Provision of GCSE subjects 2022

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Carmen H.J. Lim, Tim Gill

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Author contact details:

Carmen H.J. Lim, Tim Gill
Assessment Research and Development
Research Division
Shaftesbury Road
Cambridge
CB2 8EA
UK

lim.hui@cambridge.org

https://www.cambridge.org

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Introduction

This report looks at the provision of GCSE subjects in England in 2022. Provision in a subject is defined as the number or percentage of schools with at least one student taking the subject. It could be argued that this may not cover all the '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 tables presented in this report cannot explain 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) results in all subjects provided by each school in England. Other school information, such as schools' sex composition, admissions policy, and the number of disadvantaged pupils at the end of KS4, was also available.

The report presents only the provision of GCSE subjects in schools with students taking GCSEs in 2022. 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 small amounts of missing or suppressed data within each classification. In certain circumstances, DfE suppressed some school data values to protect 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 and onwards (e.g., Gill & Lim, 2023), schools were assigned a school type

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

[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.

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 schools in each school type. It should be noted that schools that did not offer GCSEs in 2022 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)	178	4.5
Academy (other non-selective)	2222	56.3
Academy (selective)	144	3.6
Independent	723	18.3
Non-selective in HSA	33	0.8
Other non-selective	630	15.9
Selective	20	0.5
Total	**3950**	**100.0**

School attainment

Schools were ranked by their attainment at GCSE, based on the centre mean score per entry in the DfE[3] dataset. 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.

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.

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[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 was entered. 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. The DfE did not publish the grades for entries that were impacted by Covid. Hence, for this calculation, only those entries without Covid-impacted grades are included.

Table 2. School attainment/ability 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	787	0.9	4.3	3.9
Group II	786	4.3	4.8	4.6
Group III	786	4.8	5.3	5.0
Group IV	786	5.3	6.0	5.6
Group V	787	6.0	8.8	6.9
Total	**3932**	-	-	-

School deprivation level

Each school's deprivation level was derived based on the percentage of disadvantaged[4] students in the school at the end of KS4. 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 disadvantage 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.

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	700	0.0	14.0	9.8
Group B	681	15.0	21.0	18.2
Group C	571	22.0	28.0	24.8
Group D	655	29.0	39.0	33.5
Group E	620	40.0	96.0	50.6
Total	**3227**	-	-	-

School sex composition

School sex composition[5] was recorded for each school in the DfE dataset. Table 4 shows the numbers and percentages of different types of schools.

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[4] 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.

[5] 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.

Table 4. GCSE schools, by school sex.

School sex	N schools	% schools
Boys' School	217	5.5
Girls' School	364	9.2
Mixed School	3369	85.3
Total	**3950**	**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	232	5.9
30-59	245	6.2
60-119	733	18.6
120-239	2239	56.7
240 or greater	501	12.7
Total	**3950**	**100.0**

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)	0.0	3.4	18.5	64.0	14.0
Academy (other non-selective)	0.5	2.8	16.8	63.8	16.1
Academy (selective)	0.0	0.0	11.8	86.8	1.4
Independent	30.0	23.5	30.6	15.1	0.8
Non-selective in HSA	0.0	3.0	9.1	84.8	3.0
Other non-selective	0.5	0.8	13.3	67.9	17.5
Selective	0.0	0.0	10.0	90.0	0.0
Number of schools	**232**	**245**	**733**	**2239**	**501**

To give an example, Table 6 shows that independent schools tend to have fewer students taking GCSEs than other school types (with 30.0% having fewer than 30 students taking GCSEs and only 0.8% with more than 240 students). In contrast, 0.0% of non-selective academy schools in highly selective areas had fewer than 30 students taking GCSEs, with 14.0% having more than 240 students.

