEs by school deprivation group (percentages). Group A represents the least deprived group of schools, and Group E represents the most deprived group of schools.

Subject	Group A	Group B	Group C	Group D	Group E
Ancient History	2.3	1.4	1.2	1.5	0.7
Applied Engineering	5.0	3.3	1.2	1.9	0.5
Arabic	6.0	6.5	10.6	16.9	35.8
Art & Design	46.3	46.8	46.8	52.4	55.4
Art & Design (3D Studies)	5.5	8.9	10.6	10.6	10.2
Art & Design (Critical Studies)	0.0	0.2	0.9	0.2	0.0
Art & Design (Fine Art)	60.0	61.1	59.9	50.3	49.3
Art & Design (Graphics)	11.3	13.5	10.4	10.1	11.0
Art & Design (Photography)	27.4	40.6	39.1	42.4	38.0
Art & Design (Textiles)	22.1	21.8	19.1	18.4	16.9
Astronomy	2.8	2.9	2.2	0.5	1.7
Bengali	0.0	0.3	1.2	1.4	6.9
Biology	98.0	96.0	92.7	88.7	84.3
Business Studies: Single	67.3	62.9	50.2	41.2	37.6
Chemistry	97.3	95.1	91.1	85.1	79.4
Chinese	9.3	8.3	6.0	5.7	8.7
Classical Civilisation	3.7	2.9	1.5	1.5	1.0
Classical Greek	1.3	0.6	0.2	0.5	0.3
Computer Studies / Computing	92.0	86.6	80.0	68.1	61.9
D&T Food Technology	71.1	67.7	56.0	46.6	33.6
Dance	23.9	22.6	18.3	13.9	9.4
Design & Technology	83.4	78.0	70.3	57.3	44.3
Drama & Theatre Studies	82.9	78.0	59.2	50.0	46.5
Economics	11.6	4.6	3.6	3.7	5.5
Electronics	2.2	1.3	0.9	0.3	0.3
English Language	100.0	100.0	100.0	99.8	100.0
English Literature	98.8	99.8	98.8	98.6	99.2
Film Studies	6.3	8.6	5.8	7.1	5.2
French	95.5	92.7	88.1	81.6	76.8
Geography	99.3	99.7	98.5	98.6	97.7
Geology	1.2	0.8	0.3	0.0	0.0
German	61.5	44.4	32.1	24.5	17.4
Gujarati	0.7	0.6	1.5	1.4	0.5
History	98.7	99.4	97.8	97.6	98.3
Italian	10.0	11.1	13.1	20.9	34.9
Japanese	3.3	1.8	1.9	1.2	1.2
Latin	16.4	5.7	3.4	3.5	1.7
Mathematics	100.0	100.0	100.0	100.0	100.0
Media / Film / TV Studies	25.7	31.4	32.3	22.1	18.6
Modern Greek	1.2	2.2	2.7	4.7	8.4
Modern Hebrew	1.5	0.0	0.2	0.2	0.3
Music	89.9	79.1	63.0	46.3	35.8
Other Classical Languages	0.2	0.0	0.0	0.0	0.0

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

Subject	Group A	Group B	Group C	Group D	Group E
Persian	0.3	1.8	1.9	3.5	8.9
PE / Sports Studies	88.4	79.6	59.0	43.6	34.3
Physics	97.5	95.1	91.3	84.8	79.1
Polish	9.6	16.6	20.3	27.4	30.8
Portuguese	4.8	7.0	10.6	16.2	28.4
Psychology	10.1	12.9	13.5	13.2	13.7
Punjabi	0.8	1.9	2.0	4.4	4.2
Religious Studies	80.7	76.1	71.5	67.2	64.7
Russian	4.2	5.9	7.5	10.6	10.7
Science: Double Award	87.0	98.4	98.8	98.5	98.7
Social Science: Citizenship	9.5	13.2	14.5	17.1	21.4
Sociology	13.5	17.7	21.0	19.6	22.7
Spanish	79.7	72.8	68.8	70.8	75.8
Statistics	11.1	14.3	14.3	13.2	14.5
Turkish	3.0	4.1	6.3	9.5	16.4
Urdu	1.2	2.2	3.2	8.3	18.1

Table 13. Provision of GCSEs by school sex composition (percentages).

