



Department  
for Education

# **Reformed GCSE subject content consultation**

**Government response**

**November 2013**

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## Introduction

On 11 June 2013, the Department for Education published a consultation on subject content and assessment objectives for new GCSEs. This included English, mathematics, science, history, geography, and modern and ancient languages. In line with the changes to the national curriculum, it set out our proposals for new, more stretching and fulfilling GCSE subject content, with expectations that match those in the highest performing jurisdictions. The consultation sought views on the following areas to achieve that goal:

- the appropriateness of subject content and assessment objectives;
- the relative weighting of assessment objectives;
- progression of subject content from earlier key stages;
- progression to further academic and vocational study;
- the impact on specific pupil groups, including ‘protected characteristic groups’;
- literacy and numeracy coverage.

The consultation ran for 10 weeks until 20 August 2013 and received 686 responses from schools, further and higher education institutions, employers, curriculum and assessment experts, awarding organisations and the general public. We also held meetings which gave us a chance to understand the views of expert stakeholders in more depth.

Ofqual, the exams and qualifications regulator, consulted in parallel on the design requirements for new GCSEs, including on arrangements for controlled assessment, tiering and new grading. Ofqual’s response to its consultation can be viewed on its website. It will shortly consult on the regulatory conditions required for reformed GCSEs.

The Secretary of State has considered the evidence gathered and has published final subject content for GCSEs in English language, English literature, and mathematics, to be taught in schools from 2015. We received written responses from the following:

483 of the responses were from headteachers, teachers, schools or academies;  
12 of the responses were from parents;  
41 of the responses were from colleges, FE or HE institutions;  
5 of the responses were from governors;  
4 of the responses were from students/young people;  
12 of the responses were from the employer-business sector;  
29 of the responses were from subject associations;  
8 of the responses were from awarding organisations;  
5 of the responses were from local authorities;  
20 of the responses were from other organisations representing teachers  
67 other responses were received

A full list of the organisations that have responded can be found at [Annex A](#).

## Overview of reforms

Following a consultation in 2012 on changes to key stage 4 qualifications<sup>1</sup>, the Secretary of State wrote on 6 February 2013 to Ofqual's Chief Regulator, Glenys Stacey, setting out his intention to reform GCSEs so that they set expectations of rigour and challenge that match those in the highest performing jurisdictions. Reformed GCSEs will be respected qualifications in which pupils, employers and further and higher education institutions can have full confidence. They will provide students with more fulfilling and demanding courses of study. GCSEs will continue to be universal qualifications, entered by the same proportion of students as they are currently.

Following discussions with Ofqual and GCSE awarding organisations, the Secretary of State agreed to prioritise new GCSEs in English and mathematics, which will be introduced for first teaching from 2015. This reflects the fact that these subjects provide the foundation for students' progression to further study and employment. Other GCSEs, including in the subjects on which we consulted, will be introduced for first teaching from 2016. This will allow schools to focus on preparing for teaching of new English and mathematics GCSEs and provide them with more preparation time for GCSEs in other subjects.

We do not anticipate that the Department for Education will publish subject content requirements for subjects beyond those on which we consulted. We have asked Ofqual for advice on the process by which subject content should be agreed in those circumstances, drawing on the contributions of awarding organisations, subject associations and others.

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<sup>1</sup> The consultation response is available on the [department's website](#)

## Summary of responses received and the government's response

This paper sets out the views that we have heard in response to the consultation across the subjects on which we consulted. It also sets out the decisions that have been taken on the GCSE English and mathematics content that has been published today. This paper does not respond on views for other English Baccalaureate subjects, as content for those is still being considered ahead of their introduction in 2016.

The written responses and the views expressed in meetings have been important in shaping and strengthening the content. During the consultation, and subsequently, we worked closely with Ofqual to ensure that the subject content is appropriate in regulatory terms.

Some respondents who provided written responses to the consultation chose only to answer a subset of the questions that were posed. Therefore, response figures for each subject differ depending on which questions people answered. Throughout the report, percentages are expressed as a measure of those answering each question, not as a measure of all respondents.

### English language and English literature

English language and English literature had one of the highest response rates in the consultation, with an average of 212 respondents per question.

