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The Changing Pattern of A-level/AS uptake in England

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Abstract

One of the objectives of Curriculum 2000 is to increase the breadth of curriculum followed by 16-19 year-olds. In this paper A-level and AS uptake for the years 2001 and 2002 is considered. In 2002, when only A-levels were considered 35% of candidates could be described as specialists, falling to 21% when AS results are included. AS qualifications appear to have been successful in broadening the curriculum. Other major findings are:

- there was considerable diversity in the uptake of A-levels, with nearly 21,000 different combinations of A-levels being present in 2002 A-level results;
- although it is true that biology, chemistry and mathematics is the most common combination of A-levels, only 2.2% of candidates took this precise combination;
- there is a considerable decline in the uptake of general studies;
- there has been a decline in the uptake of mathematics, particularly for candidates of low and medium attainment;
- there has been a decline in the percentage of candidates taking just one foreign language A-level, but not of those taking two;
- there has been a decline in the percentage of candidates taking three science A-levels.

Introduction

The objective of this paper is to investigate the uptake of A-levels in England by year 13 students (eighteen-year-olds) in 2001 and 2002. This period saw the introduction of Curriculum 2000, which was designed to increase the breadth of coverage of subjects taken in the sixth-form. In year 2001, sixth-form students entered A-level examinations and sometimes the Advanced Supplementary examinations. The latter examination was introduced in 1989 with the aim of broadening the experience of those taking A-levels. This examination was of the same standard as A-level but only half the content. Curriculum 2000 saw the introduction of the Advanced Subsidiary examinations. The modular examinations for this qualification come from the first half of the A-level course. The idea behind this change was that students would take four or five Advanced Subsidiary examinations in the first year of the sixth-form and then choose the A-levels to be taken from these subjects. Although everybody who obtains a new A-level must have taken the modules for an Advanced Subsidiary qualification, the student does not have to claim the qualification.

One of the objectives of these changes was to increase the breadth of the curriculum. This has not always been regarded as important. Historically, there were arguments that the specialism associated with the A-level system had advantages. For example,

> It is the mark of a good and keen sixth former. He has looked forward to being a science specialist, or a classic or historian – his mind has been set that way by inclination and the main school mechanism. (Crowther Report, 1959).

However, there have been many changes in education since A-levels were first introduced in 1951. There have always been critics of this specialization. For example, Young and Leney (1997) argued:

> The cumulative cost of preserving such elitist qualifications, in terms of failure and exclusion, has been considerable. But equally, success has come at a price, most obviously in the form of narrow and intense academic specialization with an exclusive bias towards either the arts or the sciences. This left a privileged minority leaving the grammar and independent schools across the country ill-equipped to deal with much beyond the anticipated route that the examinations had prepared them for – the single subject degree course. As critics of the A level system have been quick to point out, the inherent weakness in such qualifications is their singularity – in other words, the fact that 'there is no such thing as the A-level curriculum.'

This concern has led recently to arguments in favour of adopting a baccalaureate-based system. The proposed systems can be classified into two broad types. The first is the grouped/prescriptive approach and involves learners being required to take particular subjects in the 16-19 phase. The main justification is to prevent learners dropping allegedly difficult subjects such as mathematics, sciences and modern foreign languages. Proposals for this type of qualification were made by Finegold *et al.* (1990), Royal Society (1991), NCE (1995), NAHT (1995), Dearing (1996), and Jenkins and David (2003). The second type involves a more open approach. These use a flexible, unified curriculum and qualification approach designed to maintain the choice-based features of the current system but use a modular approach designed to give breadth through greater flexibility (FEU, 1993; AfC et al., 1994; JACG, 1997). Obviously there is scope for hybrid systems involving an inner core and elective elements (Young and Spours, 1996).

Clearly it is interesting to consider the current uptake patterns of A-level and AS to see what implications this would have for sixthformers if their choice were more constrained. For the purposes of this paper, the structure of the British Baccalaureat (Finegold *et al.*, 1990) will be used as a basis for analysis. This involves three domains:

Domain A: Social and Human Sciences *This domain would include history and social science modules as well as applied areas such as health, caring and business studies.*
Domain B: Natural Sciences and Technology *This domain would include mathematics, the natural sciences and engineering as well as more skills-based modules.*
Domain C: Arts, Languages and Literature *This domain would include performing and visual arts and design, as well as languages, literature and media studies.*

In this paper, the candidates will be classified by sex and prior attainment at GCSE. For the purposes of the paper, three levels of prior attainment have been defined as follows. All the candidates in the cohort with A-level results for the year 2001 were selected. The GCSE grades for these candidates were converted into scores (A*-8, A-7, B-6, etc.) and a mean GCSE score was calculated for each candidate. A frequency distribution of these scores was compiled and used to divide the candidates into three approximately equally sized attainment groups: low, medium and high. The cut-scores obtained by this process (5.375 and 6.280) were then applied to the 2002 data. Note that this is a measure of general attainment and it is possible that a candidate could be in the low attainment category but have obtained A* in the subjects they are taking at AS and A-level.