Table 7. Percentage of school size group within each school ability 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	4.4	6.5	27.7	55.1	6.2
Group II	2.2	1.9	15.1	68.2	12.6
Group III	3.7	3.2	10.3	63.4	19.5
Group IV	8.0	6.5	11.8	53.1	20.6
Group V	9.3	12.8	28.1	45.0	4.8
Number of schools	**217**	**243**	**732**	**2239**	**501**

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	0.1	0.9	9.0	69.7	20.3
Group B	0.4	1.3	13.2	63.0	22.0
Group C	0.7	2.8	15.2	68.0	13.3
Group D	0.5	3.2	18.3	66.1	11.9
Group E	0.6	3.7	24.5	63.2	7.9
Number of schools	**15**	**75**	**512**	**2130**	**495**

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	13.8	6.0	15.2	63.1	1.8
Girls' School	10.7	13.7	26.1	45.3	4.1
Mixed School	4.8	5.4	18.0	57.5	14.3
Number of schools	**232**	**245**	**733**	**2239**	**501**

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 232 schools with less than 30 students, but Table 8 showed that there were only 15 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 18.5% of the schools in the 'Academy (non-selective in HSA)' type had students taking Art & Design (Textiles) GCSE, compared with 10.0% of selective schools. Similarly, Table 11 shows that 12.8% of schools in the lowest attainment group had students taking Art & Design (Textiles), compared with 16.6% 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	1.4	3.5	1.9	3.0	1.7	10.0
Applied Engineering	1.7	1.9	6.9	0.7	0.0	2.2	0.0
Arabic	18.5	28.4	29.9	15.8	24.2	26.3	15.0
Art & Design	59.0	48.4	31.9	33.3	60.6	55.4	45.0
Art & Design (3D Studies)	11.2	10.5	1.4	7.3	9.1	11.1	0.0
Art & Design (Critical Studies)	0.0	0.5	0.7	0.0	0.0	0.2	0.0
Art & Design (Fine Art)	56.2	58.8	70.1	51.7	51.5	54.3	60.0
Art & Design (Graphics)	12.9	11.3	11.1	4.4	6.1	12.1	0.0
Art & Design (Photography)	47.8	41.0	13.9	18.4	33.3	37.1	5.0
Art & Design (Textiles)	18.5	18.4	13.9	13.4	15.2	20.8	10.0
Astronomy	0.0	3.1	7.6	4.8	0.0	3.3	10.0
Bengali	1.1	2.9	0.7	0.6	0.0	5.4	0.0
Biology	84.3	92.4	100.0	59.9	81.8	94.3	100.0
Business Studies: Single	50.6	52.0	54.2	31.3	36.4	54.8	50.0
Chemistry	79.2	90.1	100.0	57.8	81.8	92.5	100.0
Chinese	18.5	18.4	45.1	32.0	21.2	17.6	30.0
Classical Civilisation	0.6	1.8	6.9	23.4	0.0	2.2	20.0
Classical Greek	0.0	0.5	3.5	20.6	0.0	0.6	15.0
Computer Studies / Computing	61.2	75.9	94.4	52.0	78.8	85.6	90.0
D&T Food Technology	57.9	53.2	49.3	26.8	36.4	62.4	60.0
Dance	23.0	17.9	14.6	11.9	15.2	21.4	5.0
Design & Technology	60.1	62.4	77.8	41.6	66.7	73.7	100.0
Drama & Theatre Studies	54.5	61.8	75.0	58.8	51.5	67.8	65.0
Economics	3.4	5.3	19.4	4.0	3.0	4.9	5.0
Electronics	0.6	0.9	4.2	1.8	0.0	0.3	0.0
English Language	100.0	100.0	100.0	64.2	100.0	100.0	100.0

