

## **An analysis of a Survey of teachers on the impact of the EBacc on student opportunity to study GCSE RS**

### **A Fourth Survey – July 2012 (v1.1)**

#### **Introduction**

This is an analysis of the data gathered from a questionnaire on impact of curriculum announcements and changes including the English Baccalaureate (EBacc) on Religious Education. It relates specifically to the study of Religious Studies GCSE and seeks to test the claim made by the Department for Education (DfE) and its ministers that the requirement in law that all students must study Religious Education means that it has a secure place in the curriculum of all schools.

This fourth survey was launched on 19 June 2012 via a number of teacher networks supported by the National Association of Teachers of Religious Education (NATRE) and RE Today Services, and publicised via social media networks and via the electronic networks of other RE organisations including AREIAC, AULRE, and NASACRE. Replies were received from 625 individual schools of different types.

#### **Methodology**

An on-line data gathering tool (Survey Monkey) was used to set a series of questions on the provision of RE in secondary schools. This followed a similar survey conducted one year before and, where applicable, this report includes the 2011 data as a comparison. Questions were asked to collect key information about how the provision and support for RE might have changed in key stages three and four and about the respondents' views about the reason for the changes. This was self-reporting data from teachers in schools and all efforts have been made to remove duplication from multiple school entries to allow an accurate picture of impact as perceived by the responding institutions. It should be noticed that due to the nature of the survey, it can be argued that respondents are more likely to be in schools where teachers of RE are employed since those who are not committed to RE would be less likely to take the time to complete the survey.

## Conclusions

Religious Studies in the curriculum continues to decline since the introduction of the English Baccalaureate, especially at key stage 4 where the impact of the EBacc is at its greatest. This impact is seen not only in the reduction of past and planned examination entries, but also in the timetable where schools report that even though the subject is legally compulsory for all students unless withdrawn by their parents, students are not always receiving their entitlement to a religious education, especially in Key Stage 4.

- a. 33% of schools responding to the survey report that legal requirements are not being met at key stage 4 (40% of community and 42% of Academy schools without a religious character). (Paragraph 2). Even though studying a GCSE accredited course is a statutory requirement of many Agreed Syllabuses, 38% of maintained schools enter less than 75% of their Year 11 cohort (see data in table 3 page 5 and appendix 2)
- b. 12% of schools report that legal requirements are not being met at key stage 3. (14% of community and Academy schools without a religious character) (paragraph 2)
- c. 24% of schools reported a reduction in the number of specialist staff employed to teach Religious Education. Of those, 82% stated that the introduction of the EBacc was the main reason for this change. (paragraph 3)
- d. As the number of specialist teachers declines, teachers with other specialisms are being required to deliver the subject. In 47% of schools, at least one in ten Religious Education lessons and up to one in five lessons are delivered by teachers whose main time is spent in another curriculum area. (paragraph 4)
- e. 54% of the schools that responded stated that they will have no entries for GCSE Religious Studies at Short Course in 2014. This represents a rise of twelve per cent over two years. Eighteen per cent reported no entries for the Full Course, a rise of three per cent over the last two years. (paragraph 5)
- f. Of those schools that reported a drop in Full Course entries, the impact of the EBacc was cited as the main reason in 55% of cases in 2011, rising to 63% of cases for the 2014 cohort (students about to start key stage 4). (paragraph 6)
- g. In some schools a decision has been made to cut the Short Course in favour of the Full Course. Of those schools that reported a reduction in the Short Course, this represented 23% of schools in the survey where students are due to take the examination in 2013 and 26% of those from 2014.
- h. Some schools reported changes having been made to the structure of the timetable. This has been more marked in key stage 4 than in key Stage 3. The greatest impact was seen in Year 10 (the start of GCSE courses in most schools) where 19% of schools reported a reduction in provision, less time; in comparison with other subjects. Some schools also reported enhanced timetable provision. This affected 12% of schools for year 10. (paragraph 7)
- i. There is a clear trend towards offering GCSE Religious Studies courses over three years instead of two, as has previously been the norm. This pattern has been introduced in 33% of the schools that responded to this question for students taking the examination in 2014 having risen from 25% in 2012. The most common mode of delivery is still 120-140 hours over two years which accounts for 41% of candidates. It is possible however, that students who are taught the course over three years might face an increase in demand since they would need to use knowledge, understanding and skills retained over a longer period.(paragraph 8)
- j. 20% of the schools in our survey now attempt to deliver this course over less than the recommended teaching time. There is a growing body of evidence, including from Ofsted subject surveys, that this practice is detrimental to students' Religious Education; failing to meet the aims of GCSE courses which include developing a coherent understanding of religious beliefs, ideas and practices. (paragraph 9)
- k. Subject specific training is essential for the delivery of high quality provision in any subject. 71% of the 480 schools that responded to this question reported that they had received no subject specific training in school in the last academic year. 44% reported that they had attended no training outside of school. Just over 10% reported that they had attended two days or more of training outside of school. (paragraph 10)

## 1. Types of school

**Table 1**

<b>Type of school</b>	<b>No.</b>	<b>%</b>
Academy with a religious character	41	7%
Voluntary Aided (CE)	21	3%
Voluntary Aided (RC)	53	8%
Academy without a religious character	171	27%
Grammar School	37	6%
Voluntary Controlled	39	6%
Independent School	12	2%
Voluntary Aided (other)	10	2%
Community school	241	39%
<b>Total number of schools</b>	<b>625</b>	

## 2. Are legal requirements with regard to RE provision for all being met?

Table 2 shows the continuing discrepancy between key stages 3 and 4. Whereas 88% of respondents stated that their schools were meeting legal requirements in key stage 3, around one in three schools (33%) were not doing so at key stage 4. This is an increase of 5% on the previous year's figure.

