



Department
for Education

Further additional reformed GCSE, AS and A level subject content

Government consultation response

March 2016

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Introduction

On 3 November 2015 the Department for Education published a consultation on proposed content for physical education GCSE short course, and AS and A levels in geology and politics. The proposed GCSE subject content aims to provide students with more fulfilling and demanding courses of study; new A level content aims to encourage development of the knowledge and skills needed for progression to undergraduate study and employment. The consultation sought views on the following questions:

- whether the revised PE GCSE shortcourse content is appropriate:
 - 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 revised AS and A level content in each subject is appropriate:
 - whether the content reflects what students need to know in order to progress to undergraduate study
- whether the amount of content for politics AS and A level is appropriate and
 - whether the size and demand of the two options in politics A level (comparative: USA, and global politics) are comparable
 - Whether the size and demand of the optional areas within global politics (conflict; poverty; environment and human rights) are comparable
- whether 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.)
- whether 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

The consultation ran for six weeks until 15 December 2015. It received 3,819 responses (3,500 of these were emails to the consultation inbox in relation to politics A level) from schools, further and higher education institutions, employers, subject associations, curriculum and assessment experts, and the general public. Awarding organisations also met with some subject associations to help us understand expert views in more detail.

38 Degrees also submitted a consultation submission on behalf of 41,186 signatures regarding politics A level content.

Ofqual, the independent regulator, consulted in parallel on GCSE, AS and A level assessment arrangements for these subjects. Ofqual's response to its consultation will be available at: www.gov.uk/government/consultations/.

The Department has considered the evidence gathered and has worked with awarding organisations to publish final subject content for GCSEs in physical education short course, and AS and A levels in geology and politics.

Sociology GCSE and statistics AS and A level content is also being published today. Sociology GCSE was consulted on between July and September 2015 and statistics AS/A level between September and November 2015, and were not published as further work was needed to address the issues raised by respondents in the consultation. The final subject content is being published today, along with updated versions of the government response to these consultations and updated equalities analysis.

We have published an equalities impact assessment alongside this consultation response. The impact assessment responds to the consultation responses on the equalities questions above, and the issues raised in these responses were considered when finalising the subject content.

Of the responses we received for the November consultation¹:

- 130 were submitted directly from teachers
- 10 were submitted on behalf of schools
- five were submitted on behalf of awarding organisations
- 22 were submitted by young people
- seven were submitted on behalf of Academies
- 22 were submitted by a parent
- eight were submitted on behalf of colleges and further education institutions
- eight were from employers/business sector
- five were submitted on behalf of subject associations
- 17 were submitted on behalf of higher education establishments

¹ Respondents were asked to select which of these groups best described them in the context of their response. Some respondents did not provide this information.

- four were submitted on behalf of organisations representing school teachers and lecturers
- one was submitted on behalf of local authorities
- 80 were submitted by other respondents

A full list of the organisations that have responded can be found at the annex.

Overview of reforms

The government is reforming GCSEs and A levels to make sure that they prepare students for further and higher education, and employment. We are reforming GCSEs to ensure they set expectations which match those of the highest performing countries, with rigorous assessment that provides a reliable measure of students' achievement. The new A levels will be linear qualifications that encourage the development of the knowledge and skills students need for progression to undergraduate study. The content provides for awarding organisations to develop new stand-alone AS qualifications taught over one or two years that can be co-taught with the new linear A level. Students may want to benefit from this change and only take an AS qualification to add breadth to their A level study. However, it will continue to be possible for students to take an AS in some subjects before deciding which to continue to A level.

Reforms to these qualifications are already underway. [GCSE subject content](#) in English literature, language and mathematics was published in November 2013, and the new qualifications were taught from September 2015. Specifications for these GCSEs can now be found on awarding organisations' websites. [GCSE subject content](#) in ancient languages, geography, history, modern foreign languages, biology, chemistry and physics, which will be taught from September 2016, was published in April 2014.