When presenting the results of the analyses, there are three potential measures that can be considered: the number of candidates entered for a particular examination; this number expressed as a percentage of the entire cohort in the age range; or as a percentage of those candidates taking A-levels. In 2001 it was estimated that there were 608,300 young people in the age 17 cohort. In 2002 the number had increased by approximately 0.3% to 610,300. This difference is large enough to have a significant effect on the interpretation. However, the number with A-level results had fallen from 213,563 in 2001 to 202,743 – a decrease of 5%. This means a variety of different statistics could be presented. In this paper, the percentages presented relate to the total number of candidates receiving A-level results. In fact the information presented in this paper is only a selection of what could be presented for reasons of time and space. These factors are more important over longer periods of time, when the level in variation of cohort size and uptake is greater (Bell and Forster, 2001).

To investigate the uptake of A-levels, it is convenient to classify A-level subjects into groups of similar subjects. While in some cases this classification process is fairly straightforward, in others it is not so clear cut. The classification used in this paper is presented in Appendix A.

It was obvious as the analyses of this data set were carried out, that it would possible to investigate many aspects of the A-level curriculum. However, given space and time constraints this paper represents only a selection from the analyses that were or could have been carried out. In the first section of this paper, the uptake of individual subjects is considered. This is followed by a section considering combinations of subjects. Modern foreign languages and the sciences are two areas where concern is often expressed about uptake at A-level. For this reason, these two subject areas will be considered in more detail. Finally, A-level uptake by subject area is considered.

Uptake of Individual Subjects

The first issue that will be considered is the number of A-levels and AS examination results obtained by candidates in the period. There was a slight decline in the number of candidates obtaining A-level results and a tendency for candidates to obtain on average fewer A-level results. There are a number of possible explanations for this, for example, prior performance on AS levels may have encouraged candidates to drop subjects after the first year of study, or disappointing results in units may have led candidates to decide not to aggregate their results.

Table 1: Number of A-level results in 2001 and 2002 (% of A-level entry)

Number of A-levels	2001 Percent	Cum %	2002 Percent	Cum %
1	9	9	10	10
2	12	21	14	24
3	43	64	48	72
4	33	97	25	97
5+	3	100	3	100
No. of cand.	213362		202745	

When General Studies is excluded from the analysis, the decline in the number of A-levels per candidate is very small. It would appear that much of the decline from four to three A-levels is the result of fewer candidates taking General Studies.

Table 2: Number of A-level results in 2001 and 2002 – excluding General Studies (% of A-level entry)

Number of A-levels	2001 Percent	Cum %	2002 Percent	Cum %
1	9	9	11	11
2	18	27	17	28
3	66	93	64	92
4	7	100	7	100
5+	0.4	100	0.4	100
No. of cand.	213362		202745	

In Table 3, the uptake of the commonest A-levels for 2001 and 2002 is presented. Note that because of changing syllabuses/specifications of A-level some problems have arisen with the classification. This is most notable for A-levels in art and design & technology. In both years, the pattern of entries tended to follow the traditional gender stereotypes for the subjects. For most subjects that have not been influenced by changing specifications affecting their classification, the changes between 2001 and 2002 are relatively small. However, there are a number of exceptions. Firstly, there has been a considerable decline in the uptake of general studies. Perhaps more importantly, there has been a decline in those students obtaining A-level mathematics.

Table 3: Uptake of individual subjects by sex in 2001 and 2002 (% of A-level entry)