The main concerns arising from the consultation on English were that:

- the proposed assessment objective weightings were not right (63% of 217 respondents);
- the right practical content for English language had not been identified to allow students to gain the skills to progress in the subject (62% of 213 respondents); and
- the content did not secure sound progression to further academic and vocational study (60% of 205 respondents).

Comments made in expanding on these views included: that English language should allow the inclusion of digital text; that the spoken language content was too narrow; that spoken language should count towards the final grade; and that the proposed allocation of marks for spelling, punctuation and grammar (SPaG) was too high.

A number of the stakeholders we spoke to told us that they welcomed the focus on unseen texts and higher weighting for SPaG in English language. On English literature, stakeholders supported some of the detailed study areas – specifically the inclusion of Shakespeare, a 19<sup>th</sup>-century novel, and the use of unseen texts as part of the examination.

## Response

Following the consultation we have worked with Ofqual, awarding organisations and others to improve and strengthen the requirements of the new English language and English literature GCSEs in the following ways:

- we have amended the assessment objectives for English language to signal the importance of both reading and writing, with those objectives equally weighted;
- we have reworded requirements to be clear that our intention is that pupils should read high quality challenging texts, regardless of the medium (in response to concerns about the exclusion of digital texts);
- we have reduced the number of detailed studies in English literature from five to four by combining the poetry studies – the requirement is for one substantial and challenging selection of poetry, including Romantic poetry; and
- we have strengthened requirements in English language for literature and literary non-fiction, including the need for pupils to read different genres.

On spoken language, we recognise that schools will want students to learn a wider set of skills, such as their ability to participate in group discussions, but we do not believe that it is right to set out requirements for these skills in GCSE content. In considering the concerns that this section of the content is unweighted, we have taken account of Ofqual's recent conclusion that there is no way to ensure these skills are assessed consistently and fairly across all schools<sup>2</sup>. No evidence was presented during the consultation that would challenge this conclusion. Spoken language remains unweighted in the content we are publishing.

We have heard a variety of views, both in favour of and against increasing the proportion of marks allocated to SPaG in English language from 12% to 20%. These skills provide the basic building blocks of the subject and they are required both for

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<sup>2</sup> More information is available on [Ofqual's website](#)

progression to further study and for the world of work. Employers, and employer organisations, told us that the GCSE does not currently give them the assurance they need of young people's literacy. A focus on these skills is crucial, and respondents presented no convincing alternative means of securing this. In the content we are publishing, 20% of marks are allocated to SPaG.

## Mathematics

Mathematics received an average of 167 respondents per question. 54% of 157 respondents supported proposed assessment objectives arrangements for mathematics (compared to 25% who disagreed). 54% of 167 respondents considered that the right content had been identified to enable progression to A level (compared to 25% who disagreed).

Where respondents raised concerns about the content, the most common specific points made were that the content:

- was too large for a single GCSE (11% of 182 respondents);
- placed too much emphasis on higher achievers (15% of 170 respondents); and
- might deter young people from studying mathematics in the future (16% of 170 responses).

In our discussions with key stakeholders, including awarding organisations and mathematics subject bodies, they raised concerns regarding the increased content and the level of challenge overall. They also felt that some of the content statements lacked clarity and that not enough content had been identified for higher achievers only. In addition, they were worried that the weighting of the assessment objectives was imbalanced and felt that guidance was required to clarify them.

## Response

We agree that the new content for GCSE mathematics is much wider and deeper than content in the current GCSE. It is intentionally so. The international evidence shows that we have fallen well behind the performance of our key competitors in mathematics. We spend far less time teaching mathematics than other countries – TIMSS 2011 shows that we were 39<sup>th</sup> out of 42 participating countries in terms of time spent teaching mathematics<sup>3</sup>. We must address that urgently, by placing more

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<sup>3</sup> [TIMSS 2011 website](#)

emphasis on this vital subject which is the gateway to further study and the best protection against unemployment.