At AS and A level, [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 qualifications were taught from September 2015. Specifications for these AS and A levels can be found on awarding organisations' websites.

Responsibility for reviewing AS and A level subject content for ancient languages, modern foreign languages and geography which will be taught from September 2016, and mathematics and further mathematics which will be first taught from September 2017, was remitted to a new independent body, the A level Content Advisory Board (ALCAB).² AS and A level [content](#) for these subjects was published in December 2014.

In April 2014 the Secretary of State announced that a further set of GCSEs and A levels would be reformed and introduced for first teaching from 2016. We published reformed GCSE [subject content](#) for art and design, computer science, dance, music, and physical education, and AS and A level [subject content](#) for dance, music, and physical education in January 2015. In February we published reformed GCSE [subject content](#) for religious

² Following a request from the Department, the Russell Group of universities set up ALCAB to review subject content in these subjects, together with ancient and classical languages.

studies, citizenship studies and drama, and AS and A level [subject content](#) for drama and theatre, and religious studies. These subjects will be first taught in schools from September 2016.

Content has been developed for a further set of GCSEs, AS and A levels to be taught from 2017. Development of these subjects has been led by awarding organisations, working closely with subject associations, subject experts and, for A levels in particular, representatives from higher education institutions.

The department published GCSE [subject content](#) for design and technology GCSE in November 2015 and [GCSE subject content](#) in astronomy, business, economics, engineering, geology and psychology in December 2015 for first teaching in 2017. Earlier this month the department published [GCSE subject content](#) in ancient history, classical civilisation, electronics, film studies, media studies, and statistics.

At AS and A level, [subject content](#) for design and technology, environmental science, mathematics, further mathematics and music technology were published in December 2015, and history of art in January 2016, for first teaching in 2017. Earlier this month the department published AS and A level [subject content](#) in accounting, ancient history, archaeology, classical civilisation, electronics, film studies, law, and media studies.

This document is our response to the consultation which ran between November and December 2015 on [revised content](#) for physical education GCSE short course and geology and politics AS and A levels, for first teaching from 2017.

Sociology GCSE and statistics AS and A level content is also being published today. Sociology GCSE was consulted on between July and September 2015 and statistics AS/A level between September and November 2015, and were not published as further work was needed to address the issues raised by respondents in the consultation. The Department is publishing final content along with updated versions of the government response to these consultations and updated equalities analysis.

Summary of responses received and the Government's response

This section sets out the views that we have heard in response to the consultation on 2017 GCSEs and A levels. It also sets out the decisions that have been taken to finalise the content in these subjects.

The written responses and the views expressed by subject experts during the consultation period and throughout the development process have been important in shaping and strengthening the content. Awarding organisations and the Department have also worked closely with Ofqual to ensure that the subject content can be regulated.

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. For example, we received 234 responses to our question on politics AS and A level whereas there were 27 responses for physical education GCSE short course. Throughout the report, percentages are expressed as a measure of those answering each question, not as a measure of all responses.

This analysis does not include issues mentioned by respondents which were outside the scope of the GCSE and AS and A level subject content consultation. For example, issues raised on stopping the qualification in ICT/IT, where a decision was taken in September 2015 and confirmed in November 2015.

Some responses were relevant to Ofqual's parallel consultation on GCSE, AS and A level regulatory requirements and assessment arrangements. These issues will be addressed by Ofqual in its consultation response and are therefore not reported here.

Physical education GCSE short course

There were 27 responses to this question, with over half (52%) not sure if the content was appropriate, and 37% agreeing that it was appropriate.

Is the revised GCSE content in physical education short course appropriate?	Total	Percent
Yes:	10	37%
No:	3	11%
Not Sure:	14	52%

Seven respondents to this question provided comments.