	Male		Female		All	
Subject	2001	2002	2001	2002s	2001	2002
General Studies	42	29	40	27	41	28
English Literature	13	14	29	27	21	21
Mathematics	32	26	17	13	24	19
Biology	16	16	22	22	19	19
History	15	17	15	16	15	17
Geography	18	17	13	12	15	15
Chemistry	18	15	14	14	16	14
Business. Studies	16	17	12	10	14	13
Physics	22	21	5	5	13	13
Psychology	5	6	15	18	10	13
Sociology	4	4	13	13	9	9
Media/Film/TV. Stds.	5	7	6	8	6	8
Sport/P.E. Stds.	9	10	5	5	7	7
Information Techn.	4	10	2	4	3	7
English Language	4	5	8	8	6	7
English	4	4	9	8	7	6
French	4	4	9	8	7	6
D & T design	4	9	1	4	2	6
Economics	10	9	4	3	7	6
Art & Des. – Fine Art	-	4	-	7	-	6
Theatre Stds.(01), Drama(02)	2	3	5	8	4	6
Art & Design	7	3	11	6	9	5
Com.Stds/Computing	9	8	1	1	5	4
Religious Stds.	2	2	5	5	3	4
Law	3	3	4	4	3	4
Politics	4	4	3	3	3	3
German	2	2	4	4	4	3
Music	2	2	3	3	2	3
Spanish	1	1	3	3	2	2
Maths (Further)	4	3	1	1	2	2
Design & Technology	4	-	1	-	2	-

- not applicable

In Table 4, the uptake of the commonest subjects by attainment is presented. It is noticeable that the uptake increases by attainment for the traditional academic A-level subjects: mathematics, English literature, biology, chemistry, history, geography, physics, French, economics, German, mathematics (further), music and Spanish. This trend is reversed for the newer/vocational subjects: business studies, art & design, sociology, computing and information technology. This variation in quality of entry between subjects is broadly reflected in actual grade distributions. The issue of subject difficulty is complex and beyond the scope of this paper.

Table 4: Uptake of individual subjects by attainment (% of A-level entry)

	Low		Medium		High	
Subject	2001	2002	2001	2002	2001	2002
General studies	34	21	43	29	47	33
Mathematics	8	4	21	13	42	35
English Literature	16	17	23	21	26	25
Biology	9	7	19	17	30	30
Chemistry	5	3	12	10	30	27
History	10	11	16	16	21	22
Geography	11	11	18	16	17	17
Business Studies	17	15	17	16	8	9
Physics	5	4	11	10	22	21
Psychology	11	12	12	16	7	11
Art & Design	10	6	10	6	8	5
Sociology	13	12	10	11	4	5
French	2	1	6	4	14	12
Sport/P.E. Stds.	10	10	8	9	3	4
Economics	4	3	7	5	9	9
English	8	7	7	7	5	6
English Language	7	7	7	8	4	5
Media/Film/TV. Stds.	9	12	6	9	2	3
Com.Stds/Computing	6	4	6	5	3	3
Theatre Stds.	4	7	4	7	3	5
German	1	1	3	2	6	5
Religious Stds.	3	3	4	4	4	5
Politics	2	2	3	3	4	4
Law	5	5	3	4	2	2
Information Techn.	4	9	3	8	1	4
D & T design	3	8	3	7	1	4
Maths (Further)	0	0	1	1	6	4
Music	1	2	2	2	4	3
Spanish	1	1	2	2	4	4
Design & Technology	3	-	2	-	1	-
Art & Design	-	5	-	5	-	4

- not applicable

Uptake of Modern Foreign Languages

One of the areas of particular concern in this age range is the uptake of modern foreign languages. For A-level studies, the three main languages are French, German and Spanish (Table 5). Females were more likely than males to be studying these languages. There are also a number of minority-entry languages taken by relatively small numbers of candidates. The effect of the introduction of curriculum 2000 has been to reduce the percentage of candidates obtaining A-levels in modern foreign languages.

Table 5: Uptake of individual modern foreign language A-levels by sex (% of A-level entry)

	M		F		Total	
Subject	2001	2002	2001	2002	2001	2002
French	4.5	4.4	9.4	8.2	7.1	6.4
German	2.5	2.3	4.4	3.7	3.5	3.1
Spanish	1.3	1.4	2.7	2.7	2.1	2.1
Chinese	0.6	0.4	0.5	0.4	0.5	0.4
Italian	0.2	0.2	0.3	0.3	0.3	0.3
Russian	0.3	0.2	0.2	0.2	0.3	0.2
Turkish	-	0.1	-	0.1	-	0.1
Urdu	0.2	0.1	0.3	0.2	0.2	0.2

- not applicable

In Table 6, the uptake of modern foreign languages by attainment is presented. It is clear from the table that A-levels in European modern languages tend to attract high attaining students. The situation is more varied for the other languages.