Every pupil should be confident and competent in the basics of mathematics and as many pupils as possible should get to the 'pass' level by the age of 16, with a majority of those having a secure understanding of the mathematics needed to underpin further study across a wide range of scientific and technical areas, beyond the basics. The most able pupils should be properly stretched, with more challenging questions and more challenging material; and the mathematics GCSE must support progression and flexibility so that students can continue to study maths post-16.

We have considered carefully the case for assessing the content through two GCSEs rather than one. All of the structural proposals we received have both advantages and disadvantages; we have concluded that there is no compelling case to move away from a single mathematics GCSE. Ofqual has confirmed that a single, larger, mathematics GCSE can be regulated effectively.

We have already confirmed our intention to encourage schools to put more focus on mathematics teaching in our new secondary accountability measures, which double-weight the subject in reporting schools' performance. Now we will also provide pupils with a qualification which has a much wider and deeper range of mathematical content whilst being suitable for a wide range of ability. The new mathematics GCSE will require greater teaching time and greater testing time, to reflect the content we are publishing.

In response to the feedback we received from respondents and stakeholders and with the help of awarding organisations, we have made some revisions to strengthen the proposed mathematics content, as follows:

- some statements have been reworded to add clarity and mathematical precision;
- we have added in further differentiation to set out the content relevant to pupils of different abilities;
- we have added a statement in the aims setting out our policy on mathematics which makes our expectations for the different cohorts more explicit; and
- we have redrafted the assessment objectives to make them sharper, and adjusted the weightings to increase precision.

## Literacy and numeracy

GCSEs will remain the primary qualifications that provide evidence of young people's literacy and numeracy. Making sure that the proposed content tests key elements of literacy and numeracy is fundamental to our plans for reform of GCSEs.

A higher number of respondents agreed than disagreed or were unsure that changes to content in relation to literacy and numeracy would achieve sufficient progression to employment and further study. 46% of 297 respondents agreed the mathematics content incorporated the right level of numeracy for progression: this is compared to 15% who disagreed. Views were more finely balanced in relation to English language. 39% of 344 respondents agreed that the proposed English content covered the key elements of literacy needed for employment and further study (compared to 34% who disagreed).

## Response

We believe that the alterations to subject content will provide employers and further and higher education institutions with the reassurance that young people have sufficiently rigorous numeracy and literacy skills for progression to further study, training and employment. This includes making sure students can demonstrate fluency in the basics. In English we have increased the proportion of marks on SPaG from 12% to 20% given its importance for progression into further study, training and the world of work. In mathematics, we have strengthened the key stage 3 content in which students must be confident (such as arithmetic, ratios, proportion). Students will also be encouraged to apply themselves in different ways to non-routine problems, solve real-world problems and demonstrate financial literacy.

## Sciences

Science received an average of 163 respondents per question in the consultation. In particular, more respondents agreed than disagreed that the combined science award provided sufficient progression to A level (40% of 157 respondents agreed, compared to 25% who disagreed) and the content effectively built on earlier study (37% of the 157 respondents agreed, compared to 36% who disagreed).

When respondents were asked whether the proposed subject content and assessment objectives for science (which are the same for biology, chemistry, physics and combined science) had the appropriate knowledge and understanding for GCSEs, 32% of the 184 respondents disagreed compared to 27% who agreed. In addition, although 40% of respondents agreed that the combined science would provide progression onto A level study (as outlined above), when respondents were asked in a separate question if the content secured sound progression to further academic or vocational study, 40% of 161 respondents disagreed, compared to 35% who agreed.

In discussions, stakeholders, including awarding organisations, expressed concerns that the combined award was content heavy, with the rationale for what should be included unclear. There was agreement that, in order for the combined award to facilitate progression to A level, content should represent the same depth as triple science but cover fewer topics, rather than covering the same topics but limiting depth.

Stakeholders supported the approach to the assessment of practical science and the inclusion of new and cutting edge science topics. There was little concern about the content of the separate sciences.

## Response

We have considered all responses to the proposed content and are working with key stakeholders, for example SCORE and its partner organisations, and with awarding organisations, to develop the content prior to publication. This includes changes to ensure that the combined award is appropriately challenging.

