



WHICKHAM
SCHOOL & SPORTS COLLEGE

Student & Parent / Carer guide

Summer 2021 awarding

SUMMER AWARDING - 2021

Following the cancellation of examinations this summer by the Secretary of State for Education schools have been required by OfQual (the qualifications regulator) to implement an alternative system of Teacher Assessed Grades (TAGs) to ensure that all students can receive grades this summer.

This guide is designed to give parents, carers and students an overview of the most important information that you need to know about how this process will work. The school has worked closely with OfQual, the examination boards and the JCQ (Joint Council for Qualifications) to ensure that our process is as robust, fair and accurate as possible.

We have worked hard to ensure that students continue to be well supported, communicating regularly with them through assemblies in tutor time and through their class teachers.

Should you have any further queries about the process please refer to the sources of information below, including our list of frequently asked questions on our website, or contact the school.

Mr P Wheatley

Externally published information

JCQ (the Joint Council for Qualifications) have published the following document on their webpage (jcq.org.uk):

- [Guidance for Students & Parents](#)

This document outlines how schools will be producing Teacher Assessed Grades (TAGs) this year including key sections on:

- How students will be assessed
- Arrangements for reasonable adjustments / mitigating circumstances
- When grades will be issued & the Appeals process

Internally published information

As well as this booklet we have published the information we have shared with pupils and parents/carers on our [examinations website](#). This includes information about how processes work at school-specific level as well as our appeals process.

TEACHER ASSESSED GRADES: TIMELINE

Date	Activity
Friday 28 May	Final date for completion of all assessments by pupils
Friday 18 June	Completion of school internal quality assurance processes & submission of TAGs to the exam boards
Friday 16 July	Completion of external quality assurance processes. Grades finalised.
Tuesday 10 August	Release of TAGs for Level 3 qualifications (Year 12/13)
Thursday 12 August	Release of TAGs for level 2 qualifications (Year 11 + Year 12/13 resits)

HOW ARE STUDENTS BEING ASSESSED?

In GCSE and A-level subjects students are assessed through a number of Assessment Objectives (AO) in each subject. JCQ have released a set of grade descriptors for each subject. Teaching staff will be carefully matching evidence from assessments (using a best-fit approach) to these grading criteria to determine a grade for each student.

The next section of the booklet details the evidence base to be used in each subject. We want to be as clear and transparent as possible. The following information is being published for each subject:

- The Assessment Objectives (from the specification)
- The Evidence Base (the range of assessments and coursework being used)

In addition there are links to the JCQ grade descriptors for each subject: [GCSE](#), [A-levels](#).

The process is similar in BTEC subjects. In these subjects teaching staff will be awarding a holistic overall grade based on evidence from completed/partially-completed internally assessed work and assessment evidence that students have completed in preparation for their externally awarded units.

MITIGATING CIRCUMSTANCES

As students will be judged on the evidence that they have produced it is important that teachers are aware of any mitigating circumstances as to why a particular piece of work may not fully reflect a student's ability. Students will be provided with a link to an electronic google form for each subject in order to register their circumstances.

Exam access arrangements are not a mitigating circumstance as these have been provided in order to appropriately mitigate a need. However if for any reason you did not receive these agreed arrangements in an assessment it is important you raise this.

Teaching staff will be aware of the additional periods of Covid isolation. This does not need raising unless there is a reason that you believe you were affected more by this than other students.

Mitigating circumstances are there to reflect “temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment.” . In most circumstances these will have only a very limited bearing on the final judgement.

Categories of circumstances that are generally recognised to require some mitigation (as published by JCQ) are as follows:

- temporary illness or accident/injury at the time of the assessment;
- bereavement at the time of the assessment;
- domestic crisis arising at the time of the assessment;
- serious disturbance during an examination, particularly where recorded material is being used;
- accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- participation in sporting events, training camps or other events at an international level at the time of the assessment;
- failure by the school to provide approved access arrangements

The following are not generally recognised to require mitigation:

- Long term illness
- Bereavement from more than six months ago
- Moving house or other domestic inconvenience
- A minor disturbance during an assessment
- Consequence of committing a crime where formally charged or found guilty
- Consequence of taking alcohol or recreational drugs

- Issues or perceived issues with the quality of teaching
- Failing to arrive on-time for your assessment
- Failing to follow the instructions on your assessment
- Missing an assessment due to a family holiday / commitment / routine medical appointment
- Not submitting work (except where this was due to covid related issues)
- Special educational needs.