Of those who commented, two respondents considered that, for the teaching time available, the content is too large and challenging. Two respondents welcomed the requirement to participate in a team sport/activity and an individual sport/activity, as an appropriate level of challenge. Two respondents welcomed the theoretical content, one of whom particularly agreed with the balance between theory and practical activity and that it enabled progression to further study.

Two respondents were less certain about the amount of theoretical content, and noted that as the content was more academically rigorous than the existing short course, it would attract a particular range of students. Three respondents said that there is too much emphasis on theory, which it was felt made the content too demanding and came at the expense of practical and physical aspects of the content. Another respondent suggested that there should be clearer links between the theoretical and practical content.

Three respondents questioned the content's suitability for progression to further/higher education. Two of these respondents noted that students aiming for progression in this subject should study the full GCSE. However one respondent suggested that the content was suitable for students progressing to a vocational pathway.

There were also a variety of detailed comments from individuals with little consensus. For example, two respondents suggested the addition of content on physical training (including the principles and methods of training) the use of data to inform approaches to training, and appropriate practical activity. One respondent suggested that anatomy and physiology could be omitted from the content.

Government response on physical education GCSE short course

The level of challenge, including depth and breadth of the content has been considered, and while the content could be stretching, the changes are in line with the Government's policy aim of increasing the demand of all reformed GCSEs to be robust and rigorous, and to set expectations that match the best education systems in the world.

Similarly to the full course GCSE it was felt that the additional theoretical content, which is directly relatable to sport science topics, will increase the academic rigour of the qualification and enable better progression to further study and higher education in PE where there is an increased emphasis on theoretical understanding. It will also provide a more solid grounding for further study in other subjects. The focus of PE in the national curriculum is on participation and improving access to physical activity; it is therefore appropriate that the GCSE offers a rigorous qualification that will meaningfully add value to a student's course of study.

The other detailed comments made by respondents to the consultation were varied with little consensus. These were considered but it was felt no further changes were needed. It was felt that the inclusion of any further topics such as physical training would make the content too large.

A number of other minor amendments have been made to clarify content and ensure consistency with standard wording used in other reformed subject content.

Geology AS and A level

There were 73 responses to this question, with 47% of respondents agreeing that the content was appropriate.

Is the revised AS and A level content in geology appropriate?	Total	Percent
Yes:	34	47%
No:	19	26%
Not Sure:	20	27%

47% of respondents felt the content was appropriate, with wide support for the range of content, the increased mathematical rigour and the requirement for all students to carry out fieldwork activity.

Of those respondents who were unsure or didn't feel the content was appropriate, nine respondents felt some of the content was at too demanding for an AS or A level and more suited to undergraduate study. A number of respondents mentioned basin analysis as an example of this. Twelve respondents felt that some of the maths content was too demanding for the majority of A level students, and would be off-putting for some students. Nine respondents specified the inclusion of stereonet as being inappropriate at A level, and more suited to undergraduate study.

Five respondents raised concerns around the inclusion of the term Anthropocene, as this term is still being debated. Five respondents raised concerns that the compulsory fieldwork requirement would be difficult for all schools to deliver due to cost or access issues.

Other comments were varied and included suggestions for content which they felt was missing including palaeontology, structural geology, and soil or soil analysis.

Government response on geology AS and A level

As part of the content development process, awarding organisations worked closely with subject experts to ensure an appropriate balance of academic rigour within an explicit scientific framework. We are confident that the content will serve as a preparation for, but not in conflict with, the first year of an undergraduate course. For example in relation to basin analysis, the intention is to introduce students to the integrated approach taken by geologists using a single basin, but not at the level of an undergraduate honours course. The final draft was reviewed by university representatives to ensure this was the case.

Following careful review of the level of mathematical content, a requirement from the maths annex to use and interpret probability plots has been removed, and we are confident that the remaining content is appropriate. With this change, we are confident that the scope of mathematical content is in line with other subjects at this level (for example, biology). For example, the content specifically excludes the use and understanding of more complex aspects of stereonet, such as great circles, projections and planes, and AOs are clear that this concept would be introduced at a less demanding level than undergraduate teaching.