**Table 2**

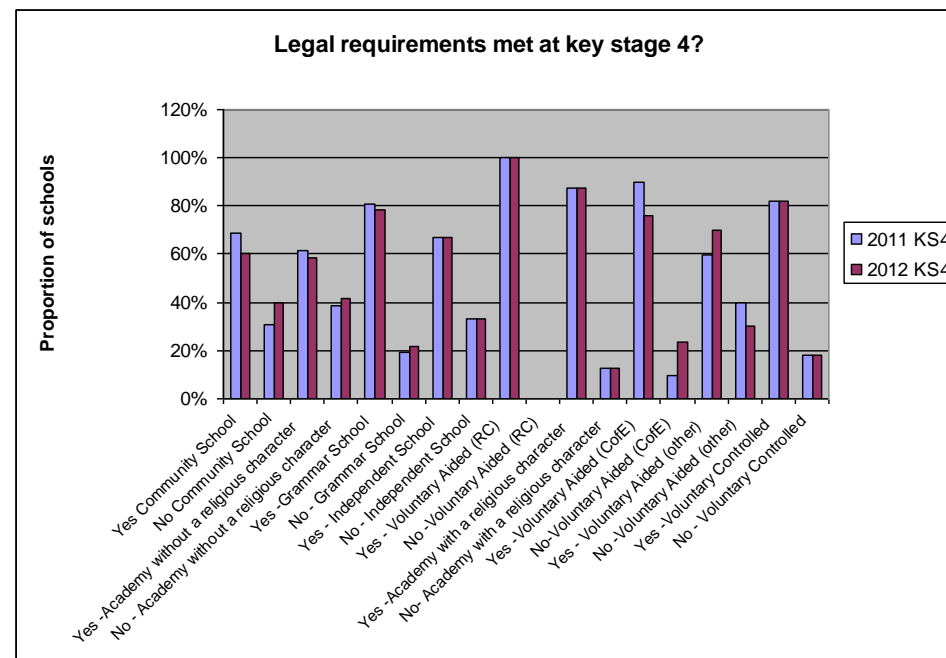
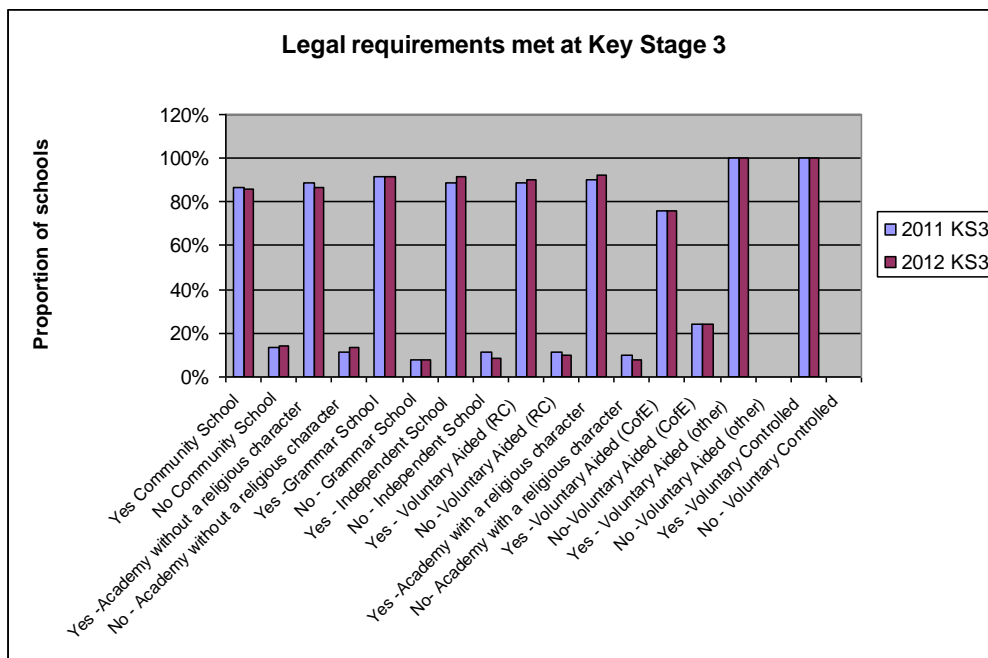
	<b>2011 KS4</b>	<b>2012 KS4</b>	<b>2011 KS3</b>	<b>2012 KS3</b>
Yes	72%	67%	88%	88%
No	28%	33%	12%	12%

## Are legal requirements with regard to RE provision for all being met?

**Table 3**

	<b>2011 KS4</b>	<b>2012 KS4</b>	<b>2011 KS3</b>	<b>2012 KS3</b>
Yes - Community School	69%	60%	87%	86%
No - Community School	31%	40%	13%	14%
<b>Responses</b>	<b>229</b>	<b>234</b>	<b>234</b>	<b>234</b>
Yes - Academy without a religious character	62%	58%	89%	86%
No - Academy without a religious character	38%	42%	11%	14%
<b>Responses</b>	<b>167</b>	<b>168</b>	<b>168</b>	<b>168</b>
Yes - Grammar School	81%	78%	92%	92%
No - Grammar School	19%	22%	8%	8%
<b>Responses</b>	<b>36</b>	<b>37</b>	<b>37</b>	<b>37</b>
Yes - Independent School	67%	67%	89%	92%
No - Independent School	33%	33%	11%	8%
<b>Responses</b>	<b>33</b>	<b>36</b>	<b>36</b>	<b>36</b>
Yes - Voluntary Aided (RC)	100%	100%	88%	90%
No - Voluntary Aided (RC)	0%	0%	12%	10%
<b>Responses</b>	<b>52</b>	<b>52</b>	<b>52</b>	<b>52</b>
Yes - Academy with a religious character	88%	88%	90%	93%
No - Academy with a religious character	13%	13%	10%	8%
<b>Responses</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>
Yes - Voluntary Aided (CE)	90%	76%	76%	76%
No - Voluntary Aided (CE)	10%	24%	24%	24%
<b>Responses</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>
Yes - Voluntary Aided (other)	60%	70%	100%	100%
No - Voluntary Aided (other)	40%	30%	0%	0%
<b>Responses</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
Yes - Voluntary Controlled	82%	82%	100%	100%
No - Voluntary Controlled	18%	18%	0%	0%
<b>Responses</b>	<b>11</b>	<b>11</b>	<b>11</b>	<b>11</b>

**Table 4**



Whilst the number of schools reporting a failure to meet legal requirements for RE at key stage 3 remains consistent at around 12% there is some variation between types of school. At key stage 4, the number of schools reporting a failure to comply with requirements rose from 31% in 2011 to 40% in 2012. Similarly, in Academy schools without a religious character, the number rose from 38% to 42% and in Voluntary Aided (CE) schools from 10% to 24%.

### 3. Has there been an increase or decrease in RE subject specialist staff for 2012/2013?

**Table 5**

	<b>%</b>
Increase	11%
Decrease	24%
No change	65%

Table 5 shows that almost one in four schools report a decrease in subject specific staff for the start of the academic year 2012/2013.

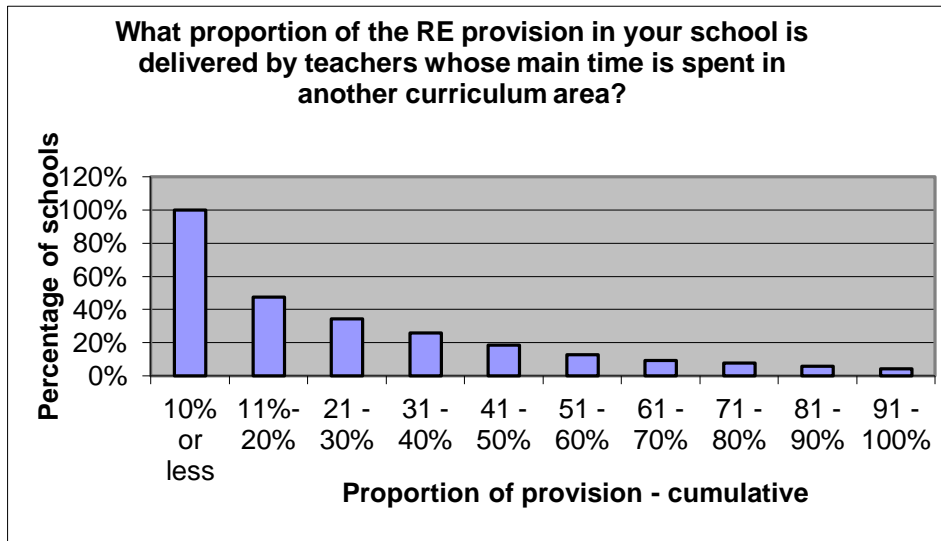
**Table 6**

<b>Reason</b>	<b>No.</b>	<b>%</b>
Impact of the EBacc	130	82%
Teacher left (e.g. new job; retirement) and no replacement planned	13	8%
Redundancy	11	7%
Moved to teach in another department	5	3%

Table 6 shows that by far the most common reason for a decrease in RE subject specialist staff for 2012/2013 was the impact of the EBacc (82%).