It is important to understand that in usual circumstances the maximum mitigation applied is up to an additional 5% of the total marks and this would only be for events as severe as:

- Terminal illness of student/parent
- Death of immediate family member within 2 months
- Very serious and disruptive incident at or near the time of the assessment

Whilst marks are not being awarded we will look to apply similar levels of mitigation in our grading decisions as would usually be applied in a normal examination season. For more information and exemplification please refer to the [JCQ document on special considerations](#). We would encourage all students to look at the evidence base for each subject and consider carefully whether there were any circumstances that they need to raise. These circumstances may apply to one piece of the evidence or multiple pieces of evidence.

APPEALS PROCESS / NOVEMBER EXAMINATIONS

After you receive your results if you believe there has been a genuine error in awarding a grade for one or more subjects there is an appeals process. This process is published on our [website](#). We will also be publishing more information on this nearer the time. Students are also able to register (in September) to sit examinations in November if they wish to do so. Further information about both the appeals process and November examinations will be provided in the summer results pack.

STUDENT DECLARATION

In order for teaching staff to award the TAG in each subject students will be required to make the following two declarations:

1: Have you had the opportunity to review the evidence base for your subjects and raise any concerns as to how the evidence base for each subject may apply to you personally (through the mitigation process)

2: Can you confirm that all the evidence being used to assess you in each subject is your own work which you have not copied from anyone and that you have not allowed other candidate to copy from you:

Evidence Base

Level 2 Subjects

GCSE

On the following pages the following abbreviations are sometimes used:

AO Assessment Objective

MCQ Multiple choice questions

GCSE Art, Craft & Design

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Johnstone

The following assessment objectives are assessed in this qualification:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Portfolio				Level of Control
		AO1	AO2	AO3	AO4	
1:	Portfolio	Y	Y	Y	Y	M

Rationale for choice of assessment evidence used and how it supports the grading process:

- OfQual have determined that in GCSE Art and Design qualifications, the student's grade must be based on Component 1: the portfolio only, whether or not it has been completed.
- Candidates must select and present a portfolio representative of their course of study including;
 - A sustained project showing evidence of working in two areas of study within art, craft and design. Candidates have responded to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
 - A selection of further work including any other appropriate evidence.

GCSE Art & Design: Textiles

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Johnstone

The following assessment objectives are assessed in this qualification:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Portfolio				Level of Control
		AO1	AO2	AO3	AO4	
1:	Portfolio	Y	Y	Y	Y	M

Rationale for choice of assessment evidence used and how it supports the grading process:

- OfQual have determined that in GCSE Art and Design qualifications, the student's grade must be based on Component 1: the portfolio only, whether or not it has been completed.
- Candidates must select and present a portfolio representative of their course of study including;
 - A sustained project showing evidence of working in two areas of study within art, craft and design. Candidates have responded to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
 - A selection of further work including any other appropriate evidence.

GCSE Drama

Type: GCSE 9-1

Awarding Body: EDUQAS

Contact: Mrs Cowen

The following assessment objectives are assessed in this qualification:

AO1: Create and develop ideas to communicate meaning for theatrical performance

AO2: Apply theatrical skills to realise artistic intentions in live performance

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4: Analyse and evaluate their own work and the work of others.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	C1 devised piece			C2 scripted piece		C3 written exam		Level of Control
		AO1	AO2	AO4	AO1	AO2	AO3	AO4	
1:	C1 devised piece	Y	Y	Y					M
2:	C3 mock exam 1 (November)						Y	Y	H
3:	C2 scripted piece				Y	Y			M
4:	C3 mock exam 2 (May)						Y	Y	H
5:	C3 mock exam 3 (May)						Y	Y	H
6:	Other exam-style centre-devised tasks (completed in class or for homework)						Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- The evidence that we will use to support the grading process is based on work from all three assessed components and will cover all assessment objectives.
- Component 1: This component had already been completed before Christmas and will be marked using the standard mark scheme and GCSE EDUQAS grading criteria. Pupils are being assessed on 3 out of 4 of the AOs for this component. Pupils have devised their own monologues, completed a reflective portfolio and evaluated their performances.
- Component 2: This component is being assessed in the same way as previous years using the set marking criteria - the length of the extract they have to perform however has been shortened. Pupils are getting marked on their performance skills for this component. This work will be marked live by two members of teaching staff.
- Component 3 - Three written assessments based on past papers will be used as evidence to allow for a holistic overview of each individual's understanding of the set text.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Music

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Szunko

The following assessment objectives are assessed in this qualification:

AO1: Perform with technical control, expression and interpretation

AO2: Compose and develop musical ideas with technical control and coherence

AO3: Demonstrate and apply musical knowledge

AO4: Use appraising skills to make evaluative and critical judgements about music

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Performing 40%				Component 2: Composing 30%				Component 3: Appraising 30%				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Mock Listening Exam #1:	Written Exam										Y			H
Performance Assessment	Recording of Practical Performance			Y	Y									H
Composition Assessment	Recording & Written Score of Music					Y								M
Mock Listening Exam #2:	Written Exam										Y			H
	Other exam-style centre-devised tasks (completed in class or for homework)			Y	Y	Y					Y			L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Content:** Music GCSE is split into 3 key components. The assessments will ensure that there is coverage of all assessment objectives and that students are assessed through a variety of question styles (written assessments). By assessing across each component/skill area we will ensure that students are not disadvantaged by being unable to demonstrate a particular skill.
- Assessment:** As music is a very varied subject, it is important that we emulate these weightings as much as possible in our teacher assessments. Every child has their own individual strengths and we want to give every pupil a chance to showcase their musical ability.
- Performance Assessment:** Within this assessment learners will be assessed on their performance be it solo or group based. Learners will cover learning objectives AO3 and AO4 within their performances.
- Composition Assessment:** This aspect of the course will assess students' skills in composing music and enables them to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. This will assess learning objective AO1.
- Listening Assessment:** This will cover a musical response to all the set works we have studied in class. As this covers a multitude of genres and styles, all set works will be included in the assessments. This is to acknowledge the differing interests and musical specialities of those in the class and ensure no one is unfairly advantaged / disadvantaged. The set works include:
 - Brandenburg Concerto – Bach; Pathetique – Beethoven; Music for a While – Purcell; Killer Queen – Queen; Release – Afro Celt Sound System; Samba Em Preludio – Esperanza Spalding; Star Wars Theme – John Williams; Defying Gravity – Stephen Schwartz;
 - There will be a written assessment in which learners are assessed on learning objective AO2. Allowing learners to be assessed on their ability to appraise music.

GCSE English Language

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: • identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1					Paper 2					NEA S&L			Level of Control
		AO1	AO2	AO4	AO5	AO6	AO1	AO2	AO3	AO5	AO6	AO7	AO8	AO9	
1:	Mock Paper 1: November	Y	Y	Y	Y	Y									H
2:	Mock Paper 2: November						Y	Y	Y	Y	Y				H
3:	Paper 1, Section A: March	Y	Y	Y											H
4:	Paper 2, Section B: March									Y	Y				H
5:	Paper 1, Section B: HT5				Y	Y									H
6:	Paper 2, Section A: HT5						Y	Y	Y						H
7:	NEA Speaking and Listening											Y	Y	Y	M
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your spoken language

GCSE English Literature

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1				Paper 2				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	H/M/L
1:	Mock Paper 1: November	Y	Y	Y	Y					H
2:	Mock Paper 2: November					Y	Y	Y	Y	H
3:	HT4 March assessment - Poetry L&R	Y	Y	Y						H
4:	HT4 March assessment - Macbeth					Y	Y	Y	Y	H
5:	HT5: May Unseen poetry					Y	Y	Y	Y	H
6:	HT5: May Modern text	Y	Y	Y	Y					H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Media Studies

Type: GCSE 9-1

Awarding Body: EDUQAS

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: • the theoretical framework of media • contexts of media and their influence on media products and processes.

AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Unit 1						Unit 2						Unit 3	Level of Control
		AO1 1a	AO1 1b	AO1 2a	AO1 2b	AO2 1a	AO2 1b	AO1 1a	AO1 1b	AO1 2A	AO1 2b	AO2 1a	AO2 1b	AO3	H/M/L
1:	November Mock: Paper 1: Section A			Y	Y	Y	Y								H
2:	March: Paper 2: Section A							Y	Y			Y	Y		H
3:	April: Paper 1: Section B	Y	Y												H
4:	May: Paper 2: Section B									Y	Y	Y	Y		H
5:	NEA													Y	M
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Citizenship

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of citizenship concepts, terms and issues

AO2: Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.

AO3: Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper One			Paper two			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1:	Mock Paper 1 (November)	Y	Y	Y				H
2:	March Assessment: Paper 2				Y		Y	H
3:	Assessment one: Paper one theme A and C (May)	Y	Y	Y				H
4:	Assessment two: Paper one Theme B (May)	Y	Y	Y				H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- The approach taken ensures that 85% of the course content has been covered. It also provides coverage for each of the AOs. The only aspect of the course not covered is Theme E. This was taught under two lockdowns and thus did not provide opportunity to undertake the requirements of this unit.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Geography

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales

AO2: Demonstrate geographical understanding of: • concepts and how they are used in relation to places, environments and processes • the inter-relationships between places, environments and processes

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper one: Global Geographical Issues				Paper two: UK: Geographical issues				Paper three: People and environmental issues - making geographical decisions.				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
1:	Mock Paper 1 November 2020	Y	Y	Y	Y									H
2:	Paper 1 March 2021	Y	Y	Y	Y									H
3:	Paper 2 May 2021					Y	Y	Y	Y					H
4:	Paper 3 May 2021									Y	Y	Y	Y	H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Evidence will be used from questions taken from all three examination papers. This ensures that we can fairly assess all learning objectives across a range of contexts and question styles. This will enable a best-fit approach to be taken when using the JCQ grade descriptors.
- Overall, this plan allows us to assess over 80% of the full specification. The only element removed has been fieldwork, which hasn't been able to take place and has been changed to unseen fieldwork, which is not desirable to teach given the significant reduction in fieldwork experience and time to teach these skills before June.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE History

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Unit 2a				Unit 2b				Unit 3				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	H/M/L
1:	Mock Paper 1 American West & Henry VIII (November)	Y	Y			Y	Y							H
2:	USA (March Assessment)											Y	Y	H
3:	Henry VIII (May)	Y	Y											H
4:	American West (May)									Y	Y			H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- History completed the second section of the USA paper in the March mini mock. Therefore the focus will be on the following after Easter
 - Paper two: Tudor Depth Study;
 - Paper two: Depth Study American West.
- Given that the mini mock in November covered material and skills specific to paper 3. Taken together, this equates to 70% of the course but 100% of the revised History course with the exam board changes. It also provides a spread across the various question types and assessment objectives covered throughout the course. Where necessary, the exam content has been slimmed down in order to allow the assessment to take place in the time frame available. Where this has occurred it has not affected the AOs covered.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Religious Studies

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper one: Religions		Paper two: Themes		Level of Control
		AO1	AO2	AO1	AO2	H/M/L
1:	Mock Paper 1 (November) Paper one and two combined	Y	Y	Y	Y	H
2:	Paper one and two combined (March)	Y	Y	Y	Y	H
3:	Assessment one - Paper two (May)			Y	Y	H
4:	Assessment two - Paper one (May)	Y	Y			H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- The assessments provide 100% coverage of the course content. Taken together both Assessment Objectives are covered thus ensuring a robust evidence base upon which to make an overall judgement. Assessments also cover the range of question types that would normally be answered by students.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Business

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of business concepts and issues.

AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.

AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1:	November Mock	Y	Y	Y				H
2:	HT4 - Mock Paper	Y	Y	Y	Y	Y	Y	H
3:	HT5 - Mock Paper	Y	Y	Y	Y	Y	Y	H
4:	12 mark evaluative questions (Paper 1 and 2)	Y	Y	Y	Y	Y	Y	H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November Mock was a full past paper 1, which gives a fair reflection of the students ability after a full term of teaching in a traditional school setting.
- HT4 assessments were tailored 50 minute assessments, focusing upon both Paper 1 and Paper 2 content.
- HT5 assessments give full coverage of all aspects of the taught course (100%), reflecting students progress from both the November Mock and also the HT4 assessment.
- 12 mark evaluative questions demonstrate a students ability to critically analyse and evaluate available information and evidence to make reasoned, substantiated judgements and conclusions, and, where appropriate, suggest viable recommendations for future activity
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Computer Science

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.

AO2: Apply knowledge and understanding of key concepts and principles of computer science

AO3: Analyse problems in computational terms: • to make reasoned judgements • to design, program, evaluate and refine solutions

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2		Level of Control
		AO1	AO2	AO3	AO1	AO2	
1:	November Mock	Y	Y	Y	Y	Y	H
2:	HT4 - Mock Paper	Y	Y	Y	Y	Y	H
3:	HT5 - Mock Paper 1	Y	Y	Y	Y	Y	H
4:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November Mock was a full past paper 1 and 2, which gives a fair reflection of the students ability after a full term of teaching in a traditional school setting.
- HT4 assessments were tailored 50 minute assessments, focusing upon both Paper 1 and Paper 2 content (one for each). These accurately matched the percentage weighting of the Assessment objectives given in the specification.
- HT5 assessments give full coverage of all aspects of the taught course (100%), reflecting students progress from both the November Mock and also the HT4 assessment.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE DT: Product Design

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1		NEA			Level of Control
		AO3	AO4	AO1	AO2	AO3	H/M/L
1:	NEA			Y	Y	Y	M
2:	November Mock- Paper 1	Y	Y				H
3:	November Mock Paper 1	Y	Y				H
4:	HT4 - Mock Paper 1	Y	Y				H
5:	HT5 - Mock Paper 1	Y	Y				H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y		L/M

Rationale for choice of assessment evidence used and how it supports the grading process:

- Coursework/NEA help to secure the 'Identify, investigate and outline design possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analyse and evaluate' skills the students have developed.
- November Mock was a full past paper split into two, one hour exams (one hour focused on technical principles and the second focused on design and make principles along with questions that allowed them to show an understanding of wider issues in design and technology), which gives a fair reflection of the students ability after a full term of teaching (2 hours a week of exam theory content the other 3 hours were dedicated to NEA) in a traditional school setting.
- HT4 assessment was a tailored 50 minute assessment, focusing upon the key areas that students had been working on over the lockdown period and also since returning to school.
- HT5 assessments give full coverage of all aspects of the taught course, reflecting students' progress from both the November Mock and also the HT4 assessment.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available. Some of these assessed practical skills and provide evidence for some assessment objectives assessed through the NEA.

GCSE Food preparation & nutrition

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			NEA			Level of Control
		AO1	AO2	AO4	AO2	AO3	AO4	H/M/L
1:	November Mock Examination	Y	Y	Y				H
2:	Half Term 4 Assessment	Y	Y	Y				H
3:	Half term 5- Assessment 1	Y	Y	Y				H
4:	Half term 5- Assessment 2	Y	Y	Y				H
5:	NEA (2)				Y	Y	Y	M
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L/M

Rationale for choice of assessment evidence used and how it supports the grading process:

- The November mock examination was a full past examination undertaken in formal exam conditions to assess overall performance in the AO1, AO2 and AO4 (all aspects of the specification which are assessed using the written paper).
- The Half term 4 assessment was a 50-minute assessment which assessed the full range of topics 1-5 and AO1,2 and 4.
- The Half term 5 assessment 1 was a 50-minute assessment which assessed the full range of topics 1-5 and AO1,2 and 4.
- The NEA allowed the assessment of AO3 along with adding additional evidence of AO2 and AO4. This allowed assessment of the student's practical ability including skills and techniques.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available. Aspects of the NEA were covered also providing evidence for assessment objectives usually assessed through the NEA.