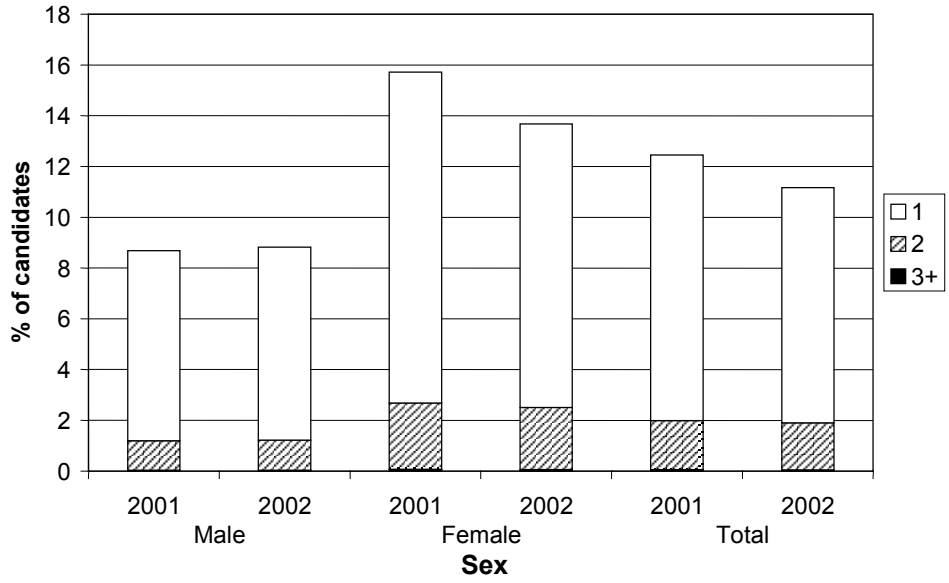
Table 6: Uptake of individual modern foreign language A-levels by attainment (% of A-level entry)

	Low		Medium		High	
Subject	2001	2002	2001	2002	2001	2002
French	2.0	1.5	5.8	4.4	13.6	11.9
German	1.2	0.9	3.0	2.2	6.2	5.2
Spanish	0.8	0.6	1.8	1.5	3.6	3.6
Chinese	0.4	0.2	0.3	0.2	0.4	0.3
Italian	0.2	0.2	0.2	0.2	0.4	0.4
Russian	0.1	0.1	0.1	0.1	0.4	0.3
Turkish	-	0.3	-	0.1	-	*
Urdu	0.4	0.4	0.1	0.1	*	*

- not applicable * less than 0.1%

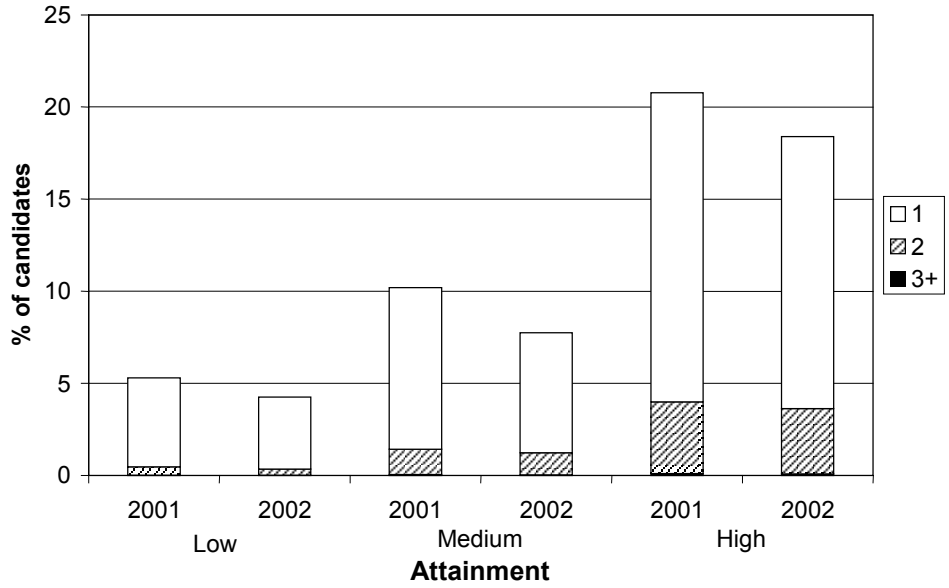
In Figure 1, the number of modern foreign languages taken at A-level by sex is presented (the associated table is in Appendix B). The most noticeable feature of the Figure is that the percentage of candidates taking just one modern foreign language A-level has declined slightly. The numbers taking 3 or more languages are so small that there are difficult to see in both this and Figure 2.

Figure 1: Number of modern foreign language A-levels taken by sex and cohort



There is a much stronger pattern in the uptake of modern foreign languages by attainment. Those candidates with the higher level of attainment at GCSE are much more likely to study modern foreign languages at A-level. This is true for both candidates taking only one Modern Language A-level and for those taking two or more.