#### 4. What proportion of RE provision is delivered by teachers whose main time is spent in another curriculum area?

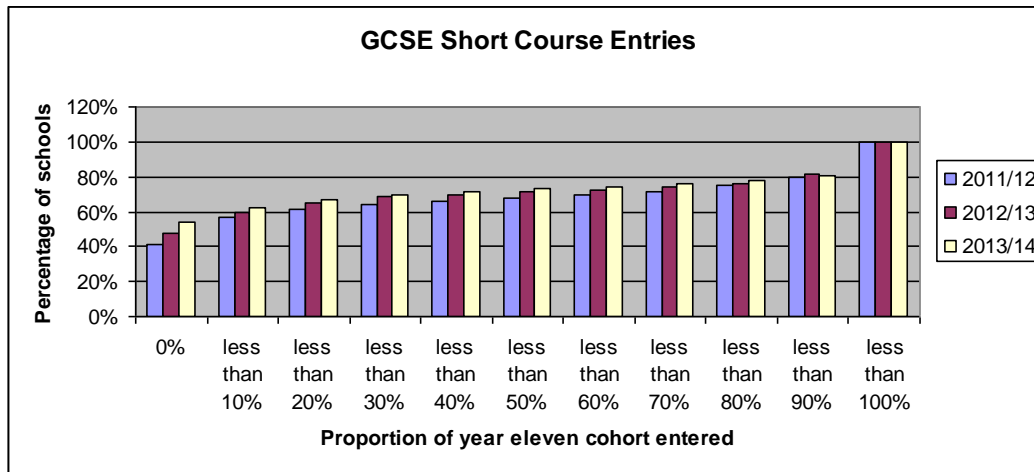
Table 7



The headline figure here is that in 47% of schools at least one in ten Religious Education lessons and in some cases one in five lessons are delivered by teachers whose main time is spent in another curriculum area. It should be made clear here that these figures are not lessons taught by teachers with other specialisms who teach RE for most of their timetable, but teachers whose main timetable is in another area and who have some shortfall on their timetable which needs to be filled.

## 5. Entries for Year 11 students for the GCSE Short Course – past and future

Table 8

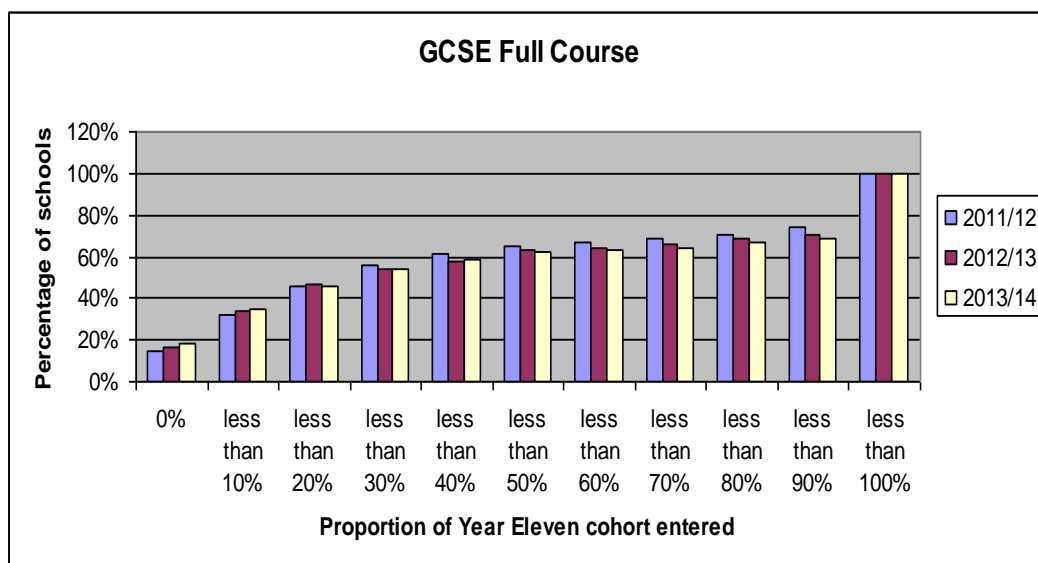


Short Course Entries	2011/12	2012/13	2013/14
0%	42%	48%	54%
less than 10%	57%	59%	63%
less than 20%	61%	65%	67%
less than 30%	64%	68%	70%
less than 40%	66%	70%	72%
less than 50%	68%	72%	74%
less than 60%	69%	72%	75%
less than 70%	72%	74%	76%
less than 80%	75%	76%	78%
less than 90%	80%	81%	80%
less than 100%	100%	100%	100%



## 6. Entries for Year 11 students for the GCSE Full Course – past and projected

**Table 9**



Full Course entries	2011/12	2012/13	2013/14
0%	15%	17%	18%
less than 10%	32%	34%	35%
less than 20%	45%	47%	45%
less than 30%	56%	54%	54%
less than 40%	61%	58%	59%
less than 50%	65%	63%	62%
less than 60%	67%	64%	63%
less than 70%	69%	66%	64%
less than 80%	70%	69%	67%
less than 90%	74%	71%	69%
less than 100%	100%	100%	100%