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'. *(continued)*

Subject	Academy (NSHSA)	Academy (ONS)	Academy (S)	Independent	NSHSA	ONS	Selective
English Literature	100.0	100.0	100.0	60.6	100.0	100.0	100.0
Film Studies	7.3	7.8	2.8	2.9	6.1	7.8	5.0
French	83.1	86.0	96.5	58.2	87.9	91.0	90.0
Geography	98.3	98.6	100.0	65.8	100.0	99.7	100.0
Geology	0.0	0.2	4.2	0.7	0.0	0.5	5.0
German	20.2	36.0	79.9	36.5	18.2	41.7	80.0
Gujarati	1.7	2.3	1.4	0.4	0.0	1.9	0.0
History	98.3	98.2	98.6	53.9	100.0	100.0	95.0
Italian	24.7	32.8	11.8	15.1	39.4	40.0	15.0
Japanese	3.4	5.0	11.8	9.4	0.0	6.7	15.0
Latin	1.1	6.8	36.8	47.3	0.0	6.5	60.0
Mathematics	100.0	100.0	100.0	56.4	100.0	100.0	100.0
Media / Film / TV Studies	32.0	23.9	8.3	4.3	24.2	29.4	15.0
Modern Greek	7.3	9.4	5.6	6.1	3.0	9.7	10.0
Modern Hebrew	0.0	0.9	0.7	1.5	0.0	1.9	0.0
Music	41.0	59.5	97.9	63.2	36.4	69.0	100.0
Other Classical Languages	0.0	0.2	0.0	1.8	0.0	0.5	0.0
Persian	3.9	6.1	2.8	2.4	9.1	6.7	5.0
PE / Sports Studies	48.3	57.2	85.4	55.5	39.4	65.1	85.0
Physics	79.8	89.7	100.0	57.4	81.8	92.2	100.0
Polish	42.1	41.4	20.8	3.2	54.5	44.9	25.0
Portuguese	20.8	23.8	3.5	3.0	30.3	28.4	5.0
Psychology	13.5	14.3	13.2	10.0	27.3	12.5	10.0
Punjabi	4.5	5.9	16.0	1.0	12.1	5.7	15.0
Religious Studies	68.0	73.2	91.0	66.1	75.8	84.6	85.0
Russian	19.7	17.0	31.9	25.9	21.2	19.0	25.0

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'. *(continued)*

Subject	Academy (NSHSA)	Academy (ONS)	Academy (S)	Independent	NSHSA	ONS	Selective
Science: Double Award	98.3	98.6	69.4	58.6	97.0	98.4	70.0
Social Science: Citizenship	26.4	18.5	6.2	10.5	21.2	18.7	10.0
Sociology	21.3	20.0	7.6	2.6	15.2	24.1	0.0
Spanish	70.8	77.5	85.4	52.8	78.8	81.3	70.0
Statistics	26.4	18.5	13.9	10.4	18.2	18.3	15.0
Turkish	16.9	15.6	6.9	5.0	24.2	15.4	15.0
Urdu	8.4	10.0	1.4	5.4	12.1	10.5	5.0

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	0.8	1.3	1.4	1.9	3.0
Applied Engineering	1.0	1.7	1.9	2.5	2.4
Arabic	24.7	23.9	24.6	30.8	22.7
Art & Design	47.8	53.6	49.5	48.1	35.5
Art & Design (3D Studies)	10.5	12.0	12.2	7.5	6.4
Art & Design (Critical Studies)	0.5	0.4	0.1	0.5	0.1
Art & Design (Fine Art)	52.7	56.1	57.3	57.6	62.1
Art & Design (Graphics)	8.4	10.9	13.6	11.3	6.7
Art & Design (Photography)	41.6	42.4	41.9	33.2	18.0
Art & Design (Textiles)	12.8	17.0	21.0	21.0	16.6
Astronomy	0.8	1.8	3.2	4.2	7.5
Bengali	3.6	3.3	3.3	3.1	0.3
Biology	78.8	92.4	95.5	93.0	74.8
Business Studies: Single	32.5	47.1	60.9	62.5	40.3
Chemistry	73.3	89.6	94.7	92.4	73.8
Chinese	10.0	14.4	17.9	24.9	42.1
Classical Civilisation	0.3	1.0	1.5	4.7	22.6
Classical Greek	0.4	0.4	0.1	1.0	19.9
Computer Studies / Computing	55.3	74.4	81.6	82.6	73.6
D&T Food Technology	39.4	49.2	57.3	63.0	41.2
Dance	9.5	16.4	22.4	21.1	17.9
Design & Technology	47.1	62.5	67.0	70.1	60.0
Drama & Theatre Studies	39.4	55.5	69.0	73.8	75.2
Economics	1.1	3.3	5.6	8.3	8.8
Electronics	0.6	0.5	1.1	0.9	2.2
English Language	99.6	99.6	99.2	96.6	72.9
English Literature	98.1	99.5	99.0	96.8	71.8
Film Studies	5.7	8.7	9.2	7.8	2.3
French	70.4	85.8	88.5	89.6	77.8
Geography	93.4	97.7	96.9	93.9	84.1
Geology	0.0	0.3	0.1	0.5	1.7
German	20.7	29.1	37.5	47.6	55.9
Gujarati	0.6	1.8	2.3	2.2	2.0
History	93.0	98.3	98.5	95.3	68.7
Italian	32.3	30.9	28.4	31.4	25.2
Japanese	1.4	2.8	4.5	9.0	13.6
Latin	1.5	2.0	4.7	12.5	55.5
Mathematics	99.6	99.7	98.6	95.4	67.7
Media / Film / TV Studies	14.6	24.4	28.8	28.0	9.3
Modern Greek	6.4	7.9	9.4	9.2	10.2
Modern Hebrew	0.6	0.3	0.8	1.4	2.5
Music	29.1	52.5	67.8	79.1	84.0
Other Classical Languages	0.5	0.0	0.1	0.6	1.4
Persian	5.2	4.5	6.6	6.0	4.3

