

## The effects of the Further Mathematics Network

[www.fmnetwork.org.uk](http://www.fmnetwork.org.uk)

### Further Mathematics entries

#### Further Mathematics entries in England\*

	2004	2005	2006	2007
<b>AS Further Maths</b>	3761	4809	6016	7124
<b>Cumulative increase**</b>		+27%	+60%	+89%
<b>A level Further Maths</b>	5443	5627	6950	7551
<b>Cumulative increase**</b>		+3%	+28%	+39%

- In England, since the Further Mathematics Network started up in academic year 2004/5, AS Further Mathematics entries have increased by 89% and A level Further Mathematics entries have increased by 39%.
- Over the same period in Wales and Northern Ireland combined, AS Further Mathematics entries have increased by 38% and A level Further Mathematics entries have increased by 16%, well below half the level of the increases in England. The Network does not currently operate in Wales or Northern Ireland, though it does provide unofficial support where it can and news of its influence in England has certainly contributed to the increases in Wales and Northern Ireland.

### The effects in the state and independent sectors

Analysis has also been carried out on the number of students studying KS5 qualifications in schools/colleges in England, based upon DCSF data for academic years 2004/5 and 2005/6\*\*\*.

This analysis showed that between 2004/5 and 2005/6:

- The number of schools/colleges with students taking A level Further Mathematics increased by 16% in the state sector and 1% in the independent sector.
- The number of students taking A level Further Mathematics increased by 27% in the state sector and 12% in the independent sector.
- 78% of the increase in A level Further Mathematics numbers came from the state sector.

These figures show that the major effects of the Further Mathematics Network have been to widen access to Further Mathematics in the state sector and to increase participation in Further Mathematics in the state sector.

#### Notes

\* Source: Joint Council for Qualifications

\*\* Cumulative % changes based on 2004 figures, to nearest 1%. These figures do not take account of any changes in overall GCE cohort size.

\*\*\* Comparison was made between the academic year 2004/2005 and 2005/2006 as, at the time of analysis, data were not available for the 2006/2007 cohort and the information held for the earlier academic years did not contain all of the matched data from the later years.