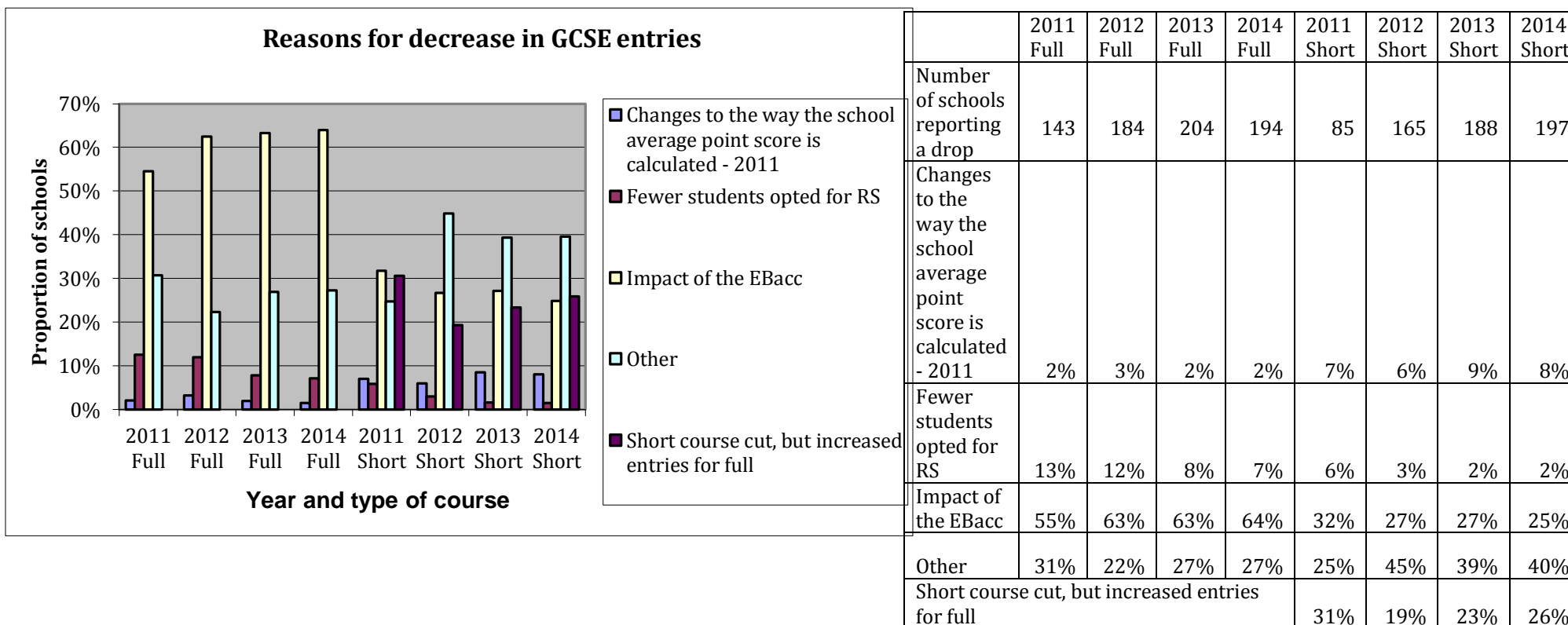
Students generally opt for their GCSE courses during Year 9 and it is therefore possible to ask schools to anticipate entries for examination in two years' time with some accuracy. These students will begin their courses in September 2012 and timetables are therefore mostly in place by the end of the previous summer term.

54% of the schools that responded stated that they will have no entries for GCSE Religious Studies at Short Course in 2014. This represents a rise of 12% over two years. 18% reported no entries for the Full Course, a rise of 3% over the last two years.

## 7. Why has there been an increase or decrease in entries for short and full course?

For those that reported a decrease in entries the reasons given were as follows:

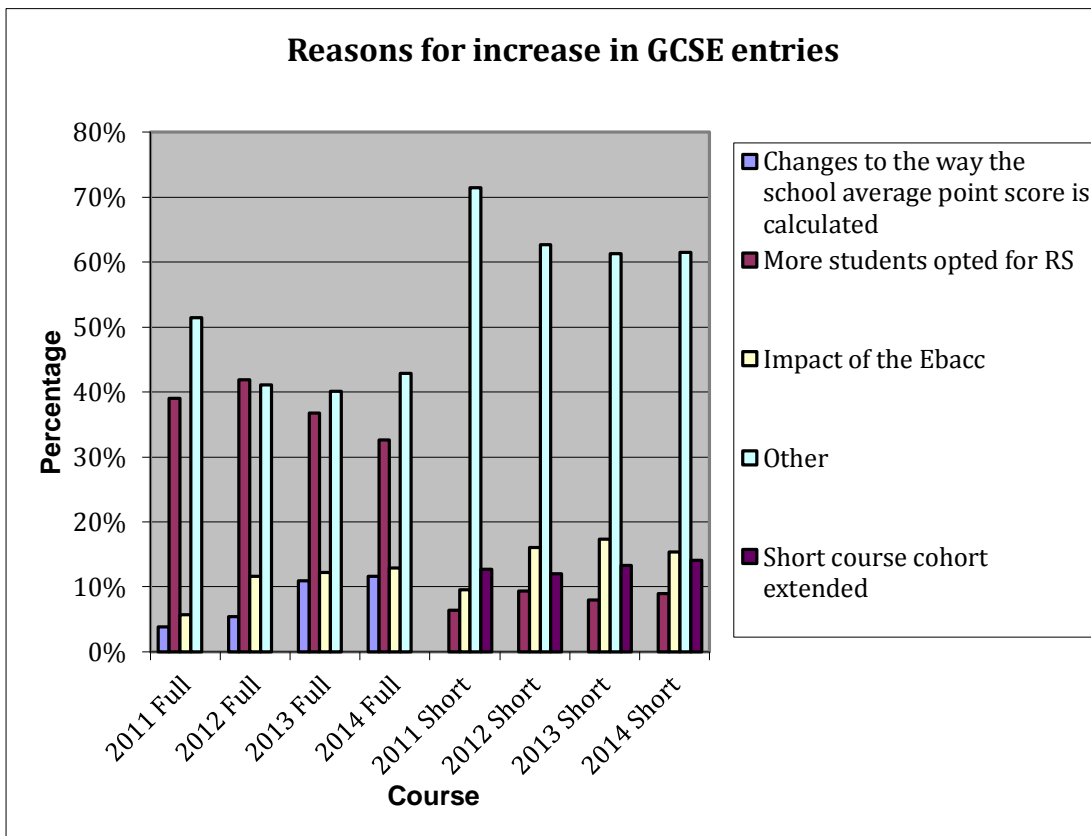
Table 10



Of those schools that reported a decrease in full course entries, the impact of the EBacc was cited as the main reason in 55% of cases in 2011, rising to 63% of cases for the 2014 cohort (students about to start Key Stage 4). On a positive note, almost a quarter of schools are reporting that although entries for the short course had fallen, more students would be entered for the full course. This represents 23% of schools where students are due to take the examination in 2013 and 26% of those from 2014.