Subject	Boys' School	Girls' School	Mixed School	Overall
Ancient History	4.7	1.7	1.2	1.5
Applied Engineering	3.7	1.4	2.0	2
Arabic	21.0	21.7	12.7	14
Art & Design	28.0	35.6	48.8	46.5
Art & Design (3D Studies)	1.9	2.5	9.8	8.7
Art & Design (Critical Studies)	0.0	0.6	0.1	0.2
Art & Design (Fine Art)	56.5	58.9	54.9	55.4
Art & Design (Graphics)	9.3	6.7	10.3	9.9
Art & Design (Photography)	17.3	16.7	36.2	33.4
Art & Design (Textiles)	0.9	30.0	18.6	18.7
Astronomy	2.8	2.2	2.2	2.2
Bengali	1.4	1.1	1.5	1.5
Biology	76.2	76.7	86.9	85.4
Business Studies: Single	45.3	38.3	48.3	47.2
Chemistry	76.6	75.6	84.2	83
Chinese	11.7	13.6	9.3	9.8
Classical Civilisation	11.2	17.5	4.4	6
Classical Greek	13.1	13.1	2.6	4.1
Computer Studies / Computing	71.0	63.3	72.6	71.7
D&T Food Technology	20.6	49.4	51.3	49.5
Dance	1.4	22.5	15.9	15.7
Design & Technology	66.8	46.7	63.1	61.8
Drama & Theatre Studies	41.1	74.4	61.7	61.8
Economics	12.1	6.1	4.6	5.1
Electronics	5.6	0.3	1.0	1.1
English Language	91.6	84.7	94.3	93.3
English Literature	89.7	82.8	92.6	91.6
Film Studies	2.8	1.9	6.4	5.8
French	71.0	76.1	82.4	81.2
Geography	80.4	85.8	94.2	92.7
Geology	2.3	0.6	0.4	0.5
German	37.4	43.3	33.5	34.6
Gujarati	0.5	1.1	0.7	0.8
History	83.6	78.6	91.6	89.9
Italian	12.6	14.4	16.6	16.2
Japanese	2.8	3.1	2.2	2.3
Latin	26.2	39.2	10.0	13.5
Mathematics	88.3	78.9	93.3	91.7
Media / Film / TV Studies	11.2	13.1	23.3	21.7
Modern Greek	1.9	0.8	3.8	3.4
Modern Hebrew	0.9	1.7	0.4	0.5
Music	64.5	73.1	61.2	62.4
Other Classical Languages	1.4	1.9	0.0	0.3
Persian	1.4	3.3	2.7	2.7
PE / Sports Studies	55.1	63.9	59.2	59.4

Table 13. Provision of GCSEs by school sex composition (percentages). *(continued)*

Subject	Boys' School	Girls' School	Mixed School	Overall
Physics	77.1	75.6	83.9	82.7
Polish	8.4	8.1	18.9	17.3
Portuguese	6.1	6.7	11.9	11.1
Psychology	5.6	10.0	12.4	11.8
Punjabi	0.9	1.4	2.4	2.2
Religious Studies	72.9	84.7	68.5	70.3
Russian	10.7	8.9	8.6	8.7
Science: Double Award	75.2	73.9	91.6	89.1
Social Science: Citizenship	9.8	16.4	13.5	13.5
Sociology	5.1	14.4	16.2	15.4
Spanish	60.3	66.9	69.8	69
Statistics	11.2	6.1	12.8	12.1
Turkish	3.3	3.3	7.4	6.8
Urdu	9.3	12.2	5.3	6.2