## Geography

Geography had the lowest response rates in the consultation, with an average of 116 respondents per question. 42% of 124 respondents agreed that geography had the appropriate knowledge and understanding and that the relative weighting was right (compared to 37% who disagreed). This was supported by the stakeholders we spoke to, who welcomed the proposed GCSE subject content and assessment objectives for geography.

An equal proportion of respondents agreed and disagreed that geography content built on earlier study (39% each of 109 respondents). The stakeholders we spoke to were more positive, feeling that the content had secured sufficient progression from key stage 3. They suggested however, that the content would benefit from greater clarification to reinforce this point. Some stakeholders also thought that the range of mathematical, statistical and cartographic techniques should be strengthened.

Views on assessment of fieldwork skills through examination were mixed. 40% of 122 respondents to the consultation disagreed that a letter from the headteacher to awarding organisations would be appropriate for fieldwork. A similar proportion (38%) agreed with the proposal. A number of subject experts, however, strongly supported the approach and saw the letter as a useful way of raising the profile of fieldwork within schools. Other respondents to the consultation felt coursework was essential in geography (18% of 122 responses) and that clear evidence via photos and videos was needed to document that field work had been completed (16% of 122 responses).

## Response

We welcome views from stakeholders and are making relevant drafting changes to aid clarity and emphasise progression from key stage 3. We will also respond to feedback on the range of mathematical, statistical and cartographic techniques.

We agree with stakeholders that fieldwork is an essential aspect of geography, which ensures that students are given the opportunity to consolidate and extend their achievement by relating learning to real experiences of the world. We will continue to consider views from stakeholders on a workable approach to verifying that fieldwork has taken place and has been suitably focused.

## History

History received an average of 129 respondents per question in the consultation. Views on the assessment objectives were finely balanced: 39% of 125 respondents agreed with proposals for the relative weighting, while 38% disagreed.

A high proportion of respondents to the consultation remained unsure about key aspects of the proposals:

- 43% of 127 respondents were unsure if the content built upon earlier study;
- 32% of 131 respondents were unsure if the content covered appropriate knowledge and understanding (31% agreed it was appropriate); and
- 38% of 127 respondents were unsure whether the content provided progression to further academic or vocational study (39% thought it did not).

When asked if students should be encouraged to undertake a historical investigation, 58% of the 136 respondents agreed, compared to only 21% of respondents who disagreed. Of these respondents, 24% said that it should be assessed and marks counted towards students' final GCSE grade. In a separate question which asked if the proposed qualifications in history would secure sound progression for the purposes of further academic and vocational study (as highlighted above), 21% of 127 of these respondents to this question felt that the inclusion of independent investigation was an important factor in demonstrating progression.

In discussion, stakeholders welcomed the proposed content and assessment objectives. They felt the proposals built appropriately on the national curriculum programme of study and were an improvement from the current GCSE, particularly in relation to the range of historical periods which would be studied. Stakeholders also thought that the content offered the prospect of delivering sound progression, although this was qualified by a need for greater clarity throughout the document.

Some stakeholders we spoke to also said that opportunities for research and extended writing outside examination conditions were an important aspect of ensuring progression. Many were very supportive of a form of independent investigation being included, but expressed concern about the particular approach proposed in the consultation. Concerns related to its assessment, the extent to which it could be supervised by teachers and the effect on the size of the GCSE.

Largely, feedback from awarding organisations was also that the proposals had potential to offer a sound foundation for the study of history. The requirement to cover a broader range of periods was seen to be particularly helpful in terms of

progression, giving students a broader historical grounding than is currently the case.

## **Response**

We are keen that the study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically – weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. After listening to views expressed on the proposed content, we will look to make further alterations that reinforce this aim. In particular we will seek to clarify the content to aid better understanding.

We will continue to consider stakeholder views and will work with awarding organisations on the level of demand of the content. We will consider further whether it could be possible for students to complete a historical investigation as part of their GCSE, taking account of regulatory considerations.

## **Modern and ancient languages**

An average of 214 respondents answered each question on modern and ancient languages. Respondents were split, with broadly half agreeing with the proposed changes and half disagreeing.

In the consultation, 57% of 214 respondents agreed the relative weighting was appropriate for the content. 40% of 206 respondents agreed the content provided progression to further academic and vocational study compared to 27% who disagreed. However, 45% of the 226 respondents thought the content was overly demanding and 36% of 209 respondents disagreed that the content built upon earlier study.