For those that reported an increase in entries the reasons given were as follows:

**Table 11**

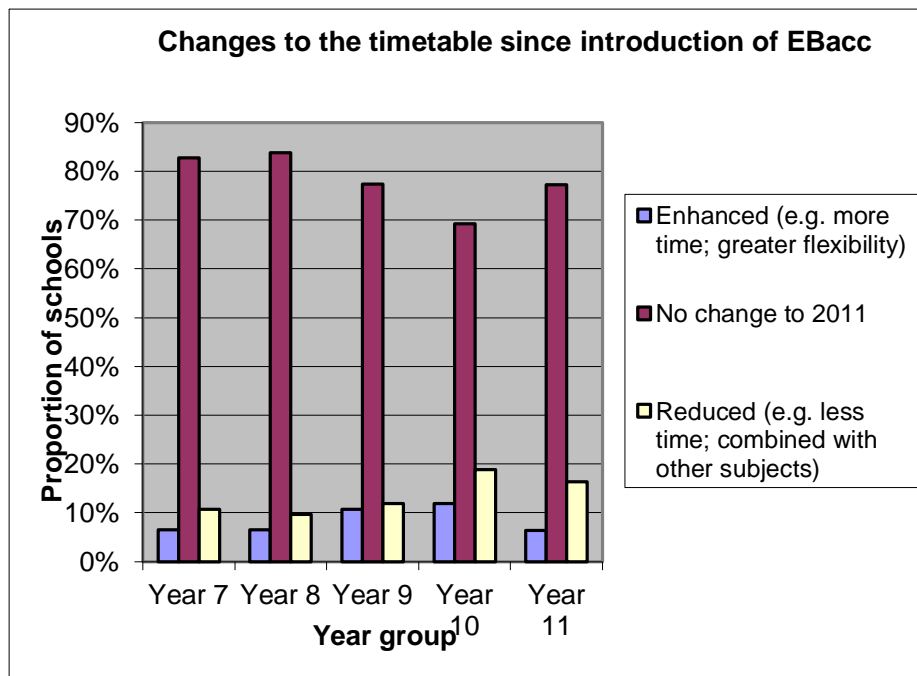


	2011 Full	2012 Full	2013 Full	2014 Full	2011 Short	2012 Short	2013 Short	2014 Short
Changes to the way the school average point score is calculated	4%	5%	11%	12%				
More students opted for RS	39%	42%	37%	33%	6%	9%	8%	9%
Impact of the EBacc	6%	12%	12%	13%	10%	16%	17%	15%
Other	51%	41%	40%	43%	71%	63%	61%	62%
Short course cohort extended					13%	12%	13%	14%
No of schools with an increase	105	129	147	147	501	503	486	479

Changes to the way the school average point scores are being calculated with short courses being removed from the list of courses that contribute to this important measure, was cited as the reason for an increase in full course entries in 12% of school reporting an increase in projected entries in 2014.

## 8. How has the timetable changed since the introduction of the EBacc?

Table 12

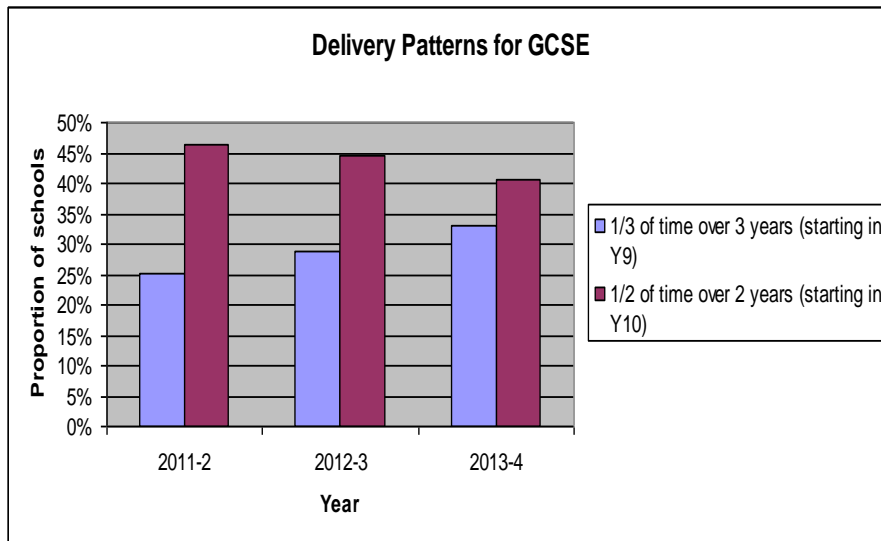


	Year 7	Year 8	Year 9	Year 10	Year 11
Enhanced (e.g. more time; greater flexibility)	7%	7%	11%	12%	6%
No change to 2011	83%	84%	77%	69%	77%
Reduced (e.g. less time; combined with other subjects)	11%	10%	12%	19%	16%
Number of responses	488	489	496	494	488

Table 12 demonstrates that more than 10% of schools have reduced timetable time for RE during key stage 3 since the introduction of the EBacc, and this rises to almost 20% of schools at key stage 4. The difference between year 10 and year 11 in this table would suggest that these are changes that have been introduced from the academic year 2012/13 which will carry through to year 11 in 2013/14.

## 9. Changes to the way the course is taught in relation to key stage

**Table 13**

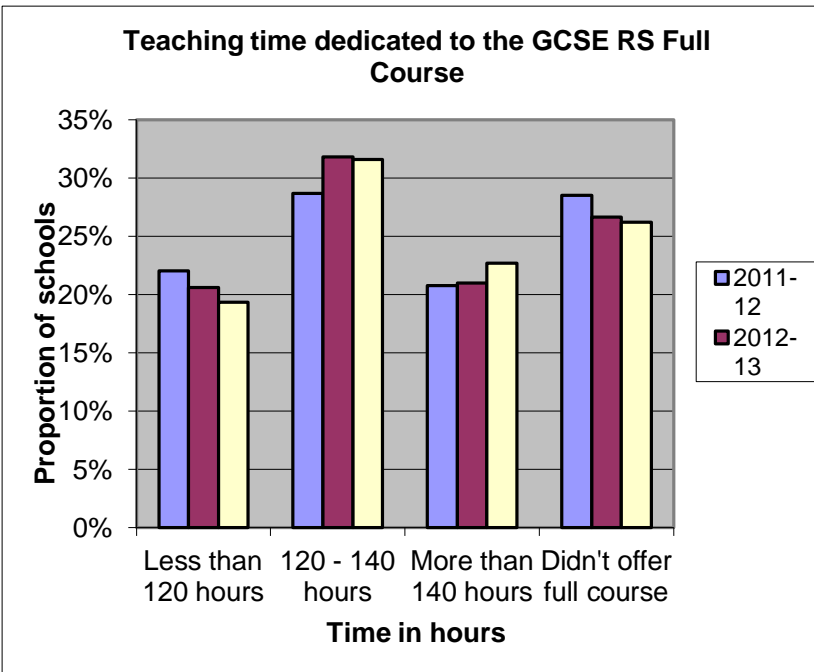


How is the GCSE Full Course delivered?	2011-12	2012-13	2013-14
1/3 of time over 3 years (starting in Year 9)	25%	29%	33%
1/2 of time over 2 years (starting in Year10)	46%	44%	41%

Table 13 shows that there is a trend towards offering the course over three years instead of two, as has previously been the norm. Where RS Full course cannot appear in the Humanities option box due to EBacc pressures, this may be seen as a means of retaining a Full Course option in an overcrowded key stage 4 curriculum. The disadvantages are clear, however, since students will be revising material studied up to three years previously as opposed to two as with most of their other subjects. It remains to be seen how this will impact on student attainment.