GCSE Mathematics

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within mathematics and in other contexts

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	(Non Calc)			(Calc)			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	
1: November Mock	Paper 1, 2 and 3	Y	Y	Y	Y	Y	Y	H
2: March Assessment	Paper 1 and 2	Y	Y	Y	Y	Y	Y	H
3: May Assessment 1	Paper 1	Y	Y	Y				H
4: May Assessment 2	Paper 2				Y	Y	Y	H
5: May Assessment 2	Paper 3				Y	Y	Y	H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students. The questions have the same proportion of questions of each mathematical strand as in the course specification.
- Across each series of papers (by year) questions reflect the normal examination papers where $\frac{1}{3}$ of the papers covers AO1, AO2, AO3 each. This means there is a fair representation of different questions types and styles.
- More calculator material has been used as this equates to $\frac{2}{3}$ of the GCSE.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Arabic

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Listening – understand and respond to different types of spoken language

AO2: Speaking – communicate and interact effectively in speech

AO3: Reading – understand and respond to different types of written language

AO4: Writing – communicate in writing

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Theme 1			Theme 2			Theme 3			Theme 4			Theme 5			Level of Control
		AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	
1:	Paper 1	Y			Y			Y			Y			Y			H
2:	Paper 3		Y			Y			Y			Y			Y		H
3:	Paper 4			Y			Y			Y			Y			Y	H

Rationale for choice of assessment evidence used and how it supports the grading process:

- Full examination papers used in exam conditions and mark scheme applied. Work completed with appropriate subject specialists.
- AO2 is not required to be assessed in language GCSEs this year—it is given as a separate endorsement.

In this subject you will receive an endorsement for your spoken language

GCSE French

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Theme 1			Theme 2			Theme 3			Level of Control
		AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	
1:	Listening: Nov Mock	Y			Y			Y			H
2:	Reading: Nov Mock		Y			Y			Y		H
3:	Writing: Nov Mock			Y			Y			Y	H
4:	Listening: March assessment	Y			Y			Y			H
5:	Reading: March assessment		Y			Y			Y		H
6:	Writing: March assessment			Y			Y			Y	H
7:	Listening / Reading: May assessment	Y	Y		Y	Y		Y	Y		H
8:	Writing: May assessment						Y				H
9:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the AQA assessment objectives to ensure pupils will have multiple opportunities to meet the AOs.
- In 2021, Speaking (AO2) does not contribute to the GCSE 9–1 grade. Students are awarded a speaking endorsement level, which will be one of the following: Pass, Merit, Distinction or Not Classified. Students' speaking skills have been assessed by teachers during the course of study. The endorsement has been awarded using a variety of tasks (roleplays, photocards, general conversation) across all themes.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your spoken language

GCSE German

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Theme 1			Theme 2			Theme 3			Level of Control
		AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	
1:	Listening: Nov Mock	Y			Y			Y			H
2:	Reading: Nov Mock		Y			Y			Y		H
3:	Writing: Nov Mock			Y			Y			Y	H
4:	Listening: March assessment	Y			Y			Y			H
5:	Reading: March assessment		Y			Y			Y		H
6:	Writing: March assessment			Y			Y			Y	H
7:	Listening / Reading: May assessment	Y	Y		Y	Y		Y	Y		H
8:	Writing: May assessment						Y				H
9:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the AQA assessment objectives to ensure pupils will have multiple opportunities to meet the AOs.
- In 2021, Speaking (AO2) does not contribute to the GCSE 9–1 grade. Students are awarded a speaking endorsement level, which will be one of the following: Pass, Merit, Distinction or Not Classified. Students' speaking skills have been assessed by teachers during the course of study. The endorsement has been awarded using a variety of tasks (roleplays, photocards, general conversation) across all themes.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your spoken language

GCSE Turkish

Type: GCSE 9-1

Awarding Body: Pearson

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Listening – understand and respond to different types of spoken language

AO2: Speaking – communicate and interact effectively in speech

AO3: Reading – understand and respond to different types of written language

AO4: Writing – communicate in writing

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Theme 1			Theme 2			Theme 3			Theme 4			Theme 5			Level of control
		AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	
1:	Paper 1	Y			Y			Y			Y			Y			H
2:	Paper 3		Y			Y			Y			Y			Y		H
3:	Paper 4			Y			Y			Y			Y			Y	H

Rationale for choice of assessment evidence used and how it supports the grading process:

- Full examination papers used in exam conditions and mark scheme applied. Work completed with appropriate subject specialists.
- AO2 is not required to be assessed in language GCSEs this year—it is given as a separate endorsement.

