

**CAERPHILLY COUNTY BOROUGH COUNCIL**

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 9TH MARCH 2015**

**SUBJECT: WJEC PRESENTATION TO WASACRE ON 26/11/14:  
“WHAT DOES THE DATA TELL US?”**

**GCSE Specifications**

Those studying **ONE** unit can achieve a **Short Course** qualification. Those studying **TWO** units can achieve a **Full Course** Qualification.

**SPECIFICATION A**

**SPECIFICATION B**

|               |                                     |                                                                 |                                                                                     |
|---------------|-------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Unit 1</b> | <b>Christianity</b>                 | <b>Unit 1: Religion and life</b>                                | <b>Unit 2: Religion and Human experience</b>                                        |
| <b>Unit 2</b> | <b>Christianity and the Gospels</b> | <b>Relationships-</b> love marriage and divorce                 | <b>Religion and conflict-</b> issues of peace, forgiveness and conflict             |
| <b>Unit 3</b> | <b>Roman Catholicism</b>            | <b>Is it fair-</b> issues of justice and equality               | <b>Religion and Medicine</b> –issues of medical ethics and sanctity of life         |
| <b>Unit 4</b> | <b>Roman Catholicism 2</b>          | <b>Looking for meaning</b> – issues about God, life and death   | <b>Religion and Expression-</b> issues of expressing one’s faith                    |
| <b>Unit 5</b> | <b>Philosophy and Ethics</b>        | <b>Our World-</b> exploring creation and our place in the world | <b>Authority, Religion and State-</b> issues of law and order in religion and state |
| <b>Unit 6</b> | <b>Hinduism</b>                     |                                                                 |                                                                                     |
| <b>Unit 7</b> | <b>Islam</b>                        |                                                                 |                                                                                     |
| <b>Unit 8</b> | <b>Judaism</b>                      |                                                                 |                                                                                     |

**GCSE Specification A FULL COURSE**

- In the last 3 years there has been a move away from the Spec A by some centres to Spec B. There are no longer any independent schools doing the GCSE Spec A short course. The entry is entirely from secondary schools.
- On average the male/female split at GCSE Spec A is 40% male/ 60% female.
- Girls achieve better than boys at the higher grade A\*-C. On average over the last 3 years in Spec A Full Course the girls have achieved a 11.7% Higher A\*-C rate (71.9%) than the boys (60.2%).

**GCSE Specification B FULL COURSE**

- More candidates are being entered for a Full Course Spec B GCSE (approx.1100 more).
- On average the male/female split at GCSE Spec B is 39% male/ 61% female.

- Girls achieve better than boys at the higher grade A\*-C. On average over the last 3 years in Spec B Full Course the girls have achieved a 14.1% Higher A\*-C rate (78.3%) than the boys (64.2%).
- The % of candidates achieving each grade point in Spec B Full course A\*-C has dropped by 5.5% in the last three years from 75.5% to 69.0%. (But there have been 1100 more entries).
- Pass rates for Religious Studies GCSE FULL COURSE either matched or were better than the National Average A\*-C pass rate FOR ALL SUBJECTS but the A\*-G were slightly below.

### GCSE Short Course

- Pass rates for Religious Studies GCSE SHORT COURSE are below the National Average A\*-C FOR ALL SUBJECTS and A\*-G rates (but less so in Specification B).
- A very high proportion of those entered for either specification actually sit the exams (for example 97% - Spec A entries and 98% of Spec B entries) (short).

### AS and A Level Specifications

| A Level                     | 2012 | 2013 | 2014 | AS Level               | 2012 | 2013 | 2014 |
|-----------------------------|------|------|------|------------------------|------|------|------|
| Eastern Religions           | 482  | 542  | 599  | Eastern Religions      | 901  | 910  | 1491 |
| Religion and Ethics         | 463  | 515  | 470  | Religion and Ethics    | 960  | 948  | 1275 |
| Philosophy of Religion      | 308  | 259  | 300  | Philosophy of Religion | 766  | 688  | 891  |
| Contemporary Society        | 136  | 133  | 146  | Contemporary Society   | 550  | 362  | 826  |
| Western Religions           | 142  | 81   | 96   | Western Religions      | 384  | 473  | 523  |
| Biblical Studies            | 15   | 18   | 21   | Christianity           | 51   | 28   | 31   |
| Christianity                | 10   | 11   | 6    | Biblical Studies       | 42   | 64   | 27   |
| Religion & human experience | 1550 | 1565 | 1626 |                        |      |      |      |

### AS and A Level

- Entry profile has changed slightly with a higher % of FE/Tertiary and Independent Schools now taking Religious Studies.
- On average the GCE split (both at AS/A2 level) is a 70% female and 30% male.
- There has been a 10%+ increase in the number of WJEC **AS** entries in the last 3 years. There has been a 4.6% increase in WJEC **A2** entries in the last 3 years.

- The figures show that WJEC candidates have generally performed above the national figures in all areas in the last 3 years. Including at A-C and A-E at AS and A Level.
- At AS level there continues to be a move away from more ‘traditional’ options such as Christianity/Biblical studies towards other options such as Eastern Religions, etc. The A2 take up pattern almost mirrors the AS one, but there are some differences e.g. a drop in the numbers for Western Religions and a slight increase in the take up for Biblical Studies.

## **RECOMMENDATION**

For SACRE to note the report