



Department  
for Education

# **Additional reformed GCSE and A level subject content consultation**

**Government consultation**

**Launch date 10 September 2015**

**Respond by 5 November 2015**

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## Introduction

This consultation asks for views on reformed subject content for a number of GCSE, AS and A level subjects which will be first taught in schools from 2017. This consultation seeks views on subjects additional to those covered in the initial consultation paper launched in July 2015 and should be treated as a separate consultation exercise.

## Who this is for

- schools, including academies, colleges and further education institutions
- teachers, and organisations representing school teachers and lecturers
- subject associations
- parents and young people
- higher education
- employers/business sector
- local authorities
- awarding organisations

## Issue date

The consultation was issued on 10 September 2015

## Enquiries

If your enquiry is related to the policy content of the consultation you can contact the team on:

Jane Harley on 01142742339

or at [2017qualsreform.CONSULTATION@education.gsi.gov.uk](mailto:2017qualsreform.CONSULTATION@education.gsi.gov.uk)

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk) or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

## Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE consultations](#).

## The response

The results of the consultation and the department's response will be [published on GOV.UK](#) early in the new year.

## About this consultation

The government is reforming GCSEs so that they are more academically demanding and knowledge based, and so that they set expectations which match those of the highest performing countries. The new A levels will be linear qualifications and ensure that students are better prepared to progress to undergraduate study.

Reforms to GCSE and A level qualifications are already underway. New GCSEs, AS and A levels started to be taught from September 2015 in some subjects, and further subjects will be taught from September 2016<sup>1</sup>. Revised content for these subjects has been published by the department.

Content is being developed for a further set of GCSEs, AS and A levels to be taught from 2017. Content is currently under consultation for some of these subjects.

This consultation seeks views on some of the remaining 2017 subjects: GCSEs in ancient history, classical civilisation, electronics, film studies, media studies and statistics; and AS and A levels in accounting, ancient history, archaeology, classical civilisation, electronics, film studies, law, media studies and statistics.

The proposed subject content requirements are designed to become regulatory documents, which set out the minimum knowledge, understanding and skills needed for GCSE and A level qualifications. They provide the framework for awarding organisations to create the detail of qualification specifications.

Whilst responsibility for specifying the subject content of GCSEs and A levels lies with the department, the determination of the assessment arrangements is the sole responsibility of Ofqual, the independent regulator. Ofqual is therefore consulting in parallel on GCSE and A level assessment arrangements for these subjects, including the assessment objectives. In order to understand how students will be expected to engage with these subjects it is important to consider both the content and the assessment objectives. Ofqual's consultation can be found [on their website](#).

We would like to hear your views on our proposals.

## Respond online

To help us analyse the responses please use the online system wherever possible. Visit [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations) to submit your response.

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<sup>1</sup> See "Background and context of the consultation" below for further information about the reforms to date.

## Other ways to respond

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may download a word document version of the form and email it or post it.

### By email

[2017.qualreform.CONULTATION@education.gsi.gov.uk](mailto:2017.qualreform.CONULTATION@education.gsi.gov.uk)

### By post

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Great Smith St  
Westminster  
London SW1P 3BT  
UK

## Deadline

The consultation closes at 17.00 on 5 November 2015

# Background and context of the consultation

## GCSE reform

The primary purpose of GCSEs is to evidence the progress and achievement of students of all abilities against demanding and fulfilling subject content. GCSEs must also enable progression to further vocational and academic study.

GCSEs are being reformed so that they set expectations which match those of the highest performing countries, with rigorous assessment that provides a reliable measure of students' achievement.

New GCSEs will remain universal qualifications which are accessible, with good teaching, to the same proportion of students currently sitting GCSEs at the end of key stage 4. Reformed GCSEs will be graded on a new 9 – 1 scale. Under the new grading scale a 'good pass' (currently a C grade) will become a grade 5. The new 'good pass' is comparable to a high C or low B under the current system, making it broadly in line with the average performance of pupils in top-performing countries such as Finland, Canada, the Netherlands and Switzerland. The new "good pass" measure will be used to hold the Government and schools to account through the performance tables.