In discussions, stakeholders welcomed various proposals in the proposed content for modern languages, in particular: subject aims and learning outcomes; the intention to make study and assessment of the language communicative; the open broad themes to be covered; and the equal weighting of the assessment objectives. Awarding organisations also welcomed the increased rigour and took the view that content represented better transition to A level than is provided for by the current subject criteria.

## **Response**

To make sure that our qualifications allow pupils to compete internationally it is important that in modern foreign languages the subject content requires students to understand and respond to different types of language, both spoken and written, and

to communicate and interact effectively, both in speech and writing, across a range of familiar and fresh contexts, appropriate to their age, interests and maturity levels.

Similarly, in ancient languages, it is important that the subject content requires students to understand the cultural legacy of the ancient world through its language and literature. In addition, students should be able to read, understand and interpret the ancient language; and develop knowledge and understanding of the ideas, values, culture and practices of the classical/biblical world through reading and responding to literature and other primary sources.

We have been considering respondents' views and will look to make alterations to increase clarity and accuracy. In particular we will look to strengthen the text on the manipulation of language to provide more clarity on the exact requirement.

## Equalities

We asked for views on equality implications of the draft content and assessment objectives. There were 436 responses to this question. 63% of the responses considered that the proposal would have a negative impact upon particular groups, in contrast 16% thought it would have no impact on those students with one or more protected characteristics. However, 60% of those respondents who said it would have a negative impact offered no further comment on which groups would be affected or how the content would negatively impact. Those who did refer to particular groups suggested that the proposals would disproportionately affect lower attaining students and students with special educational needs.

## Response

We will be publishing a full equalities impact assessment on GCSE English language, English literature and mathematics content shortly. This considers the impact of the changes for protected groups. A further equality impact assessment will be completed on other subjects we consulted on in due course, when final GCSE content has been developed for those.

We recognise the concerns raised by respondents and have listened to stakeholders' views. As outlined in the Department's previous equality impact assessment on policy for new key stage 4 qualifications, published in March<sup>4</sup>, GCSE reforms will impact on all pupils taking the new qualifications, providing them with the opportunity to succeed and with performance expectations which are on a par with their peers in the highest performing jurisdictions; the increased level of challenge and assessment principles will apply equally to all pupils.

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<sup>4</sup> The equality impact assessment is available on the [department's website](#).

We are confident that the GCSE English and mathematics content we have published sets appropriately high expectations for all pupils and will give them, regardless of background and circumstances, the essential knowledge and skills that they need to succeed in education and life.

Content is a core component of a qualification's demand, along with the way in which that content is assessed and the grade standards that are applied. In developing and delivering the new English and mathematics GCSEs, Ofqual and awarding organisations will give due regard to fulfilling their equalities duties and ensuring that schools are able to apply for appropriate reasonable adjustments, such as extra time or supervised rest breaks, for the pupils who need them. Existing requirements on awarding organisations to provide access arrangements and reasonable adjustments will continue to apply. Ofqual will monitor these, and assess whether they continue to be suitable for candidates taking reformed GCSEs.

High expectations are critical to high pupil attainment and progress. The improvements we are putting in place across the board in the education system will enable students to meet the greater demands being made of them. These policies include the introduction of the new national curriculum, pupil premium funding, SEN reforms, the introduction of free schools and the expansion of the academies programme.

## Conclusion

We are grateful to all those who responded to the consultation and to those individuals who attended meetings to discuss the proposals during the consultation period. We believe that the changes to subject content for English language, English literature and mathematics appropriately address the issues raised and that the content we have published will provide young people with the high quality English and maths qualifications they deserve.

We expect the other subjects on which we consulted to be introduced for first teaching from 2016. After taking into consideration the consultation responses and working with Ofqual, we will look to publish revised content for those subjects early in 2014.