## 10. Timetabled time for GCSE RS examination course

Table 14



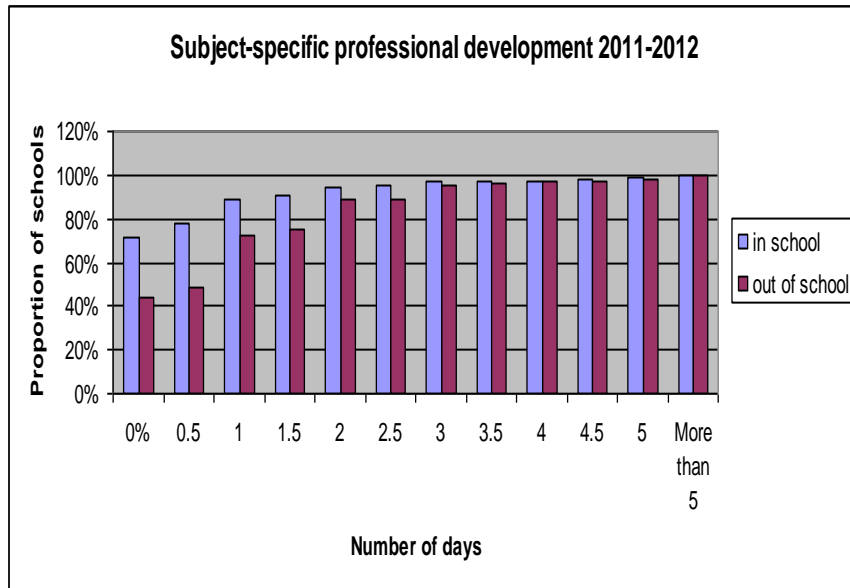
	2011-12 (481 responses)	2012-13 (481 responses)	2013-14 (419 responses)
Less than 120 hours	22%	21%	19%
120 - 140 hours	29%	32%	32%
More than 140 hours	21%	21%	23%
Didn't offer full course	28%	27%	26%

**GCSE Full Course specifications are designed to be taught over a period of 120-140 learning hours.** This is one of the criteria used by Ofqual when approving a specification for teaching to ensure that each GCSE is, as far as is possible, of equal demand. It is clear that some schools are not providing the same amount of time for each subject and around 20% of schools are providing RS with less time than the course demands. In some cases, teachers feel under pressure to deliver a Full Course in the time Ofqual expects for a Short Course.

Ofsted has commented on this pattern of delivery and found that in some cases, the quality of Religious Education provided for students is unsatisfactory, even when the examination results are good or even outstanding. Students can be provided with a concentrated exam-driven course which does not meet the aims of the specifications in terms of their learning in the subject.

## 11. How much training in Religious Education did teachers receive in the academic year 2011-2012?

Table 15



	in school (480 responses)	out of school (480 responses)
0%	71%	44%
0.5	78%	48%
1	89%	73%
1.5	91%	75%
2	95%	89%
2.5	95%	89%
3	97%	95%
3.5	97%	96%
4	98%	97%
4.5	98%	97%
5	99%	98%
More than 5	100%	100%

71% of the 480 schools that responded reported that they had received no subject specific training in school in the last academic year. 44% reported that they had attended no training outside of school.

89% of schools that responded reported receiving one day or less of subject specific training in school. 73% reported that they had attended one day or less of training outside of school.

This means that only 5% of schools reported receiving two days of subject specific training in school. Just over 10% reported that they had attended two days or more of training outside of school.

## Appendix 1

### GCSE Religious Studies and the English Baccalaureate:

### Interpreting the GCSE Humanities data – September 2012



#### Introduction:

A key aim of the National Curriculum since its inception has been a broad and balanced curriculum. With this in mind, most secondary schools in England and Wales have encouraged students to follow courses in different fields of study up until the age of 16 before specialising at post-16 level. This encouragement often manifested itself in the form of option boxes with students commonly being required to choose a language, humanities, arts and a technology subject in addition to the core subjects of English, Mathematics and the Sciences. Within the Humanities, the following subjects were most often included, History, Geography, Sociology and Religious Studies. The introduction of the English Baccalaureate<sup>1</sup> in 2010, motivated many schools to change this pattern. This performance measure recognises where pupils have secured a C grade or better across a so called, 'core of academic subjects' which are defined as – English, mathematics, history, ancient history or geography, the sciences and a language. Since 2010, the DfE has published a table ranking schools according to this measure, so those schools that did not encourage students to study the English Baccalaureate subjects would appear further down this table than those that did.

The government's argument for not including Religious Studies in the English Baccalaureate is that it is already compulsory. According to the DfE, "One of the intentions of the English Baccalaureate is to encourage wider take up of geography and history in addition to, rather than instead of, compulsory religious education."<sup>2</sup>

The implications of this statement are that:

1. as RE is compulsory at Key Stage Four in all schools, including Academy Schools, all students will study the subject, even if they do not enter a GCSE
2. as Religious Studies is compulsory, there is no need for students with an interest or aptitude in the subject to opt for it, since all students will study it
3. the presence of RS in the Humanities option box is hindering uptake of History and Geography
4. a choice of just two subjects within the Humanities was sufficient to meet the interests and aptitudes of the vast majority of students
5. pressures of the English Baccalaureate as a performance measure would not disadvantage students by students being required to study subjects which did not give them the best chance of achieving the best results or of following their own aptitudes and interests

This paper sets out to challenge these assumptions and to demonstrate that the introduction of the English Baccalaureate is having a detrimental impact on the provision of Religious Education in English Schools<sup>3</sup>.

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<sup>1</sup> [http://www.education.gov.uk/schools/performance/secondary\\_11/s4.html](http://www.education.gov.uk/schools/performance/secondary_11/s4.html)

<sup>2</sup> <http://www.education.gov.uk/schools/teachingandlearning/qualifications/englishbac/a0075980/ebac-content-faqs>



## What is the difference between GCSE Short Course and GCSE Full Course RS?

All GCSEs, short and full course, in Religious Studies are required to meet the subject criteria.

The aims and learning outcomes of the current criteria<sup>4</sup> are as follows:

GCSE specifications in religious studies must enable learners to:

- adopt an enquiring, critical and reflective approach to the study of religion
- explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- enhance their spiritual and moral development, and contribute to their health and wellbeing
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world, and to contribute to social and community cohesion
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world
- reflect on and develop their own values, opinions and attitudes in light of their learning

GCSE qualification criteria require awarding bodies to apply the following regulation: “for short course specifications, include **half of the content** of a single award GCSE and cover the full range of grades”

In common with other GCSE short courses, Religious Studies short course is designed to be studied over **60 - 70 guided learning hours** whereas a full course is designed to be studied over approximately 120 - 140 guided learning hours. It is worth half a GCSE, and counts for half the points of a full GCSE when measuring the school average points score. From 2014, this will no longer be the case; no will entry level qualifications, awarded to students working at levels 1,2 and 3 of the National Curriculum contribute to the school's score. Short courses were introduced in order that students studying core RE at Key Stage 4 could have their learning accredited, thereby encouraging schools to use timetable time to meet the statutory requirement for RE to be ‘compulsory throughout a pupil's schooling’ without having to study a full GCSE.