Figure 2: Number of modern foreign language A-levels taken by attainment and cohort

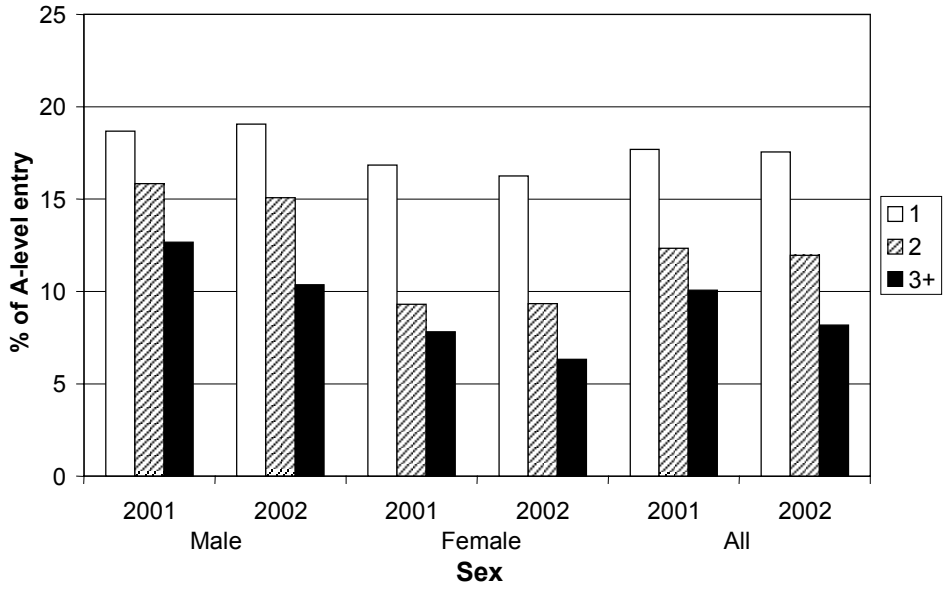


This pattern of uptake would suggest that there would need to be some consideration given to the nature of the courses offered in languages if there is to be a greater level of uptake in this subject area.

Uptake of Sciences

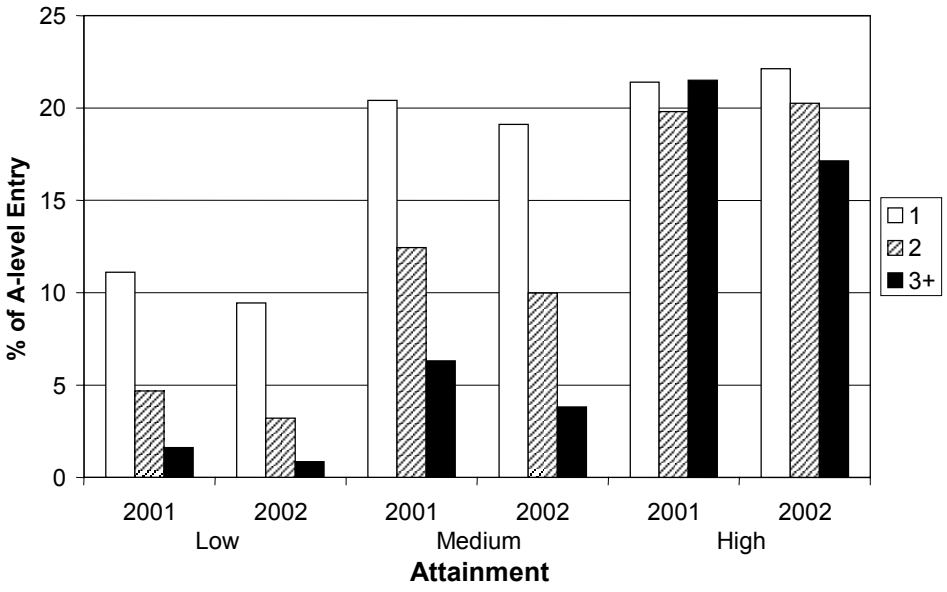
Another area of concern is the uptake of sciences where there is a tension between the need to have candidates that are adequately prepared for science and medicine courses in higher education on one hand and excessive specialism on the other. In Figure 3, the percentage taking each number of science A-levels by sex is presented. The most notable feature of the table is the decline in the percentage taking three or more A-levels in science.