## The GCSE reform process to date

The department consulted widely with subject experts, schools and teachers to develop the content for reformed GCSEs in English Baccalaureate (EBacc) subjects. We published GCSE subject content in [English language](#), [English literature](#) and [mathematics](#) in November 2013, for first teaching from September 2015. We then published GCSE [subject content](#) in ancient languages, history, geography, science, and modern foreign languages in April 2014, for first teaching from September 2016.

The Secretary of State announced the second stage of GCSE reform in April 2014. GCSEs in art and design, citizenship studies, computer science, dance, design and technology, drama, music, physical education, and religious studies will be reformed for first teaching in schools from September 2016. We published [subject content](#) for art and design, computer science, dance, music, and physical education in January 2015, and religious studies, citizenship studies and drama in February 2015.

The department is currently consulting on [revised content](#) for astronomy, business, economics, engineering, geology, psychology and sociology GCSEs. This consultation will end on 24 September. The consultation on reforms to the content of GCSE [design and technology](#) closed on 26 August 2015. We will publish the outcomes from both consultations later in the year.



## A level reform

The primary purpose of A levels is to prepare students for undergraduate study. The purpose of AS qualifications is to enable students to broaden the range of subjects they study post-16, and to support progression to further study or employment. Reforms to AS and A levels are intended to ensure that they continue to meet this purpose, and in particular, to respond to concerns from higher education institutions that students lack some of the skills necessary for undergraduate study<sup>2</sup>. The new A levels will be linear, and as the first new A levels become linear from 2015, the AS will be entirely decoupled from the A level, so that the marks do not count towards the final A level grade. This change will allow more time for teaching and for students to develop a deep understanding of their subject. The process of reform gives universities a greater role in the design and development of the new qualifications.

## The A level reform process to date

A review of A level subject content was conducted between April and July 2013 by the four awarding organisations for A levels in England. The review was independently chaired by Professor Mark E. Smith, Vice Chancellor of Lancaster University. As a result of this review, [subject content](#) in art and design, biology, business, chemistry, computer science, economics, English language, English literature, English language and literature, history, physics, psychology, and sociology was published in April 2014. These new A levels are being taught from September 2015.

Responsibility for reviewing subject content for the remaining facilitating subjects, modern foreign languages, ancient languages, mathematics, further mathematics, and geography was remitted to a new independent body, the A level Content Advisory Board (ALCAB). ALCAB provided recommendations on these subjects and we consulted on them from July to September 2014. Content in these subjects was published in December 2014. These subjects, excluding mathematics and further mathematics are being first taught in schools from September 2016. The reformed maths and further maths A level will be taught in schools from September 2017: this decision was taken on the advice of ALCAB who recommended that the first cohort to study the reformed A level should have studied the reformed GCSE.

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<sup>2</sup> 2012 Ipsos MORI Social Research Institute, Fit for Purpose? The view of the higher education sector, teachers and employers on the suitability of A levels, <http://www.ofqual.gov.uk/files/2012-04-03-fit-for-purpose-a-levels.pdf>;

Cambridge Assessment, What are the impacts of qualifications for 16 to 19 year olds on higher education? A survey of 633 university lecturers, <http://www.cambridgeassessment.org.uk/images/116010-cambridge-assessment-he-research-survey-of-lecturers-executive-summary.pdf>.

In April 2014, the Secretary of State announced that a further set of A levels would be reformed for teaching from September 2016. Reformed A level [subject content](#) for dance, music, and physical education was published in January 2015, and for drama and theatre, and religious studies in February 2015. Design and technology A level had previously been included in this list, but as a result of the degree of change being proposed for GCSE design and technology, and the need to ensure that the AS and A level progress from the GCSE, subject content for AS and A level design and technology is being developed for teaching from 2017. As with the GCSE in this subject, the department is leading on the development of content for design and technology A level.

## The reform process for subjects to be taught in schools from 2017

Content is being developed for a further set of GCSEs, AS and A levels to be taught from 2017. This follows work already conducted by Ofqual, including a consultation on the final phase of reform, the results of which were published in [December 2014](#). Ofqual has already announced that any subject not reformed for first teaching in 2015 or 2016 must either be withdrawn from 2017 or be reformed for teaching from 2017. We have already announced that reformed qualifications in certain languages will be developed for first teaching in September 2018.