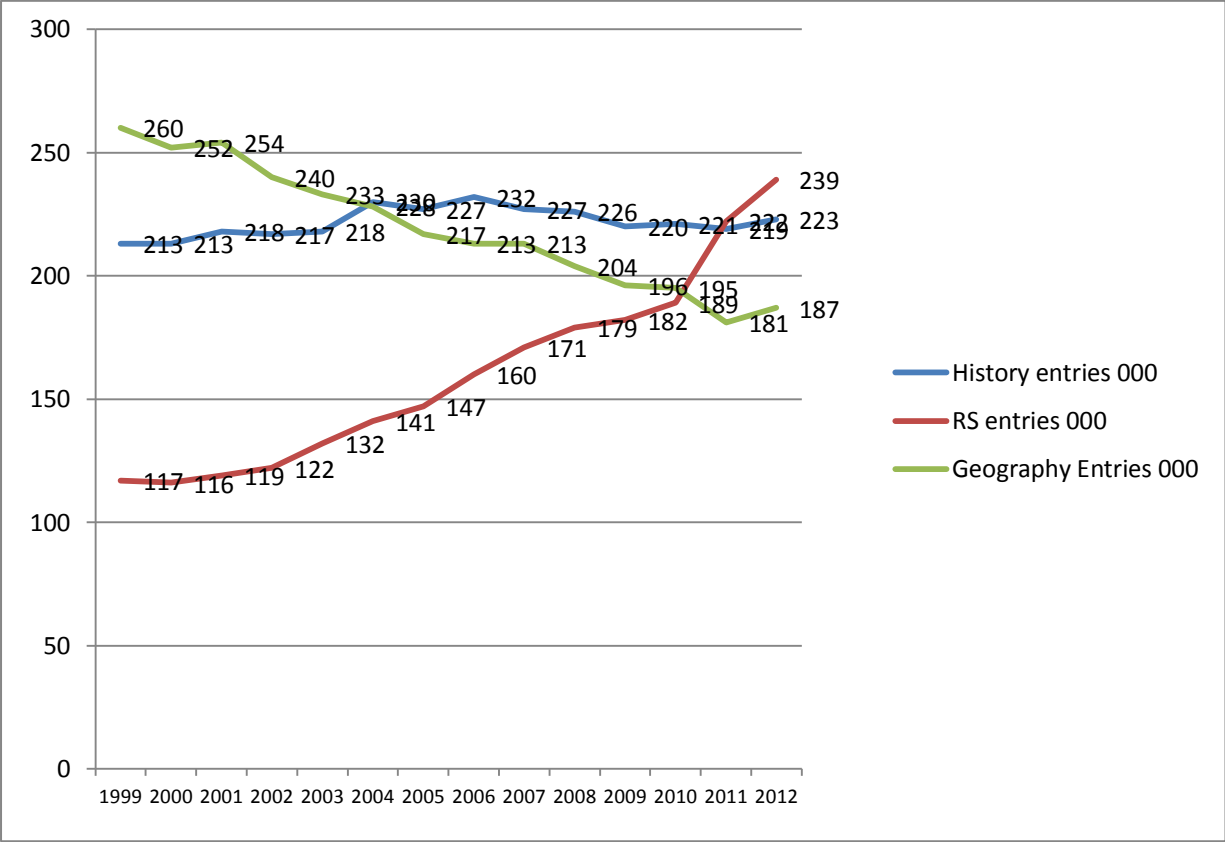
In most schools full course GCSE would be offered as an **option** at GCSE. They are the best foundation for ‘A’ level Religious Studies and beyond, providing greater breadth of study and time to study the subject in more depth than the short course.

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<sup>3</sup> Neither the English Baccalaureate nor its requirements apply in Welsh Schools.

<sup>4</sup> QCA/07/3466 December 2007

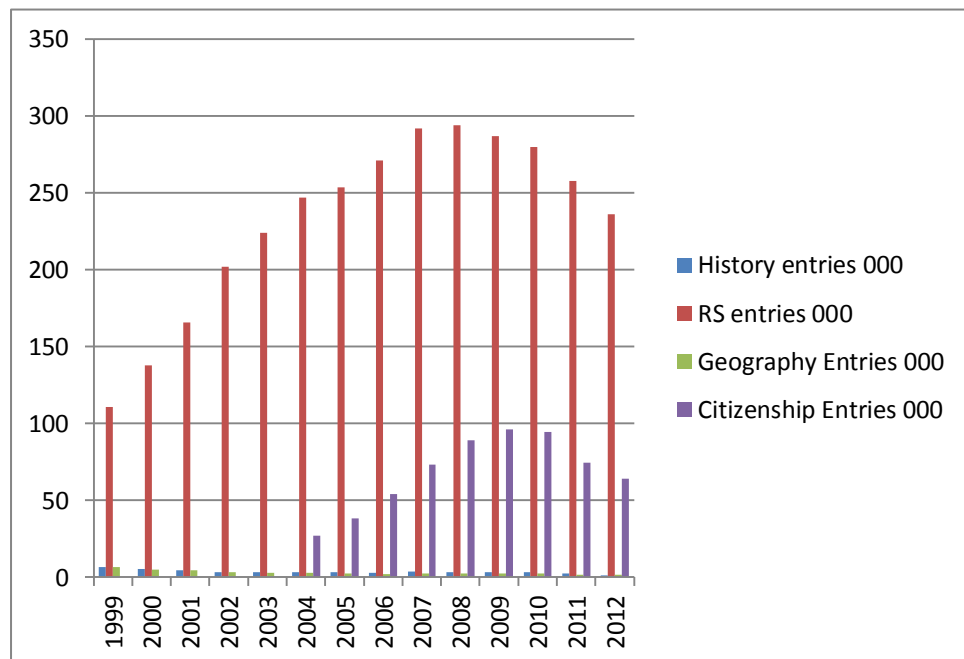
The graph below shows that over the last 10 years, GCSE Full Course RS has become more popular, History entries are relatively stable, whilst Geography numbers were falling but have risen slightly. In 2010, there were **more entries for History and Geography than for RS but RS full course is now the largest entry of the three subjects.** <sup>5</sup>



	History entries 000	RS entries 000	Geography Entries 000
1999	213	117	260
2000	213	116	252
2001	218	119	254
2002	217	122	240
2003	218	132	233
2004	230	141	228
2005	227	147	217
2006	232	160	213
2007	227	171	213
2008	226	179	204
2009	220	182	196
2010	221	189	195
2011	219	222	181
2012	223	239	187

Table 1

<sup>5</sup> Figures for GCSE Citizenship are not included in table 1, since the data is only available from the Joint Council for Qualifications for the last two years.



