Appendix 1

Progression to post-16 questionnaire

As part of the response to the March 2006 budget – *Science and innovation investment framework 2004–2014* – we are undertaking research into effective practice, with respect to progression from GCSE into post-16 science courses. This questionnaire will inform subsequent work to identify the factors which have the greatest impact on supporting effective progression. From the responses we will disseminate case studies which illustrate actions which have been successful in supporting a year-on-year increase in the numbers of students taking post-16 science courses.

The questionnaire consists of two main sections. The first requests information to give an overview of provision provided for students during the last three years. The second section is split into three parts and requests specific information relating to Year 11 (2006), Year 12 (2006) and Year 13 students (2006). The same questions are asked in each of these parts so that trends over time can be considered and the relative success of students in their science post-16 studies can be explored.

The questions relate to numbers of pupils following different GCSE courses and the curriculum provision made for them during these years, so you might find it helpful to have information relating to these cohorts to hand whilst completing the questions.

Many thanks in anticipation of your response. Outcomes from these responses will be shared through the National Strategies subject leader development meetings in summer 2008.

Please complete as many questions as possible and return the form to secondary@capita.co.uk and your LA science consultant. Alternatively, the questionnaire can be completed online at: http://vista-survey.com/survey/v1/survey.dsb?ID=5656617076. This will lead you through the different sections of the questionnaire.

Early returns would be much appreciated.

General Information

LA: .....

School name: ..... School DfES number: .....

Address .....

Name of contact person .....

Role of contact person .....

Email address of contact person .....

Section 1: Cohort-specific information

Please complete the following questions as fully as possible for the cohort being considered. The italicised questions relate only to those schools and colleges who offer post-16 science courses.

1 What was the total number of students in the Year 11 cohort of 2005–6? _____

a. How were these pupils grouped for their GCSE courses? Mixed ability / Rigid setting / Flexible banding / Other (please describe)

b. If Triple Award science was offered, which curriculum model was provided? BCP taught in separate option blocks / BCP taught in Double Award time / BCP taught with additional hours after school or at lunchtime / Other structure (please describe)

2 What was the total number of students in the Year 11 cohort of 2004–5? _____

a. How were these pupils grouped for their GCSE courses? Mixed ability / Rigid setting / Flexible banding / Other (please describe)

b. If Triple Award science was offered, which curriculum model was provided? BCP taught in separate option blocks / BCP taught in Double Award time / BCP taught with additional hours after school or at lunchtime / Other structure (please describe)

3 What was the total number of students in the Year 11 cohort of 2003–4? _____

a. How were these pupils grouped for their GCSE courses? Mixed ability / Rigid setting / Flexible banding / Other (please describe)

b. If Triple Award science was offered, which curriculum model was provided? BCP taught in separate option blocks / BCP taught in Double Award time / BCP taught with additional hours after school or at lunchtime / Other structure (please describe)

4 What is the trend in uptake of AS level biology by your students over the last three years? Up / Down / Steady

5 What do you think are the possible reasons for this?

6 What is the trend in uptake of AS level chemistry by your students over the last three years? Up / Down / Steady

7 What do you think are the possible reasons for this?

8 What is the trend in uptake of AS level physics by your students over the last three years? Up / Down / Steady

9 What do you think are the possible reasons for this?

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10 What is the trend in uptake of other post-16 science courses by your students over the last three years? Up / Down / Steady

11 What do you think are the possible reasons for this?

12 What GCSE science grades, if any, are required of pupils wishing to study:

a. A level biology? Any / C / B / A / A*

b. A level chemistry? Any / C / B / A / A*

c. A level physics? Any / C / B / A / A*

d. Other A level sciences? Any / C / B / A / A*

13 Are any other GCSE grades required of pupils wishing to study A level sciences (e.g. English or mathematics)? If so, please describe these requirements, e.g. mathematics is recommended for those taking up A level physics.

14 If applicable, please describe any actions you have undertaken to positively encourage take-up of post-16 science courses and any evidence of the impact of these actions, e.g. *Switching to modular science has had a positive and motivating effect on our pupils; more pupils now get high A/A* grades.*

15 If applicable, please describe any Year 11 to Year 12 transition activities that have taken place to support your students.

16 *(Post-16 providers only): Are you able to provide specialist teachers for all students enrolled to study:*

a. *A level biology?* Yes / No

b. *A level chemistry?* Yes / No

c. *A level physics?* Yes / No

d. *Other A level sciences?* Yes / No

e. *If you answered No to any of the above, please describe your specific situation.*

17 *(Post-16 providers only): In 2006, what percentage of students who completed the AS level qualification took the A2 qualification in:*

a. *Biology?* _____ %

b. *Chemistry?* _____ %

c. *Physics?* _____ %

d. *Other sciences?* _____ %

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Section 2: Cohort-specific information

Please complete the following tables as fully as possible for the cohort being considered (the lower *italicised* rows of the table only apply to schools and colleges offering post-16 courses).

Year 11 in 2005–6		GCSE science experience								
		Single Award	Single Award applied	Double Award (modular)	Double Award (coordinated)	Double Award applied	Biology	Chemistry	Physics	Other (please specify)
GCSE courses offered to this cohort (please tick)										
Number of students who studied these courses										
Number of students examined in these courses (if different)										
Number of students gaining A*–C at GCSE in these courses										
Teaching time as a proportion of the school week (Y10/Y11/school week)										
Number of teachers per class per year										
Of the students considered above, how many started these courses? (if known)	AS biology									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									
Of the students joining from other schools, how many had each GCSE experience? (if known)	*AS biology*									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									

Year 12 in 2005–6 (Year 11 in 2004–5)		GCSE science experience								
		Single Award	Single Award applied	Double Award (modular)	Double Award (coordinated)	Double Award applied	Biology	Chemistry	Physics	Other (please specify)
GCSE courses offered to this cohort (please tick)										
Number of students who studied these courses										
Number of students examined in these courses (if different)										
Number of students gaining A*–C at GCSE in these courses										
Teaching time as a proportion of the school week (Y10/Y11/school week)										
Number of teachers per class per year										
Of the students considered above, how many started these courses? (if known)	AS biology									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									
Of the students joining from other schools, how many had each GCSE experience? (if known)	*AS biology*									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									

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Year 13 in 2005–6 (Year 11 in 2003–4)		GCSE science experience								
		Single Award	Single Award applied	Double Award (modular)	Double Award (coordinated)	Double Award applied	Biology	Chemistry	Physics	Other (please specify)
GCSE courses offered to this cohort (please tick)										
Number of students who studied these courses										
Number of students examined in these courses (if different)										
Number of students gaining A*–C at GCSE in these courses										
Teaching time as a proportion of the school week (Y10/Y11/school week)										
Number of teachers per class per year										
Of the students considered above, how many started these courses? (if known)	AS biology									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									
Of the students joining from other schools, how many had each GCSE experience? (if known)	AS biology									
	AS chemistry									
	AS physics									
	Other science qualification (please specify)									

Thank you for completing this questionnaire.
If you require any further information please do not hesitate to contact your LA science consultant.