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	28.1	49.2	66.9	76.7	74.1
Physics	72.8	89.1	94.4	92.2	73.7
Polish	42.1	42.6	38.9	33.2	15.4
Portuguese	25.0	26.1	20.4	18.4	9.7
Psychology	11.4	16.0	14.9	13.7	10.3
Punjabi	5.0	6.1	5.9	5.2	5.0
Religious Studies	57.9	72.0	76.6	83.0	83.0
Russian	15.5	15.6	15.0	19.2	33.5
Science: Double Award	94.4	97.6	97.7	94.8	67.1
Social Science: Citizenship	20.1	19.8	15.9	19.7	9.4
Sociology	16.5	18.8	23.2	20.0	6.6
Spanish	65.3	73.4	80.0	80.7	69.9
Statistics	18.0	18.3	18.6	20.6	10.7
Turkish	12.8	15.3	13.5	16.3	9.5
Urdu	11.8	12.0	8.0	8.5	4.1

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	2.7	1.3	2.1	0.9	1.0
Applied Engineering	4.4	2.3	1.8	1.1	1.0
Arabic	16.3	18.5	23.5	30.8	49.5
Art & Design	46.6	47.7	50.1	50.2	54.5
Art & Design (3D Studies)	6.1	11.5	10.7	12.2	10.8
Art & Design (Critical Studies)	0.3	0.7	0.4	0.5	0.2
Art & Design (Fine Art)	60.7	63.0	60.1	54.4	52.4
Art & Design (Graphics)	11.9	14.5	10.5	8.2	11.8
Art & Design (Photography)	29.3	40.2	44.3	44.1	38.7
Art & Design (Textiles)	21.6	20.9	18.0	17.1	14.7
Astronomy	5.9	4.6	2.8	1.5	0.6
Bengali	0.3	1.0	1.8	4.1	9.0
Biology	97.9	97.4	93.0	90.1	83.7
Business Studies: Single	69.4	60.6	51.0	41.2	37.1
Chemistry	97.6	96.9	90.7	87.3	77.9
Chinese	26.9	18.9	18.6	13.7	19.0
Classical Civilisation	4.1	2.2	1.4	2.0	0.5
Classical Greek	1.6	0.6	0.4	0.9	0.2
Computer Studies / Computing	93.6	85.8	79.2	69.2	59.7
D&T Food Technology	73.1	65.6	54.5	42.3	36.3
Dance	28.1	23.6	18.7	13.4	7.7
Design & Technology	84.4	72.2	68.0	56.3	43.7
Drama & Theatre Studies	81.7	76.2	62.7	51.1	40.6
Economics	11.3	4.4	4.2	3.7	4.4
Electronics	1.9	0.4	1.2	0.6	0.3
English Language	100.0	100.0	100.0	100.0	100.0
English Literature	99.9	100.0	100.0	100.0	100.0
Film Studies	8.6	8.2	8.2	7.8	4.7
French	96.0	92.8	87.6	82.3	76.8
Geography	99.6	99.6	98.6	98.9	97.6
Geology	1.1	0.7	0.2	0.2	0.0
German	62.6	44.2	34.2	27.8	19.5
Gujarati	1.4	3.1	2.8	1.4	1.8
History	99.0	99.4	97.9	98.5	97.7
Italian	24.1	22.6	25.9	41.2	51.0
Japanese	8.4	7.0	4.6	4.4	2.7
Latin	19.0	8.8	4.9	4.1	1.9
Mathematics	100.0	100.0	100.0	100.0	100.0
Media / Film / TV Studies	27.6	32.2	25.7	20.2	16.8
Modern Greek	7.7	7.9	8.4	11.1	10.5
Modern Hebrew	2.6	0.6	0.5	0.9	0.3
Music	89.9	77.4	60.9	46.1	31.6
Other Classical Languages	1.0	0.1	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	2.3	2.8	4.7	7.3	13.2
PE / Sports Studies	87.6	73.4	59.7	40.6	32.1
Physics	97.6	96.9	90.5	87.5	76.6
Polish	30.3	38.9	41.7	51.5	45.2
Portuguese	12.6	17.5	20.5	29.3	39.5
Psychology	12.3	15.1	15.8	13.1	13.9
Punjabi	4.9	3.1	6.5	7.6	10.3
Religious Studies	87.1	81.8	71.3	69.6	68.2
Russian	20.0	14.1	19.4	18.5	19.8
Science: Double Award	92.6	97.8	98.1	97.9	99.4
Social Science: Citizenship	13.9	13.8	18.6	23.1	23.4
Sociology	15.7	21.6	20.0	19.8	24.0
Spanish	84.3	75.2	75.0	76.0	79.8
Statistics	16.0	21.3	21.5	18.2	16.8
Turkish	9.0	13.4	15.4	18.2	21.6
Urdu	2.3	4.3	5.6	15.3	21.5