Following this consultation Ofqual confirmed a set of principles, which they would apply to existing and new subjects, to determine whether it would be appropriate to develop core content in any particular subject. Ofqual then invited awarding organisations to submit proposals for subjects they wanted to reform for 2017. In May 2015 Ofqual completed [their review of the subjects](#) for which awarding organisations submitted proposals, and decided that the following subjects would go forward to the next stage of content development:

GCSE subjects	AS and A level subjects
Ancient history	Accounting
Astronomy	Ancient history
Business	Archaeology
Classical civilisation	Classical civilisation
Economics	Creative writing
Electronics	Electronics
Engineering	Environmental science
Film studies	Film studies
Geology	General studies
Information and communications technology	Geology
Media studies	Government and politics
Psychology	Health and social care
Sociology	History of art

Statistics	Information and communications technology
	Law
	Media studies
	Music technology
	Philosophy
	Statistics

Awarding organisations have worked with subject associations, subject experts and, for A levels in particular, representatives from higher education institutions, to develop the subject content for the subjects included in this consultation. As part of the development process awarding organisations were required to:

- at A level, actively involve subject experts, including university academics, in the development of content to ensure that the proposed content facilitates progression to higher education and builds upon the revised GCSE content
- at GCSE, ensure that the proposed content for GCSEs increases the level of demand, and is sufficiently academically demanding
- develop content that will result in rigorous academic qualifications appropriate for GCSE or A level study
- develop content that will meet Ofqual’s confirmed set of principles
- work with Ofqual to ensure that the content can be regulated.

During development of subject content, it became clear that for AS and A levels in creative writing and health and social care, it has not been possible to draft subject content in accordance with the department’s guidance and Ofqual’s principles for reformed AS and A levels. As a result, these subjects will not be developed further. A similar decision was made on AS and A level general studies earlier this year and communicated in the July consultation document

The reforms of academic qualifications that are underway are the most sweeping changes since the introduction of GCSEs. The priority for now is to give schools time and space to provide excellent and inspiring teaching of the new qualifications. We therefore do not intend to reform any further qualifications in 2018 beyond the lesser taught languages that we have already committed to.

## **This consultation**

This consultation seeks views on proposed reformed content in the following subjects:

- GCSEs in ancient history, classical civilisation, electronics, film studies, media studies and statistics
- A levels in accounting, ancient history, archaeology, classical civilisation, electronics, film studies, law, media studies and statistics

The organisations consulted for these subjects are listed at Annex 1.

Awarding organisations are continuing work to develop the content for information technology GCSE and, government and politics, geology and information technology AS and A level, and if content for these subjects is developed to meet Ofqual principles and the department's guidance, they will be included in a consultation to be published later this autumn.

# Proposed new subject content for GCSEs

## Consultation questions

1. Is the revised GCSE content in each of these subjects appropriate? Please consider:
  - whether there is a suitable level of challenge
  - whether the content reflects what students need to know in order to progress to further academic and vocational education
  - whether the amount of content in the qualification is appropriate and, if not, whether you have any suggestions for removing or adding content

Please provide evidence to support your response:

- (a) Ancient history
- (b) Classical civilisation
- (c) Electronics
- (d) Film studies
- (e) Media studies
- (f) Statistics

## Proposal and rationale for GCSE subjects

This section outlines the key proposed changes to current GCSE subject content. The full subject content can be downloaded from the consultation page on GOV.UK.

### Ancient history GCSE

There is currently no subject content for this qualification; the current subject content for GCSE Classics omits mention of Ancient History.

The draft new subject content requires study of events, individuals, societies, developments and issues drawn from the period 3000 BC to 500 AD relating to the study of at least two ancient societies. At least one of these societies must be Roman or Greek, and study of the ancient history of each must make up at least 20% of the qualification.

Study of the history of these ancient societies must comprise:

- a period study covering a coherent time span of at least 50 years, looking at developments and issues in the period;
- a longer period study covering at least 200 years, looking at wider changes in aspects of society and drawing comparisons between different periods of history; and
- two depth studies, each focusing on a substantial and coherent short time span, looking at the complexity of a historical event or situation within that time span.

One of the depth studies can be from the same geographical era and location as the longer period study.