	History entries 000	RS entries 000	Geography Entries 000	Citizenship Entries 000
1999	6.7	110.7	6.5	
2000	5.2	137.6	5.1	
2001	4.4	165.5	4.4	
2002	3.5	201.9	3.3	
2003	3.3	223.9	2.9	
2004	3.3	246.9	2.7	27.2 <sup>6</sup>
2005	3.3	253.4	2.4	38.2
2006	2.9	271	2.1	54.1
2007	3.6	292	2.3	73.1
2008	3.5	294	2.6	89
2009	3.5	286.9	2.5	96.2
2010	3.2	279.9	2.3	94.6
2011	2.5	257.8	1.6	74.6
2012	1.3	235.9	1.5	64.3

Table 2

Following the short course is the **minimum entitlement** set out in the non-statutory National Framework for RE for the programme of study at Key Stage 4. The majority of Agreed Syllabuses in England have specified a GCSE RS short course as their requirement for meeting the statutory provision for RE. Decisions about which students to enter for an examination are of course matters for individual schools. The introduction of the GCSE Short Course in 1996 was very popular with schools who were finally able to give students formal accreditation for their statutory provision for RE. They are an important vehicle for ensuring that all students study RE at this pivotal period in their development and therefore leave school with a reasonable degree of religious knowledge, understanding and literacy. Numbers of entries for short courses increased steadily to a peak in 2009 but since this time they have fallen in all subjects. The reform of 14-16 Performance Tables in England from 2014 means that short course GCSEs will no longer count towards the average point score of a school although the award will still contribute to a student's individual performance.<sup>7</sup> The effect of this decision on Religious Education/Studies is not yet clear but may lead to a devaluation of the short course and fewer entries as a consequence. However, according to the Joint Council for Qualifications, entries for Religious Studies in 2012 made up over 60% of entries for short courses in total, so changes to the status of the short course would be expected to impact on Religious Studies more significantly than on any other subject. The rise in full course Religious Studies may be accounted for in part by some schools

<sup>6</sup> Citizenship was introduced as a statutory subject in the English National Curriculum in 2002

<sup>7</sup> <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/a00202523/reform-of-14-to-16-performance-tables>

switching to the full course for all students instead of the short course.

## All GCSE entries (short and full course)

The short course and full course entries taken together show the number of students who are studying a particular Humanities subject at GCSE. Table 3 shows that whereas the number of students studying History and Geography has increased this year, the numbers studying RS at GCSE level fell for the first time. This drop in entries is not consistent across the UK. Full course entries have risen by 8% in England and 7% in Wales. Short Course entries have fallen by 10% in England but increased by 5% in Wales.

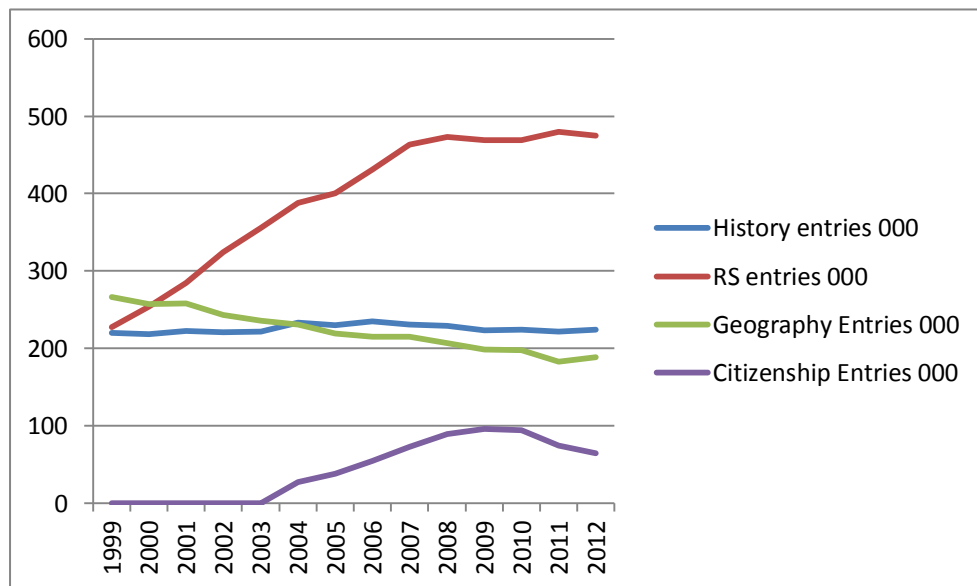


Table 3

combined	History entries 000	RS entries 000	Geography Entries 000	Citizenship Entries 000
1999	219.7	227.7	266.5	0
2000	218.2	253.6	257.1	0
2001	222.4	284.5	258.4	0
2002	220.5	323.9	243.3	0
2003	221.3	355.9	235.9	0
2004	233.3	387.9	230.7	27.2
2005	230.3	400.4	219.4	38.2
2006	234.9	431	215.1	54.1
2007	230.6	463	215.3	73.1
2008	229.5	473	206.6	89
2009	223.5	468.9	198.5	96.2
2010	224.2	468.9	197.3	94.6
2011	221.5	479.8	182.6	74.6
2012	224.3	474.9	188.5	64.3

Post script:

1. The requirement for schools to publish their “curriculum provision, content and approach, by academic year and by subject”<sup>8</sup> will provide an opportunity to test the theory that those schools who do not offer GCSE Religious Studies Short or Full Course are providing their students with their statutory entitlement to Religious Education. The reduction in Short Course entries, together with evidence from almost 600 secondary schools in the NATRE Survey 2012 would suggest that this is not the case. The assumption by ministers that Religious Studies does not need to be in the English Baccalaureate because it is compulsory must therefore be challenged.

<sup>8</sup> <http://www.education.gov.uk/schools/toolsandinitiatives/cuttingburdens/b0075738/reducing-bureaucracy/requirements/changeschoolinformationregulations>

2. The increase in entries for full course would suggest that students continue to be interested in the subject and when given the opportunity, opt to study it. According to the NATRE survey 2012, some of this increase is accounted for by schools choosing to offer GCSE Full Course for all beginning in Key Stage 3.

## Appendix 2

<b>GCSE RS entries 2010 and 2011 (full and short course combined) from DfE data released February 2012<sup>1</sup></b>							
	Average % of Y11 <sup>2</sup> pupils entered for any RS GCSE	% schools where <75% of Y11 cohort entered	% schools <10% of Y11 cohort entered	% schools where no entries for any GCSE RS (short or full)	% schools where no entries for full course	% schools where no entries for short course	No. of schools in the category
Academies 2010	50	59	30	20 (38 Academies)			187
Academies 2011	51	62	27	14 (40 Academies)			278
Maintained schools* 2010	66	39	14	7 (212 schools)	26	28	2870
Maintained schools* 2011	68	38	14	8 (209 schools)	27	28	2759

<sup>1</sup> <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00201306/dfe-gcse-and-equivalent-results-in-england-201011-revised> "Underlying data - School level breakdown of individual entries by subject"

<sup>2</sup> For the purpose of these statistics, the DfE include early entrants for GCSE in these figures, even if they take place in Year 10.