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

Subject	Boys' School	Girls' School	Mixed School	Overall
Ancient History	4.1	1.6	1.5	1.7
Applied Engineering	3.2	1.6	1.8	1.9
Arabic	42.9	37.4	22.8	25.2
Art & Design	26.7	36.5	49.1	46.7
Art & Design (3D Studies)	3.2	3.0	10.8	9.7
Art & Design (Critical Studies)	0.0	0.3	0.4	0.3
Art & Design (Fine Art)	56.7	59.9	56.7	57
Art & Design (Graphics)	8.8	6.6	10.6	10.2
Art & Design (Photography)	16.1	17.6	38.4	35.3
Art & Design (Textiles)	0.0	29.1	17.5	17.6
Astronomy	6.5	5.2	3.1	3.5
Bengali	4.1	3.0	2.6	2.7
Biology	77.4	79.1	88.0	86.6
Business Studies: Single	46.5	39.3	49.6	48.5
Chemistry	77.9	77.7	85.5	84.4
Chinese	26.7	35.2	20.1	21.8
Classical Civilisation	9.7	18.1	4.5	6
Classical Greek	12.4	14.3	2.8	4.4
Computer Studies / Computing	75.6	68.1	73.6	73.2
D&T Food Technology	23.5	49.7	51.5	49.8
Dance	1.4	26.9	17.4	17.4
Design & Technology	64.5	47.0	62.4	61.1
Drama & Theatre Studies	43.3	74.2	62.2	62.3
Economics	12.9	5.5	4.9	5.4
Electronics	5.1	0.0	0.9	1.1
English Language	92.6	85.7	94.3	93.4
English Literature	88.9	84.6	93.9	92.8
Film Studies	2.8	3.0	7.3	6.7
French	70.0	77.7	83.3	82
Geography	80.6	86.0	94.4	92.8
Geology	3.2	0.5	0.3	0.5
German	41.5	46.4	36.9	38
Gujarati	1.8	1.9	1.8	1.8
History	84.3	79.4	92.0	90.4
Italian	25.3	27.2	30.0	29.5
Japanese	7.8	11.5	5.6	6.3
Latin	27.6	41.2	11.6	15.2
Mathematics	89.4	81.3	93.4	92
Media / Film / TV Studies	11.1	12.9	22.4	20.9
Modern Greek	8.8	10.7	8.3	8.6
Modern Hebrew	2.3	3.0	0.8	1.1
Music	61.8	71.4	61.3	62.3
Other Classical Languages	2.8	3.8	0.0	0.5
Persian	1.8	6.9	5.3	5.3
PE / Sports Studies	54.4	64.6	58.4	58.7

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

Subject	Boys' School	Girls' School	Mixed School	Overall
Physics	78.3	76.6	85.3	84.1
Polish	23.0	23.9	36.2	34.3
Portuguese	12.9	15.9	20.7	19.8
Psychology	6.9	12.6	13.7	13.2
Punjabi	6.5	6.3	5.2	5.4
Religious Studies	81.6	88.2	72.2	74.2
Russian	23.5	26.4	18.7	19.7
Science: Double Award	76.5	77.7	92.2	90
Social Science: Citizenship	13.4	18.4	17.0	16.9
Sociology	6.5	15.9	17.7	16.9
Spanish	60.8	71.4	74.6	73.5
Statistics	12.4	8.2	18.4	17.2
Turkish	7.8	16.2	13.5	13.4
Urdu	11.5	15.1	8.0	8.8