Figure 3: Number of science A-levels taken by sex and cohort



In Figure 4, the effect of prior attainment on the number of science A-levels is considered. As with modern languages Science A-levels were more commonly taken by high attaining students. The effect of curriculum 2000 has been to reduce the numbers taking more than one science A-level. This is particularly noticeable for high attaining students.

Figure 4: Number of science A-levels taken by attainment and cohort



Uptake of combinations of subjects

In this section the uptake of combinations of subjects is considered. This analysis is restricted to those candidates with at least three A-level results, these are the students who would be most likely to achieve the highest level of the recently proposed diploma. An initial analysis using the subject names and the LEAP codes revealed that the number of combinations was very large. (LEAP codes are used by QCA to classify separate subjects.) There were 23,963 combinations in 2001 and 20,858 in 2002. This is less surprising when you think abut the number of possible combinations. Suppose that there were only 40 A-levels subjects as defined by LEAP codes, then theoretically there are 40 x 39 x 38 = 59,280 combinations of up to three LEAP codes. In Table 7, the ten most frequent combinations of at least three subjects at A-level have been presented for 2002. These account for approximately 1/10 of the A-level cohort. The most common combinations are those involving the traditional science subjects. These are almost certainly influenced by the entry requirements to science-based degrees at University, e.g. medicine. Clearly there is a great amount of diversity in the A-level uptake and to investigate this it is necessary to group the subjects further. It is worth noting, however, that some combinations of three subjects are more common if additional subjects are ignored, e.g. Biology, Chemistry and Mathematics were taken by at least 2.9% of the entry just by adding the combination including General Studies and there many other possible fourth subjects).

Table 7: Most common combinations of at least three subjects in 2002 (% of candidates with at least three A-levels)

Combination				%	Cum %
Biology	Chemistry	Mathematics		2.2	2.2
Biology	Chemistry	Physics		1.7	3.8
Chemistry	Physics	Mathematics		1.5	5.3
Chemistry	Physics	Mathematics	General Studies	1.3	6.6
Biology	Chemistry	Physics	General Studies	0.8	7.5
Biology	Chemistry	Mathematics	General Studies	0.7	8.2
Biology	Chemistry	Geography	General Studies	0.6	8.7
Biology	Chemistry	Geography		0.5	9.3
Physics	Mathematics	Computing		0.5	9.8
Chemistry	Physics	Mathematics	Further Maths	0.4	10.2

Most diploma/baccalaureate systems seem to involve students being asked to take a constrained choice on a range of subjects (Le Metais, 2002). To investigate the implications of this proposal, the A-level subjects were grouped into five subject areas: English, languages, science/mathematics, Social sciences/humanities and the arts. These subject areas are described in Appendix A. Grouping subjects is not a straightforward task and the allocation of subjects to areas is always debatable. It is clear that any system of constraining choice of A-levels would involve allocations of subjects that would be questionable. In Table 8, the uptakes of these subjects at A-level for male and female candidates in 2001 and 2002 have been presented. The most popular domain is social science/humanities, then science/mathematics, then English, then the Arts and finally languages. The usual stereotypical pattern of differences in uptake by sex can be observed. Curriculum 2000 has had little effect on the uptake of subject areas at A-level. The trends for attainment varied between subject areas with uptake increasing with attainment for science/mathematics and languages and declining for the other subject areas. Note that the number of low attaining candidates is reduced because they were less likely to have taken three A-levels.

Table 8: Uptake of subject areas at A-level by sex and attainment (% of candidates with at least three A-levels)

Subject Area	F	M	Low	Medium	High	All
Science/Maths	46	65	37	49	65	55
English	51	28	47	43	37	40
Languages	16	10	4	8	20	13
Social Science/Humanities	80	78	84	82	76	79
Arts	32	25	41	33	21	29
Number of students	83,641	70,010	25,830	54,194	71,450	153,651

(2204 students did not have GCSE results)

The table above ignores AS levels, which were introduced to broaden the curriculum in 2002. In Table 9 the uptake of subject areas resulting from combining A-level and AS level results is presented. As expected this has increased the uptake in all subject areas. However, the only subject area with universally high uptake is the social science/humanities group, which has the largest range of A-level subjects?. The same general pattern in terms of direction holds for attainment, e.g. for science/maths uptake increases with attainment.