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Ancient History	0.0	1.2	0.4	1.7	2.5
Applied Engineering	0.0	0.4	0.6	2.3	5.0
Arabic	17.4	7.8	10.8	14.8	16.8
Art & Design	31.4	36.2	45.9	48.1	53.0
Art & Design (3D Studies)	2.9	5.1	9.6	8.9	11.2
Art & Design (Critical Studies)	0.0	0.0	0.0	0.3	0.0
Art & Design (Fine Art)	33.1	44.4	54.4	58.5	59.4
Art & Design (Graphics)	3.7	4.7	5.8	10.7	18.4
Art & Design (Photography)	11.6	20.6	23.6	36.3	52.2
Art & Design (Textiles)	7.9	11.7	11.5	20.5	29.8
Astronomy	0.8	2.3	2.4	2.2	2.7
Bengali	0.0	0.8	0.8	1.7	2.9
Biology	56.6	69.6	77.2	90.8	95.2
Business Studies: Single	27.7	31.9	30.2	51.6	69.8
Chemistry	49.2	67.3	75.5	88.5	93.8
Chinese	3.7	12.8	11.3	9.1	12.6
Classical Civilisation	5.4	12.5	11.0	4.5	2.5
Classical Greek	0.8	3.9	8.3	3.8	1.2
Computer Studies / Computing	31.4	51.4	57.8	78.7	90.5
D&T Food Technology	18.6	29.6	39.4	53.7	70.8
Dance	2.5	5.8	8.9	17.4	29.8
Design & Technology	16.9	33.1	55.0	68.4	79.3
Drama & Theatre Studies	21.1	47.9	53.7	67.0	77.2
Economics	2.1	3.5	1.8	5.5	10.4
Electronics	0.4	0.8	1.1	1.2	1.4
English Language	85.5	82.5	84.8	96.8	99.0
English Literature	75.6	79.4	83.4	95.8	98.3
Film Studies	1.7	2.7	3.0	6.2	11.8
French	43.4	62.6	72.9	86.9	96.3
Geography	53.3	75.5	92.0	97.8	99.2
Geology	0.0	0.4	0.4	0.6	0.6
German	10.7	28.0	29.0	36.0	51.8
Gujarati	0.0	0.0	0.1	0.8	2.5
History	65.3	71.6	81.4	95.6	98.6
Italian	2.9	6.6	11.5	18.8	22.8
Japanese	2.1	0.8	1.5	2.5	3.3
Latin	6.2	24.9	24.1	10.9	7.9
Mathematics	85.1	78.2	81.2	95.8	98.8
Media / Film / TV Studies	2.9	8.2	11.3	24.8	39.1
Modern Greek	0.4	1.9	2.4	3.9	4.8
Modern Hebrew	1.2	1.2	0.7	0.3	0.4
Music	28.5	51.4	56.5	66.0	77.4
Other Classical Languages	0.8	2.7	0.1	0.0	0.0
Persian	0.0	0.8	2.4	3.4	2.5
PE / Sports Studies	24.4	53.7	51.1	63.2	75.2

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Physics	47.9	68.5	73.8	88.6	93.6
Polish	0.4	3.1	13.9	21.9	17.2
Portuguese	1.2	1.6	9.8	13.3	13.3
Psychology	8.7	10.1	7.2	12.6	17.6
Punjabi	0.0	1.2	1.0	2.2	5.6
Religious Studies	41.7	52.9	63.7	74.7	83.0
Russian	2.9	4.3	9.4	9.5	9.1
Science: Double Award	67.8	73.5	84.2	92.8	97.9
Social Science: Citizenship	13.2	11.7	5.5	14.8	20.7
Sociology	3.7	3.5	6.9	17.4	31.1
Spanish	28.1	53.3	61.3	75.1	80.7
Statistics	7.9	12.1	9.4	12.3	17.0
Turkish	0.8	3.1	5.6	7.9	8.5
Urdu	9.9	4.7	3.4	6.2	9.3

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