## **Classical civilisation GCSE**

There is currently no discrete subject content for this qualification; the current content forms part of subject content for GCSE Classics and is very brief.

The new draft subject content requires specifications to cover both Roman and Greek civilisation (and their surrounding worlds), not just one or the other, as at present. Each must form a minimum of 20% of the total qualification.

Study of literature is now compulsory and must form a minimum of 40% of the total qualification. The new draft subject content is much clearer and more detailed on the requirements for different genres of literature (epic, extended verse, plays, shorter verse, non-fiction prose, fables, speeches, letters). It also contains much more detail on the knowledge and skills which specifications should require in relation to the literature studied. The content includes suggested lists of authors whose works could be studied.

The current option for study of “society and values” has been removed, and instead students will access the study of “society and values” through the literature and sources they study. In addition to literature there is a new requirement that students study visual/material culture. This must include either or both of: architecture (e.g. fora, temples, palaces, theatres and amphitheatres, residential buildings, baths, stadia, villas and others) and/or artefacts and artworks (e.g. pottery, sculpture, mosaics, wall-paintings and others). Visual/material culture must form a minimum of 20% of the total qualification.

GCSE specifications must also include a comparative, thematic study worth at least 20% of the total qualification.

The subject content also contains much more detail on the knowledge and skills which specifications should require in relation to the cultural material studied.

## Electronics GCSE

In response to feedback from subject experts, the new content sets out the detailed knowledge and understanding required by students. The content increases the demand of the subject by increasing the breadth and depth of content required, for example, by adding a new requirement for testing sensing sub-systems, power formulae to the circuit concepts topic, and half-wave rectification and zener diodes to the application of diodes topic.

The content also includes demanding mathematical requirements. These include the requirement to know and understand simple Boolean algebra; an increased use of graphs, to include slope, rate of change and the gradient of a tangent; the use of standard form required and an increase in the range of SI multipliers; and the addition of a detailed list of equations that students will be required to know and understand.

Students will still be required to undertake a practical work in the form of a single extended system design and construction task, on which they will be assessed.

## Film studies GCSE

The new subject content for GCSE film studies includes clear expectations around the number and type of films students are expected to study, ensuring students will be studying an appropriate range of films and increasing demand. Students will be required to study at least six critically recognised, culturally and historically significant feature-length films set by awarding organisations, including three films produced within the US, (at least one of which will be a Hollywood studio film produced between 1930 and 1960, one will be an independent film and one will be a genre film); at least two English language films produced outside the US (at least one of these must be British); and at least one non-English language film. In response to feedback from stakeholders the content also contains much more specific requirements about the knowledge students are required to demonstrate regarding how a film is constructed including its narrative, aesthetic and aural features. Students will have the opportunity to apply this knowledge producing an extract from a film or a screenplay and shooting script.

Overall the content emphasises a more academic approach, with marketing and distribution removed and a new and greater focus on students developing their understanding of the social, cultural, historical and political contexts of the films studied, significant developments in the history of film and film technology and film criticism.

## Media studies GCSE

Demand has been increased through new, more complex areas of study. In the new GCSE, students will gain an understanding of academic theories such as Propp's theory of narrative and will be required to apply specialist subject-specific terminology and

theory. The subject content is based around four central areas of knowledge: media language; representation; media industries; and audience. Students will learn about media economics and regulation and will study media products in their social, cultural and historical contexts.

## **Statistics GCSE**

The new GCSE in statistics has more material than the existing individual specifications, and therefore increases demand.

The content includes study of the statistical enquiry cycle and requires students to perform key statistical calculations, e.g. calculating of moving averages to identify trends, and at higher tier Spearman's Rank Correlation Coefficient Formula. They are also required to know and be able to use fundamental formulae such as the calculation of weighted mean and formulae for independent events.

There is also some new material, particularly at the higher tier, for example, students will need to know Pearson's Product Moment Correlation Coefficient Formula, and all students will now need to know the characteristics of a binomial distribution.

There is some overlap with reformed GCSE maths content, but the majority of content is unique to statistics. Of 35 sections of subject content, only seven sections have material in common with maths, and because of the inclusion of the statistical enquiry cycle in GCSE statistics, much of this knowledge will be applied in different ways from maths GCSE.