## Annex A: List of organisations that responded to the consultation

Campaigns – there were no campaigns registered

<b>Organisation</b>	<b>Respondent Type</b>
Allestree Woodlands School	Academy and/or free school
Ashton on Mersey School	Academy and/or free school
Bellerive FCJ Catholic College	Academy and/or free school
Cromwell Community College	Academy and/or free school
Elizabethan Academy	Academy and/or free school
Gordano School	Academy and/or free school
Gosforth Academy	Academy and/or free school
Hinchingbrooke School	Academy and/or free school
Howard of Effingham School	Academy and/or free school
Ilkley Grammar School	Academy and/or free school
Keswick School	Academy and/or free school
Queen Elizabeth School	Academy and/or free school
Reepham High School and College	Academy and/or free school
Ripley St Thomas Church of England School	Academy and/or free school
Rushcliffe School	Academy and/or free school
Shenley Brook End School	Academy and/or free school
Shoeburyness High School	Academy and/or free school
South Craven School	Academy and/or free school
The London Oratory School	Academy and/or free school
The Petchey Academy	Academy and/or free school
The Priory Academy LSST	Academy and/or free school

Wirral Grammar School for Boys	Academy and/or free school
Woodard Academies Trust English Subject Leaders	Academy and/or free school
AQA	Awarding Organisation
City & Guilds	Awarding Organisation
OCR Examinations	Awarding Organisation
Pearson Education Ltd	Awarding Organisation
Trinity College London	Awarding Organisation
WJEC	Awarding Organisation
Bishop Barrington School	Comprehensive school
Burnage Media Arts College	Comprehensive school
Ken Stimpson Community School	Comprehensive school
Millfield Science and Performing Arts College	Comprehensive school
Parliament Hill School	Comprehensive school
Ralph Thoresby School	Comprehensive school
The Minster School Nottinghamshire	Comprehensive school
The Warwick School	Comprehensive school
Therfield School	Comprehensive school
Tomlinscote School & 6th Form College	Comprehensive school
Westleigh High School	Comprehensive school
ACA Educational Consultancy services	Employer/Business
Alcantara Communications	Employer/Business
Association of Employment and Learning Providers (AELP)	Employer/Business
Barchester Healthcare	Employer/Business
Federation of Small Businesses	Employer/Business

(FSB)

Globe Education	Employer/Business
Institute of Directors (Employer Organisations)	Employer/Business
UK Groundwater Forum	Employer/Business
Association of Colleges	Further Education college
Brighton College	Further Education college
Burton and South Derbyshire College	Further Education college
Cambridge University	Higher Education
Centre for Innovation and Research in Science Education, University of York	Higher Education
Council for College and University English (CCUE)	Higher Education
Earth Science Education Unit, Keele University	Higher Education
Faculty of Education, University of Cambridge	Higher Education
Institute of Education, University of London: Mathematics Education Special Interest Group	Higher Education
Mathematics Education Research Group, Department of Education and Professional Studies, King's College London	Higher Education
Network for Languages London, University of Westminster	Higher Education
Ocean Literacy UK	Higher Education
Royal Holloway, University of London	Higher Education
The University of Nottingham	Higher Education
University Council of Modern Languages	Higher Education
Birkenhead School	Independent school

Bury Grammar School Girls	Independent school
Charterhouse	Independent school
Haberdashers' Aske's School for Girls	Independent school
ISMLA	Independent school
Kent College Pembury	Independent school
Magdalen College School	Independent school
Mill Hill School	Independent school
Norwich School	Independent school
Radley College	Independent school
St Dunstan's College	Independent school
St Paul's School	Independent school
St. Paul's Girls' School	Independent school
The Grange School	Independent school
Uppingham School	Independent school
Wrekin College	Independent school
Wychwood School	Independent school
Advisory Committee on Mathematics Education (ACME)	None of the above
British Humanist Association	None of the above
British Naturism	None of the above
Buckinghamshire County Council	None of the above
CBI – Employment and Skills Directorate	None of the above
City of York Council	None of the above
Council for Learning Outside the Classroom (CLOtC)	None of the above
Cultural Learning Alliance	None of the above
Data Harvest	None of the above