Table 9: Uptake of subject areas at A-level and AS level by sex and attainment (% of candidates with at least three A-levels)

Subject Area	F	M	Low	Medium	High	All
Science/Maths	55	73	46	58	73	63
English	57	32	51	48	42	46
Languages	23	14	6	13	27	19
Social Science/Humanities	88	86	90	89	84	87
Arts	37	29	44	38	26	33
Number of students	83,641	70,010	25,830	54,194	71,450	153,651

(2204 students did not have GCSE results)

Since candidates usually take three A-levels three domains were created following the structure suggested by the British Baccalaureat described above. The uptake of these domains in 2001 and 2002 is presented in Table 10. In this analysis, only candidates that had at least three A-level results were included. For the purposes of this table, candidates who entered subjects at A-level in only one domain have been classified as specialists, and candidates entered for two of the domains have been classified as partly mixed. More than one third of these candidates were classified as specialists. Female students were more likely to specialise than males and were also more likely to specialise in the arts/languages and social sciences/humanities. Male candidates were more likely to specialise in the sciences. There were also two trends relating to attainment. For the arts/languages and social sciences/humanities low attaining candidates were more likely to be specialists, but for the sciences the trend was reversed. Less than one tenth of students taking at least three A-levels had results in all three domains.

Table 10: Uptake of combinations of A-levels in 2001 and 2002 (% of candidates with at least three A-levels)

2001

Sci-Mat	Arts	SocHum	Female	Male	Low	Medium	High	All
Y	N	N	6	11	4	6	12	8
N	Y	N	5	2	4	3	3	3
N	N	Y	21	16	29	21	11	19
Specialist			32	29	37	30	26	30
Y	Y	N	5	4	3	4	6	4
Y	N	Y	25	39	23	31	37	32
N	Y	Y	28	18	30	24	19	23
Partly mixed			58	57	56	59	62	59
Y	Y	Y	10	11	8	10	12	10

2002

Sci-Mat	Arts	SocHum	Female	Male	Low	Medium	High	All
Y	N	N	7	13	4	8	14	10
N	Y	N	6	3	7	5	3	5
N	N	Y	23	17	29	24	14	20
Specialist			37	33	41	37	31	35
Y	Y	N	6	6	4	5	7	6
Y	N	Y	24	36	22	28	34	30
N	Y	Y	24	15	28	22	17	20
Partly mixed			54	57	52	54	58	56
Y	Y	Y	9	10	7	9	11	9

One of the features of curriculum 2000 was that candidates entered additional AS levels to broaden the curriculum. By including both A-levels and AS examinations it possible to extend the results in Table 10 Table 11 contains this additional information. It is clear that the introduction of AS level has broadened the curriculum for many students. The percentages of students with examination results for all three domains have approximately doubled. However, more than a fifth of the students were still specialists. The trends in sex and attainment for the combined AS and A-levels have the same general pattern as those for A-levels.

Table 11: Uptake of combinations of A-levels and AS levels in 2002 (% of candidates with at least three A-levels)

SciMat	Arts	SocHum	Female	Male	Low	Medium	High	All
Y	N	N	4	8	4	5	10	6
N	Y	N	3	1	2	3	2	2
N	N	Y	15	11	14	14	10	13
Specialist			22	20	20	22	22	21
Y	Y	N	5	5	4	5	7	5
Y	N	Y	27	41	33	33	35	33
N	Y	Y	26	15	22	22	20	21
Partly mixed			58	61	59	60	62	61
Y	Y	Y	19	19	20	19	18	20

Tables 10 and 11 present data for students who had results for at least three A-levels. Not all sixthformers satisfy this criterion. Obviously students with fewer examination results would be more likely to be specialists in an analysis based on the above procedure.

Discussion

The analyses described in this paper indicate the introduction of curriculum 2000 has not had large effects on the uptake of A-level subjects with the exception of mathematics and general studies which both showed evidence of a decline. Even before the introduction of curriculum 2000, most students in this age range could not be classified as specialists and the addition of a requirement to study additional subjects at the advanced subsidiary level has reduced this tendency further. There are some areas that could be of concern such as the uptake of sciences and mathematics, particularly by female students, and the uptake of modern languages. In the latter case, there would need to be a considerable increase in provision for modern languages if it were to be included in a diploma system. It would also be questionable whether A-level and AS specifications would provide suitable courses for non-specialists (the International baccalaureate system has a range of provision for mathematics and languages). There is still a need to consider the balance of the curriculum for the usually lower attaining candidates who take fewer subjects at A-level

One of the most striking features of the data is sheer number of different combinations of A-levels taken. A-level students have come to expect considerable choice and diversity in the overall course of studies. It is important to recognise that one of the major influences on the choice of A-levels is the admission requirements for higher education. This means that some students' options may be restricted, causing them to specialise out of necessity rather than through choice.