In this subject you will receive an endorsement for your spoken language

GCSE Urdu

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Listening – understand and respond to different types of spoken language.

AO2: Speaking – communicate and interact effectively in speech.

AO3: Reading – understand and respond to different types of written language.

AO4: Writing – communicate in writing.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Theme 1			Theme 2			Theme 3			Level of Control
		AO1	AO3	AO4	AO1	AO3	AO4	AO1	AO3	AO4	H/M/L
1:	Paper 1	Y			Y			Y			H
2:	Paper 2		Y			Y			Y		H
3:	Paper 4			Y			Y			Y	H

Rationale for choice of assessment evidence used and how it supports the grading process:

- Full examination papers used in exam conditions and mark scheme applied. Work completed with appropriate subject specialists.
- AO2 is not required to be assessed in language GCSEs this year—it is given as a separate endorsement.

In this subject you will receive an endorsement for your spoken language

GCSE PE

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss Gainford

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

The evidence base we will use for grading is as follows:

Assessment Name	Type	Paper 1: The human body and movement in physical activity and sport			Paper 2: Socio-cultural influences and wellbeing in physical activity and sport			NEA	Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO4	H/M/L
1: Y11 November mock 2020	Paper 1 mock exam	Y	Y	Y	N	N	N		H
2: Y11 March mock 2021	Paper 1 mock exam	Y	Y	Y	N	N	N		H
3: Y11 March mock 2021	Paper 2 mock exam	N	N	N	Y	Y	Y		H
4: AQA Additional assessment	Paper 1 mock (50 minute)	Y	Y	Y	N	N	N		H
5: AQA Additional assessment	Paper 2 mock (50 minute)				Y	Y	Y		H
6: NEA - Written and Practical	Fully completed NEA 2 practical activities							Y	L
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y		L

Rationale for choice of assessment evidence used and how it supports the grading process:

- NEA - All pupils have been internally assessed in 2 practical sports in line with modified specification guidance. Written NEA was completed fully and internally standardised, therefore as a result we have accurate evidence to support using NEA in the grading process.
- All Paper 1 and Paper 2 specification content has been taught. As such, we feel confident that pupils can be assessed across all Paper 1 and Paper 2 topics and across AO1, AO2 and AO3 assessment objectives. All mock exams completed offer pupils opportunities to demonstrate knowledge and skills across a wide range of topic coverage and question types. Rigorous internal standardisation and CPD have strengthened our confidence in our marking processes.
- Internal assessments have been completed across several months, offering pupils the opportunity to demonstrate progress over time.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Biology

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mock	Paper 1 (full)	Y	Y	Y				H
2: March assessment	Selected exam questions (Paper 2 content)				Y	Y	Y	H
3: May assessment (1)	Selected exam questions (Paper 2 content)				Y	Y	Y	H
4: May assessment (2)	Selected exam questions (Paper 1 content)	Y	Y	Y				H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Written assessments reflect the normal examination papers as much as is practical: 40% AO1, 40% AO2 and 20% AO3 questions with opportunities for extended writing and multi step calculations. Higher and foundation assessments have overlap questions to help with grading for grades 4 and 5.
- Questions have been mapped against the JCQ assessment objectives to ensure pupils will have multiple opportunities to showcase their abilities on these assessment objectives, across a number of topic areas.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Chemistry

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mock	Paper 1 (full)	Y	Y	Y				H
2: March assessment	Selected exam questions (Paper 2 content)				Y	Y	Y	H
3: May assessment (1)	Selected exam questions (Paper 2 content)				Y	Y	Y	H
4: May assessment (2)	Selected exam questions (Paper 1 content)	Y	Y	Y				H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Written assessments reflect the normal examination papers as much as is practical: 40% AO1, 40% AO2 and 20% AO3 questions with opportunities for extended writing and multi step calculations. Higher and foundation assessments have overlap questions to help with grading for grades 4 and 5.
- Questions have been mapped against the JCQ assessment objectives to ensure pupils will have multiple opportunities to showcase their abilities on these assessment objectives, across a number of topic areas.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Physics