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Ancient History	0.4	1.6	0.8	2.0	2.0
Applied Engineering	0.4	0.4	1.0	2.2	3.4
Arabic	24.1	12.2	16.8	28.0	32.1
Art & Design	29.7	34.7	45.2	48.5	54.7
Art & Design (3D Studies)	2.6	6.1	9.5	10.3	12.2
Art & Design (Critical Studies)	0.0	0.0	0.3	0.4	0.2
Art & Design (Fine Art)	30.6	50.6	57.0	59.8	59.9
Art & Design (Graphics)	3.0	5.3	6.4	11.0	17.6
Art & Design (Photography)	16.4	22.0	26.9	37.5	52.9
Art & Design (Textiles)	7.3	11.4	12.1	18.7	28.5
Astronomy	0.9	2.0	3.3	3.6	5.0
Bengali	1.3	0.8	1.8	2.6	5.8
Biology	59.1	69.8	79.7	91.2	97.4
Business Studies: Single	30.2	35.1	32.6	52.6	68.7
Chemistry	53.9	68.6	77.8	89.2	94.4
Chinese	8.2	20.0	22.4	21.8	28.5
Classical Civilisation	4.3	12.7	11.5	4.5	2.4
Classical Greek	1.3	2.4	9.8	3.8	1.2
Computer Studies / Computing	31.9	55.9	62.8	78.7	91.2
D&T Food Technology	15.1	31.0	40.1	53.9	70.7
Dance	3.0	8.6	9.0	19.2	32.3
Design & Technology	15.1	33.1	55.3	67.1	77.6
Drama & Theatre Studies	21.1	49.0	55.3	66.9	77.4
Economics	3.0	3.7	2.9	5.3	11.6
Electronics	0.4	0.8	1.4	1.0	1.4
English Language	83.6	85.3	84.7	96.9	99.2
English Literature	77.2	82.4	84.6	96.7	99.2
Film Studies	3.4	3.3	3.5	6.9	13.4
French	41.4	63.7	74.8	87.6	95.6
Geography	52.2	75.1	91.4	97.9	99.8
Geology	0.0	0.0	0.4	0.6	0.6
German	12.1	33.5	32.6	39.6	53.1
Gujarati	0.4	0.0	0.4	1.9	4.8
History	68.1	68.2	81.6	96.1	98.8
Italian	5.2	10.6	22.9	33.9	40.1
Japanese	0.9	3.3	4.4	7.5	7.6
Latin	6.0	24.5	25.5	12.8	11.0
Mathematics	86.2	77.6	81.7	96.0	99.0
Media / Film / TV Studies	1.3	6.1	10.9	24.0	37.9
Modern Greek	1.3	4.5	7.0	9.6	11.6
Modern Hebrew	2.6	2.0	1.2	0.9	0.8
Music	25.0	51.8	58.5	65.0	77.8
Other Classical Languages	3.0	3.3	0.7	0.0	0.0
Persian	1.7	2.0	4.0	6.0	7.2
PE / Sports Studies	23.7	49.4	52.7	61.9	74.3

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

Subject	Less than 30	30-59	60-119	120-239	240 or greater
Physics	53.9	67.8	76.9	89.1	94.4
Polish	0.9	8.2	22.5	42.6	42.9
Portuguese	0.9	4.1	16.0	23.5	25.3
Psychology	10.8	13.9	9.0	13.5	19.2
Punjabi	0.4	0.4	2.5	6.4	10.0
Religious Studies	44.4	54.7	67.1	78.6	88.4
Russian	3.9	14.7	19.0	22.0	20.4
Science: Double Award	71.1	73.9	84.4	93.7	98.0
Social Science: Citizenship	19.0	13.5	9.0	19.0	20.2
Sociology	1.7	4.9	7.6	19.3	32.7
Spanish	33.6	56.3	65.5	79.1	87.2
Statistics	11.6	15.9	12.7	17.8	24.2
Turkish	3.4	2.9	10.8	15.4	18.4
Urdu	10.8	6.5	4.8	9.2	13.2

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