It would also be interesting to consider the qualifications obtained by these students in the whole 14-19 age range. Science specialists, for example, tend to have high overall attainment at GCSE. The constraints of the National Curriculum mean that this would suggest that the candidates have achieved well in subject outside of the science/mathematics domain. Further research could involve investigating how many of the science specialist obtained A or A* grades in English literature and modern languages or how many arts specialists obtained A or A* grades in mathematics and science. It is also questionable that an AS or A-level course would be appropriate for students with poor GCSE results in the subject.

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Appendix A – Subject Classifications

Science/Maths

LEAP Code	**Subject Title**
1010A	Biology
1030A	Biology: Human
1050A	Biology: Social
1110A	Chemistry
1210A	Physics
1310A	Sci: Single Award
1730A	Sci: Electronics
1750A	Sci: Environmental
1770A	Science: Geology
1830A	Psychology JMB/NEA
2030A	Science: Other
2210B	Mathematics
2230B	Mathematics (Pure)
2240B	Maths (Decision)
2250B	Mathematics(Appld)
2260B	Mathematics (Statistics)
2510B	Statistics
2610C	Com.Stds/Computing
2650C	Information Tech

English

LEAP Code	**Subject Title**
5010I	English
5030I	English Language
5110I	English Literature
5210I	Drama
5310I	Communication Stds
5330I	Expressive Arts

Languages

LEAP **Code**	**Subject Title**
5650K	French
5670K	German
5690K	Italian
5710K	Modern Greek
5730K	Portuguese
5750K	Spanish
6030K	Modern Hebrew
6050K	Panjabi
6070K	Polish
6090K	Russian
6110K	Turkish
6130K	Urdu
6310K	Other Languages
6550K	Greek
6610K	Latin
6650K	Other Class. Langs

Social Science/Humanities

LEAP **Code**	**Subject Title**
3210D	Bus. Studs:Single
3230D	Bus.Stds&Economics
3310D	Home Economics
3330D	HE: Child Devt
3390D	HE: Home & Family
3910F	Geography
4010G	History
4410H	Economics
4430H	Economics&Business
4610H	Religious Studies
4730H	Archaeology
4770H	Law
4790H	Logic / Philosophy
4830H	Politics
4850H	Psychology
4890H	Sociology
6510K	Ancient History
6530K	Class.Civilisation
7410N	Accounting/Finance
7810P	General Studies
7830P	Critical Thinking

Arts

LEAP Code	**Subject Title**
3510E	Art & Design
3550E	Art & Des(Graphcs)
3570E	Art & Des(Photo.)
3650E	Art & Des(Textles)
3670E	Art & Des(3D Stds)
3680E	Art&Des(Crit.Stds)
3690E	Art&Des - Fine Art
3810E	Art
3830E	History Of Art
5350I	Media/Film/TV Stds
5360I	Film Studies
5370I	Theatre Studies
7010L	Music
7020L	Music: Practical
7210M	Sport/P.E. Studies
7230M	Dance
7570N	Photography

Appendix B – Uptake of Science and Modern Foreign Language A-levels

Number of modern foreign language A-levels taken by sex and cohort
(% of A-level entry)

No. of	Male		Female		Total	
Languages	2001	2002	2001	2002	2001	2002
3+	0.04	0.03	0.08	0.07	0.06	0.05
2	1.16	1.19	2.60	2.44	1.93	1.86
1	7.48	7.61	13.03	11.17	10.46	9.26
0	91.32	91.78	84.29	86.33	87.55	88.83

Number of modern foreign language A-levels taken by attainment and cohort
(% of A-level entry)

No. of	Low		Medium		High		Total	
Languages	2001	2002	2001	2002	2001	2002	2001	2002
3+	0.01	0.01	0.05	0.03	0.10	0.09	0.06	0.05
2	0.46	0.33	1.37	1.20	3.89	3.53	1.91	1.84
1	4.82	3.91	8.77	6.51	16.80	14.77	10.14	8.91
0	94.70	95.74	89.81	92.25	79.21	81.61	87.90	89.20

Number of science A-levels taken by sex and cohort
(% of A-level entry)

No. of	Male		Female		All	
Sciences	2001	2002	2001	2002	2001	2002
3+	13	10	8	6	10	8
2	16	15	9	9	12	12
1	19	19	17	16	18	18
0	53	56	66	68	60	62

Number of science A-levels taken by attainment and cohort as a percentage of the total entry
(% of A-level entry)

No. of	Low		Medium		High	
Sciences	2001	2002	2001	2002	2001	2002
3+	2	1	6	4	22	17
2	5	3	12	10	20	20
1	11	9	20	19	21	22
0	83	87	61	67	32	40