Changes to content have been made to bring together the existing specifications into one and also to bring the level of challenge in line with the reformed maths GCSE. At the same time, care was taken to avoid too much overlap and ensure a clearly different focus from the maths GCSE.



# Proposed new subject content for AS and A levels

## Consultation questions

2. Is the revised AS and A level content in each of these subjects appropriate?

Please consider:

- whether the content reflects what students need to know in order to progress to undergraduate study

Please provide evidence to support your response.

- (a) Accounting
- (b) Ancient history
- (c) Archaeology
- (d) Classical civilisation
- (e) Electronics
- (f) Film studies
- (g) Law
- (h) Media studies
- (i) Statistics

## Proposal and rationale for AS and A level subjects

This section outlines the proposed changes to current AS and A level subject content. The full subject content can be downloaded from the consultation page on GOV.UK.

### Accounting AS and A Level

The draft subject content for A level Accounting retains the current requirement for students to acquire a solid knowledge of, and the ability to apply, double entry accounting methods. However, a greater emphasis is placed on the use of accounting concepts and techniques in the analysis and evaluation of financial information to give students a better insight into the role of accounting within business and the importance of communication with both internal and external stakeholders. These new skills are further underpinned by the inclusion of the study of ethical considerations which are essential to the role of the accountant.

## **Ancient History AS and A level**

There is currently no discrete subject content for this qualification; the current content forms part of subject content for GCE Classics and is very brief, consisting simply of a list of topics from which students should study at least three at A level (two at AS).

The draft new subject content requires study of events, individuals, societies, developments and issues drawn from the period 3000 BC to 500 AD. At A level students must study the history of both ancient Rome and ancient Greece, each society forming a minimum of 20% of the qualification. At AS level, students must study the history of at least one of these two ancient societies, which should form a minimum of 50% of the qualification.

Study of the history of these ancient societies must comprise:

- two period studies, each covering a coherent time span of at least 75 years, looking at developments, events and issues in the period; and
- (at A level only) two depth studies, each focusing on a substantial and coherent short time span, looking at the complexity of a historical event or situation within that time span.

Ancient historical study must cover developments affecting at least two different and clearly defined groups within the societies studied, and at least two different appropriate historical perspectives, for example, economic, ethnic, military, political, religious, scientific or social. Relevant literary and material sources from the ancient world should be used as evidence for the historical events studied.

At A level only, students will study a selection of materials or monographs by current ancient historians, offering different interpretations of the historical events studied.

The ancient history studied should form a span of at least 400 years from the start of the earliest topic to the end of the latest topic.

## **Archaeology AS and A Level**

The new subject content for archaeology builds upon the existing specification and now includes clear expectations around the number of works of sites and contexts (specific geographic locations and time periods) students must study. This will ensure that all students have a good breadth and depth of study by the end of the course and support progression to higher education. Students must study two archaeological contexts in depth (one at AS), each covering five sites, exploring how a particular past human society lived and what archaeological evidence tells us about its social structure, belief system, art and technology. Through two breadth studies (one at AS) students will also study at least three different human societies in relation to a specific issues such as religion and ritual and economics and material culture.

Students will also develop their understanding of archaeological issues and debates and how archaeological remains/ evidence are investigated, analysed and interpreted. In response to feedback from stakeholders, including university subject academics, A level students will also be expected to undertake an archaeological investigation.

## **Classical civilisation AS and A Level**

There is currently no discrete subject content for this qualification; the current content forms part of subject content for GCE Classics and is very brief.

At A level, the new draft subject content requires specifications to cover both Roman and Greek civilisation (and their surrounding worlds), on which the current subject content is silent. Each must form a minimum of 20% of the total qualification (there is no stipulation at AS level).

The current content allows for choice of three areas for study (two at AS) from a list of seven options. Literature is now compulsory and must form a minimum of 40% of the total qualification.

The new draft subject content is more detailed on the requirements for different genres of literature (epic, extended verse, plays, shorter verse, non-fiction prose, fables, speeches, letters). It also contains more detail on the knowledge which specifications should require in relation to the literature studied. The content includes suggested lists of authors whose works could be studied.