AOs have considered the inclusion of the term 'Anthropocene' in the content. The term is used in a very specific context and relates to the application of geochronological processes that are the subject of this debate. Therefore, it is considered to be appropriate and no change has been made.

The comments in relation to sections of content that was felt to be missing were also carefully considered. Awarding organisations consulted with universities when drafting content, most of whom felt that the current AS and A level geology overemphasises the breadth of study in comparison to a deeper understanding of underlying scientific principles. Changes have therefore not been made to add additional content to ensure that the content does not sacrifice depth of study by allowing too much breadth. There are however, opportunities to study a wide range of topics in the non-core options such as Hominin evolution in the Quaternary geology option and application of biostratigraphy in The Stratigraphy of the British Isles and in the Basin Analysis options.

A small number of respondents raised concerns that the fieldwork element would be difficult to access for some schools due to cost or access issues. Awarding organisations consulted with their centres on this issue and the overwhelming response was that fieldwork was an essential element of the subject. As students are not self-preparing for examination but will be prepared by centres, socio-economic factors should not be barriers that affect a student's ability to achieve. In terms of access, awarding organisations can mitigate against adverse impact on students with physical disabilities and teachers can provide differentiation and support to those students facing additional

challenge because of physical disabilities. More information relating to these considerations can be found in the equalities analysis for this subject.

Other minor amendments have been made to the content to ensure greater clarity around the assessment requirements, in response to comments raised by Ofqual.

Politics AS and A level

Of the 234 respondents who replied to the question below, 72% did not think the content was appropriate.

3646 of the 3734 respondents who commented on politics A level (including 3500 responses sent as emails to the consultation inbox) suggested that the content should offer alternative ideologies, including the (either optional or compulsory) study of feminism. Many of these responses also suggested that the named theorists in the content needed to include more women and that issues related to the female suffrage were not included adequately covered in the content. 38 Degrees also submitted a consultation response with 41,186 signatures in favour of including more content on these topics.

Is the revised AS and A level content in politics appropriate?	Total	Percent
Yes:	33	14%
No:	169	72%
Not Sure:	32	14%

Five respondents explicitly commented that they were happy to see the inclusion of political ideologies in the core content, while two respondents commented that there were too many thinkers mentioned. Three respondents commented specifically on the list of thinkers and suggested changes to the list. Five respondents commented that there should be content looking at race in politics, and that the political ideas section should include political thinkers of other races. 26 respondents commented that the content should continue to offer a political ideologies option at A level that included feminism, multiculturalism and others, some saying with the study of core texts.

21 respondents commented that there was too much content overall. While some respondents welcomed the additional historical knowledge, 18 respondents commented that there was too much historical content which was too broadly defined, and that this had led to the overall increase in volume of content.

Other respondents suggested specific topics that should be included in or removed from the content. The suggestions varied and there was relatively little consensus. For example: in the UK politics section, three respondents suggested students should study the case for and against electoral reform in the UK, including the pros and cons of the first past the post system; and another suggested removing the study of the role of the Electoral Commission. In the global section, two respondents suggested adding content on the global economy/global financial system, one on transnational corporations. Two suggested the conflict section should be compulsory with the choice to study one of the

other three.

In the consultation we asked three additional questions about the qualification.

Is the amount of content for politics AS and A level appropriate?	Total	Percent
Yes:	12	17%
No:	48	68%
Not Sure:	11	15%

Of the 71 who replied to this question, 62 provided comments. The majority of comments (24) related to the lack of inclusion of feminism and female thinkers in the content, as reflected above.

23 respondents to this question were concerned with the size/amount of content to be covered. Ten respondents commented that the inclusion of new historical content had caused the overall content to become too large, and nine respondents commented that the EU section could be reduced or removed to reduce the volume.