Earth Science Education Forum	None of the above
Earth Science Education Unit	None of the above
Earth Science Ireland	None of the above
Field Studies Council	None of the above
GEM (Group for Education in Museums)	None of the above
Kent Local Authority	None of the above
LASS - Leicestershire AIDS support services	None of the above
Luton Local Authority (Science)	None of the above
Museum of London	None of the above
NAT (National AIDS Trust)	None of the above
National Children's Bureau & the Council for Disabled Children	None of the above
National Deaf Children's Society (NDCS)	None of the above
National Union of Students	None of the above
Natural Environment Sector Grouping of Providers of Learning Outside the Classroom	None of the above
Nightingale Society	None of the above
Norfolk County Council	None of the above
North Tyneside Council	None of the above
Oil & Gas UK	None of the above
Ranelagh International Ltd	None of the above
Royal College of Speech and Language Therapists (RCSLT)	None of the above
RSPB	None of the above
School Library Association	None of the above
Science Community Representing	None of the above

## Education (SCORE)

Signature	None of the above
Surrey Heritage	None of the above
The Board of Deputies of British Jews	None of the above
The Classics Academy	None of the above
The Dyslexia-SpLD Trust	None of the above
The Gatsby Charitable Foundation	None of the above
The Natural History Museum	None of the above
UK Minerals Forum	None of the above
Wakefield Local Authority	None of the above
Wildfowl & Wetlands Trust (WWT)	None of the above
Wordsworth Trust	None of the above
Wordsworth Trust	None of the above
Association for Language Learning	Organisation representing teachers
Association of Christian Teachers	Organisation representing teachers
Association of School and College Leaders (ASCL)	Organisation representing teachers
Association of Teachers and Lecturers (ATL)	Organisation representing teachers
BATOD (British Association of Teachers of the Deaf)	Organisation representing teachers
Earth Science Teachers' Association	Organisation representing teachers
JACT Examinations Committee	Organisation representing teachers
Leeds City Council Learning Improvement	Organisation representing teachers
Mathematics in Education and Industry (MEI)	Organisation representing teachers
National Association of Headteachers (NAHT)	Organisation representing teachers

National Association of Orthodox Jewish Schools (NAJOS)	Organisation representing teachers
National Association of Schoolmasters Union of Women Teachers (NASUWT)	Organisation representing teachers
National Union of Teachers	Organisation representing teachers
Surrey Secondary Heads' Phase Council	Organisation representing teachers
Telford and Wrekin Science Subject leaders	Organisation representing teachers
The Association for Latin Teachers (ARLT)	Organisation representing teachers
Think Global (the Development Education Association)	Organisation representing teachers
Voice	Organisation representing teachers
Newham Sixth Form College	Sixth Form college
Queen Mary's Sixth Form College	Sixth Form college
Rossendale School	Special school
King Edward VI Grammar School	State selective school
Methodist College	State selective school
ARLT (The Association for Latin Teaching)	Subject Association
Arts Council England	Subject Association
Association of Teachers of Mathematics	Subject Association
Black and Asian Studies Association	Subject Association
English and Media Centre	Subject Association
Geographical Association	Subject Association
Historical Association	Subject Association
Institute of Mathematics and its Applications	Subject Association

International Society for the Philosophy of Chemistry	Subject Association
Joint Association of Classical Teachers (JACT)	Subject Association
London Mathematical Society (LMS)	Subject Association
National Association for the Teaching of English (NATE)	Subject Association
National Association of Advisers in English (NAAE)	Subject Association
National Association of Language Advisers (NALA)	Subject Association
National Numeracy	Subject Association
Royal Geographical Society (with IBG)	Subject Association
Royal Historical Society	Subject Association
Royal Meteorological Society	Subject Association
Royal Statistical Society	Subject Association
Sex Education Forum, NCB	Subject Association
The Association for Science Education	Subject Association
The English Association	Subject Association
The Geological Society	Subject Association
The Mathematical Association	Subject Association
The Society for the Promotion of Roman Studies	Subject Association
United Kingdom Literacy Association	Subject Association
Acle Academy	Teacher
Altrincham Grammar School for Girls	Teacher
Chancellors School	Teacher
Grove School	Teacher

JfS School	Teacher
Portsmouth Grammar School	Teacher
Stroud High School	Teacher
The Chantry School	Teacher
Winterbourne International Academy	Teacher



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