A level students will study both philosophy and thought, and visual/material culture, while AS students must study one or other of these two broad areas. Each area must form a minimum of 20% of the total qualification.

Study of philosophy and thought should involve study of one area of classical thought and one (at AS) or two (at A level) key classical thinkers/figures within that area, from a list of: religion and belief, political theory and philosophy, ethics and values, theory of knowledge (epistemology), metaphysics, personhood.

Study of visual/material culture must include either or both of: architecture (e.g. fora, temples, palaces, theatres and amphitheatres, residential buildings, baths, stadia, villas and others) and/or artefacts and artworks (e.g. pottery, sculpture, mosaics, wall-paintings and others). It also contains more detail on the knowledge which specifications should require in relation to the cultural material studied.

## **Electronics AS and A Level**

To improve progression to higher education, and based on feedback from higher education, the depth and breadth of the content has been reviewed. A number of new topic areas have been added including: AC circuits with applications to passive filters;

optical communication; principles of semiconductors; power supply systems; audio systems; digital communications. Depth has been increased by adding additional content to current topic areas, for example the use of Kirchhoff's nodal law and Thevenin's theorem has been included in circuit analysis and the op-amps topic has been developed to include the concepts of voltage gain and a virtual earth, differential and summing amplifiers and voltage follower circuits.

The content also strengthens the mathematical requirements, in response to subject expert feedback. New mathematical requirements have been added such as the use of trigonometrical ratios; and Boolean algebra to solve logic problems. These new mathematical requirements and the formulae to be recalled and used are clearly identified in the subject content, adding to the overall level of demand.

Students will still be required to undertake a number of practical development and testing tasks, which will form part of their assessment for this subject.

## **Film studies AS and A Level**

As with the GCSE the new subject content for AS and A level film studies includes clear expectations around the number and type of films students are expected to study. Students will be expected to study in detail at least 12 (at least 6 at AS) critically recognised, culturally and historically significant feature-length films set by awarding organisations from a range of countries (including films from the US, Britain and Europe) and periods (including post 2000, pre 1960 and at A level silent films). In addition at A level students will also be required to study the historical development of film and film technology including at least two major movements or stylistic developments in film history such as montage, expressionism, neo-realism or new wave cinema from the 1960s. This will support progression to HE ensuring students develop a good breadth of understanding of the chronological developments in film as well as detailed knowledge of a range of different films and film techniques.

In response to feedback from HE there is also a greater focus on students engaging with academic theory and discourse, with a new requirement for students to study academically established critical debates and approaches to film such as spectatorship and auteur theory.

As with GCSE, students will also be able to apply their knowledge and understanding practically and develop their film making skills by producing a short film or screenplay.

## **Law AS and A Level**

Law AS and A level content will ensure students study a greater number of areas of substantive law. At AS there is a requirement to study two areas of substantive law (one

public and one private area) and at A level there is a requirement to study three areas of substantive law (at least one public and one private area).

Much of the knowledge and understanding from current specifications is retained in the revised content.

Additional content also includes a greater focus on jurisprudence, including what the law is and links to moral concepts, and how law interacts with society.

## **Media studies AS and A Level**

New subject content places greater emphasis on academic knowledge and understanding. The study of a wide range of specified theories, which are demanding and complex, are now required at both AS and A level.

Students will apply their theoretical knowledge and use specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed. Students will critically debate key questions relating to the social, cultural, technological and economic dimensions of media through sustained discursive writing.

Nine different specified media forms, including audio-visual, print and online forms must be studied, with media products from different historical periods and global settings. Media products must possess social, cultural and historical significance and illustrate a full range in terms of quality, form and structure. At A level, media products from non-English speaking contexts, outside the commercial mainstream and avant-garde media are studied. There is an explicit requirement to analyse and compare media products studied in relation to relevant key social, cultural, economic, political and historical contexts. There is also an explicit requirement to critically debate key questions relating to the social, cultural, technological and economic dimensions of media through sustained/discursive writing.

## **Statistics AS and A Level**

A level Statistics builds upon the statistics and probability components of GCSE Mathematics and helps students make sense of data trends and to solve statistical problems in a variety of contexts. It prepares students for further study and employment in a wide range of disciplines which use statistical analysis and reasoning with data.