The remaining respondents offered conflicting views on whether the amount of content was appropriate. For example: two respondents wrote positively about the amount of content; three said that the AS content is correct while the A2 content was too big; one that the amount of content would result in students learning the topics in less depth; and another that the content was too limited in comparison to the existing qualification. Some respondents were unsure about the volume of content or suggested specific content to include, with one suggesting the balance of power and responsibilities between national and local government.

Is the size and demand of the two options in politics A level (comparative:USA, and global politics) comparable?	Total	Percent
Yes:	35	29%
No:	42	35%
Not Sure:	43	36%

Of the 120 who replied to this question, 73 provided comments, of which 39 were not directly related to answering the question. For example, some respondents said they didn't have a view or commented on the overall size of the qualification.

Four respondents suggested that there should be three options, including one on ideologies, while others commented on the wider issue of the inclusion of feminism in the content more generally.

Nine respondents commented that there should not be an option for 'comparative: USA'. Suggestions for alternatives varied, for example that the study of the US should be included in the global politics option, that other countries should be offered as a comparative option, or just that the USA should not be studied.

14 respondents explicitly commented that the two options in the A level content were of comparable demand and/or size. Commenting, for example that while explicit comparisons are required in the US option, the global option also requires comparisons and contrasts to be made on a wide range of different topics.

Five respondents felt the 'comparative: USA' option was too big and that the global politics option was too small. Comments included: that the global option was broad and that the range of institutions studied could be reduced; and that the global politics option should require students to study all four of the optional topics included. Other respondents made suggestions of additional content to be included in the global politics option.

One respondent felt that the 'comparative: USA' option was more demanding than the global politics option as it contains a comparative requirement that the global option does not contain. Four respondents felt the global politics option was more demanding than the 'comparative: USA' option, because it requires students to make comparisons with the UK content studied and the global politics content is more complex.

Nine respondents suggested specific changes to these two options. Suggestions varied but included, for example, adding campaign finance in the 'comparative: USA' option, removing pressure groups from the 'comparative: USA' option, and adding global trade to the global politics option.

Is the size and demand of the optional areas within global politics (conflict; poverty; environment and human rights) comparable?	Total	Percent
Yes:	31	30%
No:	27	26%
Not Sure:	45	44%

Twelve respondents to this question commented that they thought the global politics section was good and that the options were comparable in size, while four commented that there was too much content in the global option overall. Three respondents thought

that the conflict section was too large/larger than the other optional areas within global politics, while one thought the poverty section was larger. Three respondents commented that all four options should be taught together as they overlap and have a causal relationship. Two respondents expressed concern at the potential overlap with geography A level.

Seven respondents commented that the content should make explicit links to how it relates to women's rights and feminism.

The rest of the comments were suggestions to add or remove specific sections bits of content, for example two respondents suggested more content on human rights, one including migration and one suggested the global economic system.

Government response on politics AS and A level

The views expressed in the consultation have been carefully reflected upon, and significant changes have been made to the content in order to respond to them.

A number of respondents were positive about the inclusion of the compulsory study of political ideas, suggesting that this would provide students with important foundation knowledge that would prove useful for both the rest of the course and to progress to higher education. This was the rationale for including it in the draft content. However the consultation highlighted a significant concern about those political ideas that had not been included in the content in particular feminism.

Following the consultation, and having considered the merits of the study of these other ideas, the final content now requires all students to study a fourth political idea to complement their study of conservatism, liberalism and socialism. Students will choose from feminism, multiculturalism, anarchism, nationalism and ecologism. This was a response that was suggested by many people in the consultation, and will mean that students have the opportunity to know and understand the core principles and features of these influential political ideas, including the work of their thinkers and how they explain human nature, the state, economy and society. This will give students the breadth of study and theoretical knowledge that will provide an excellent foundation to progress to undergraduate level.

Respondents also commented on the diversity of the political thinkers named in the content. The final list of thinkers has been developed in close consultation with experts to ensure a balance between classical and contemporary perspectives and to reflect thinkers from different backgrounds who have made a significant contribution to political ideas. To manage the size of the content and ensure comparability between the different options, five thinkers have been named for each political idea. In the final content, female thinkers whose ideas should be studied have been clearly set out. They include Rosa Luxemburg, Beatrice Webb, Simone de Beauvoir, Bell Hooks, Emma Goldman and Rachel Carson. The content now also includes more thinkers from black and minority ethnic backgrounds, including Tariq Modood, Bikhu Berekh and Marcus Garvey. It is also important to note that these are just the core theorists that all specifications will be required to include – specifications can include further thinkers, and teachers are encouraged to include the work of a breadth of political thinkers in their teaching.

Other comments about the coverage of the role of women and race in politics have also been considered. In the final democracy and participation section all students will study debates over suffrage and how it has changed over time, particularly in relation to gender and ethnicity, and through the study of the suffragists and suffragettes along with other movements seeking to increase suffrage.

The final content does not include a third A level option on political ideas. There were concerns that if there was a separate A level option offering political ideas, students taking this option could be advantaged in examinations as they would have already have studied the fundamental concepts of these ideas in the core content. Instead many more respondents suggested that the core ideologies should be extended, and this approach ensures that all students will have the opportunity to study ideas such as feminism.

The other key view expressed in the consultation was that there was too much overall content in the draft especially with the new inclusion of compulsory political ideas. It was suggested that too much content could lead to reduced demand as the breadth of content would result in lack of the necessary depth, which is not the intention. AOs have therefore reduced the volume of content across compulsory and optional sections. These are set out in the paragraphs below.

The European Union section is now focused on the impact of the EU on UK political systems and policy making rather than the origins and development of the EU and the detail of its institutions.

The pressure groups section has been incorporated into the democracy and participation section, and the knowledge and understanding required has been reduced so that students need to know the methods and influence of different pressure groups and other influences on government and Parliament, rather than the different classifications of pressure groups.

The scope of the historical knowledge has been better defined to clarify expectations. The final content seeks to ensure that students will develop the broad historical knowledge needed to understand contemporary politics in the UK in detail. In some cases, the content has been made better defined and more limited, for example students will now need to know three general elections including one before 1997 rather than the broader requirement to know 'key historical elections including the general elections of 1945 and 1979' and 'general elections since 1997'. In other cases, content has been removed, such as the requirements to understand the establishment of the Supreme Court, the historical causes of devolution, and the origins of democracy.

In the global politics option the four stand-alone issue areas of conflict, poverty, environment and human rights have been removed from the global politics option. Students will instead need to know and understand the ways and extent to which the content studied including the institutions of global governance and globalisation address contemporary issues, such as those involving conflict, poverty, human rights and the environment. This has reduced the volume of content in global politics while ensuring that students look at the interaction between global politics and examples of critical issues.

In the USA option the knowledge required of pressure groups, elections and voting, and political parties has been decreased and combined into a section on democracy and

participation. For example rather than studying the different categories of pressure groups in the US, they will study the significance of organised groups and interests, their resources and tactics and debates about their impact upon democracy. The scope of the civil rights section has been changed so that students are required to study the impact of at least one contemporary political issue concerning civil rights and liberties on current domestic US politics. The USA has been retained as the country of study in this section as it allows a good basis of comparison with UK structures and systems of politics and Government.

With all of the changes outlined above, we are now confident that the size of the final content is appropriate for an AS and A level.

Some respondents suggested specific topics that should be included in the content. In some cases the content was already covered in the content, such as electoral reform, which is studied in the elections and voting section. The other specific suggestions were considered but there was little consensus in the suggestions and therefore changes were not made to include or remove them.