The new A level requires students to engage in statistical enquiry and to apply statistical techniques using data sourced from a variety of contexts.

The qualification includes study of the statistical enquiry cycle and to perform key statistical calculations. The content has been drafted to clearly articulate the mathematics content, while, at the same time, care has been taken to avoid too much

overlap and ensure a different focus from the mathematics and further mathematics A level.

## Equalities Impact

In accordance with the Equality Act 2010, public bodies must have due regard, when making decisions, to the need to eliminate discrimination, harassment, victimisation; advance equality of opportunity; and foster good relations, in relation to relevant protected characteristics. It would therefore be very helpful to understand if, in your view, there is any potential for the subject content to have a disproportionate impact upon any student with relevant protected characteristics under the Equality Act 2010. It would be particularly helpful to understand if any respondents have evidence to support concerns they may have about such impacts.

## Consultation questions

3. Do you think that any of the proposals have the potential to have a disproportionate impact, positive or negative, on specific students, in particular those with 'relevant protected characteristics'? (The relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.) Please provide evidence to support your response.
4. How could any adverse impact be reduced and how could the subject content of GCSEs and/or A levels be altered to better advance equality of opportunity between persons who share a protected characteristic and those who do not share it? Please provide evidence to support your response.

## Annex 1 - Subject experts consulted by awarding organisations in the development of proposed subject content

Subject experts were consulted as part of the subject content development process including representatives from the following organisations:

**Accounting A level:** Chartered Institute of Management Accountants (CIMA); Colchester Sixth Form College; Gower College, Swansea; Institute of Chartered Accountants in England & Wales (ICAEW) King Edward VI College, Stourbridge; Macintyre Hudson; and Runshaw College, Leyland.

**Ancient History GCSE and A level:** The British Academy; The Classical Association; The Classical Association Teaching Board; Gryphon School, Sherborne; Parrs Wood High School, Manchester; The Society for the Promotion of Roman Studies; South Downs College, Waterlooville; The Warwick School, Redhill; and Watford Grammar School for Girls.

**Archaeology A level:** The British Museum; Cirencester College; John Leggatt Sixth Form College, Scunthorpe; The Subject Committee for Archaeology (SCFA); Vardean College, Brighton; and York College.

**Classical Civilisation GCSE and A level:** The British Academy; Blackpool Sixth Form College; Camden School for Girls, London; Christ's Hospital; The Classical Association; Christ's Hospital, Horsham; The Society for the Promotion of Roman Studies; South Downs College; The Warwick School, Redhill; and Watford Grammar School for Girls.

**Electronics GCSE and A level:** Blackpool Sixth Form College; Fallibroome Academy, Macclesfield; Manchester Grammar School; Reading School, Reading; Royal Wootton Bassett Academy; Westminster School, London ; and Wyggeston and Queen Elizabeth I College, Leicester.

**Film Studies GCSE and A level:** British Association of Film, Television and Screen Studies; British Film Institute; Creative Skillset; The Sixth Form College, Farnborough; Havering Sixth Form College, Hornchurch; Into Film; Long Road Sixth Form College, Cambridge; Media Education Association; National Film and Television School; National Association for Higher Education in the Moving Image; Rickmansworth School; and Sussex Downs College, Lewes.

**Law A level:** Association of Law Teachers; Aquinas College, Stockport; Barnet and Southgate College, London; and King Edward VI College, Stourbridge.

**Media Studies GCSE and A level:** British Film Institute; Brighton, Hove & Sussex Sixth Form College; City and Islington College, London; Creative Skillset; Colchester Sixth Form College; Hurtwood House, Dorking; Latymer School, Edmonton, London; Media,



Communications and Cultural Studies Association (MeCCSA); Raynes Park High School, Merton, London; and Reigate College.

**Statistics GCSE and A level:** All Saints Catholic High School, Sheffield; Altringham Grammar School for Boys; Committee on Women in Statistics; Huddersfield New College; Mathematics in Education and Industry (MEI); Royal Statistical Society; and St Helens Teaching Schools Alliance.

Higher education institutions were also consulted during the AS and A level development process for each of these subjects.

Awarding organisations were unable to consult with all subject groups and we welcome the input of organisations, teachers and students in this public consultation.



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