To ensure that the demand of the two A level options is comparable, especially in light of the new comparative element of USA politics, changes have been made to the global politics option to require similar comparative knowledge as the US option. For example, students will now need to understand the *effectiveness* of different types of power, the *advantages and disadvantages* of globalisation and regionalism, and *an evaluation* of the extent to which liberalism and realism explain recent developments in global politics.

To ensure comparability between the two options in terms of their theoretical content, changes have been made to the US option. The US option now requires students to understand the structural, rational and cultural theoretical approaches to comparative politics. This mirrors the global politics option which requires students to know and understand theoretical approaches to global politics, including realism and liberalism.

Next steps

Awarding organisations will now begin the process to develop specifications in these subjects, ready to submit to Ofqual for accreditation and to enable schools to prepare for first teaching in 2017.

Annex: list of respondents to the consultation

Altrincham Grammar School for Boys
Aquinas College
Ashcroft Technology Academy
Association for Physical Education
Association of School and College Leaders
Atkins Limited
Bedford Modern School
Bishop Wordsworth's School
Brighton College
Britain and Ireland Association for Political Thought
British International Studies Association
Bury College
Business in the Community
Camden School for Girls
Canon Slade School
CaPP Ltd
Caroline Chisholm School
Cheadle Hulme School
Chelmsford County High School
Cheltenham Ladies' College
City and Islington College
Clitheroe Royal Grammar School
County Upper School
Cranford Community College
Cranleigh School
Croydon High School
De Montfort University
Dubai College
Earth Science Education Unit
Earth Science Teachers' Association
East Norfolk Sixth Form college
Esher College
Eton College
Exeter University
Francis Holland School
Girl Guiding
Golden Eagle Training
Grammar School
Guildford High School
Haberdashers Askes Boys School
Hampshire County Council
Heathfield Community College
Henry Pearson
Highgate School
Horndean Technology College
Imperial College
John Leggott Sixth Form College
John Mason School
KEGS, Chelmsford
Kidderminster College
King Edward VI Grammar School
King's College London
King's School Macclesfield
Kingston Grammar School
KPMG
Latymer Upper School
Liberal Democrat Education Association (LDEA)
Liverpool Women's Collective Voice
London School of Economics and Political Science
Longcroft school
Lord Williams's School, Thame
Loughborough Grammar School
Merchiston Castle School
Mount Kelly
National Union of Teachers
New Forest Liberal Democrats
Newcastle High School for Girls
North Birmingham Academy
NTU
Oakham school
OCR
Pearson
Political Studies Association
Preston Manor School
Purbeck School
Queen Elizabeth's Grammar School
Queen Mary University of London
Queen Mary's High School
Ramsey Grammar School
RGS
Richard Huish College
Riddlesdown Collegiate
Royal Grammar School
Royal Russell School
Runshaw College

Rutland County College
Saffron Walden County High School
Saint Augustine's Priory
Saltash.net community school
Sheffield High School
Shire Oak Academy
Shireland Collegiate Academy
Solace Women's Aid
St Bede's School
St Francis Xavier College
St Helen and Katharine
St John Fisher Catholic High School,
Harrogate
St John's College
St Mark's Catholic School
St Paul's School
St Paul's Girls' School
St. Catherine's, Bramley
Stokesley Sixth Form
Stowe School
Strode College
Stroud High School
The Downs School
The Fawcett Society
The Geology Trusts
The GREAT Initiative

The Open University
The Sixth Form College Farnborough
The Sixth Form College, Colchester
The Youth Sport Trust
Thomas Rotherham College
Tonbridge School
Torquay Girls' Grammar School
Trinity School
Truro-Penwith College
United Kingdom Minerals Forum
University of Bath
University of Cambridge
University of East Anglia
University of Edinburgh
University of Oxford
University of the West of England
Voice
Walthamstow Hall
WELBECK COLLEGE
WJEC
Woodhouse College
Worcester Sixth Form College
Xaverian College
YHA - Jurassic Coast



Department
for Education

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