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mock	Paper 1 (full)	Y	Y	Y				H
2: March assessment	Selected exam questions (Paper 2 content)				Y	Y	Y	H
3: May assessment (1)	Selected exam questions (Paper 2 content)				Y	Y	Y	H
4: May assessment (2)	Selected exam questions (Paper 1 content)	Y	Y	Y				H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Written assessments reflect the normal examination papers as much as is practical: 40% AO1, 40% AO2 and 20% AO3 questions with opportunities for extended writing and multi step calculations. Higher and foundation assessments have overlap questions to help with grading for grades 4 and 5.
- Questions have been mapped against the JCQ assessment objectives to ensure pupils will have multiple opportunities to showcase their abilities on these assessment objectives, across a number of topic areas.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCSE Science (Combined, Synergy)

Type: Double GCSE 9-1

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Life Sciences			Physical Sciences			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mock exam: life	Full exam paper	Y	Y	Y				H
2: November mock exam: physical	Exam questions				Y	Y	Y	H
3: March assessment: life	Selected life sciences questions	Y	Y	Y				H
4: March assessment : physical	Selected physical sciences questions				Y	Y	Y	H
5: May assessment 1: life	Selected life sciences questions	Y	Y	Y				H
6: May assessment 1: physical	Selected physical sciences questions				Y	Y	Y	H
7: May assessment 2: life	Selected life sciences questions	Y	Y	Y				H
8: May assessment 2: physical	Selected physical sciences questions				Y	Y	Y	H
9:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Written assessments reflect the normal examination papers as much as is practical: 40% AO1, 40% AO2 and 20% AO3 questions with opportunities for extended writing and multi step calculations. Higher and foundation assessments have overlap questions to help with grading for grades 4 and 5.
- Questions have been mapped against the JCQ assessment objectives to ensure pupils will have multiple opportunities to showcase their abilities on these assessment objectives, across a number of topic areas.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will be awarded 2 grades from 9-9 through to 1-1.

Evidence Base

Level 3 Subjects

A-levels / AS-Levels / EPQ / Core Maths

Level 2 Subjects

GCSE (resits)

On the following pages the following abbreviations are sometimes used:

AO Assessment Objective

MCQ Multiple choice questions

GCE Art & Design (Art, Craft & Design)

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs Johnstone

The following assessment objectives are assessed in this qualification:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Personal investigation				Level of Control
		AO1	AO2	AO3	AO4	H/M/L
1:	Portfolio	Y	Y	Y	Y	M

Rationale for choice of assessment evidence used and how it supports the grading process:

- Ofqual have determined that in A level Art and Design qualifications, the student's grade must be based on the portfolio only, whether or not it has been completed.
- The evidence that we will use to support the grading process is Component 1: Personal Investigation; a practical investigation into an idea, issue, concept or theme, supported by written material (an extended response of between 1000 and 3000 words of continuous prose).
- The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives will be provided in both the practical and written material.

GCE Art & Design (Fine Art)

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs Johnstone

The following assessment objectives are assessed in this qualification:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Personal investigation				Level of Control
		AO1	AO2	AO3	AO4	H/M/L
1:	Portfolio	Y	Y	Y	Y	M

Rationale for choice of assessment evidence used and how it supports the grading process:

- Ofqual have determined that in A level Art and Design qualifications, the student's grade must be based on the portfolio only, whether or not it has been completed.
- The evidence that we will use to support the grading process is Component 1: Personal Investigation; a practical investigation into an idea, issue, concept or theme, supported by written material (an extended response of between 1000 and 3000 words of continuous prose).
- The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives will be provided in both the practical and written material.

GCE Music

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Szunko

The following assessment objectives are assessed in this qualification:

AO1: Interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.

AO2: Create, develop and refine musical ideas with technical and expressive control and coherence.

AO3: Demonstrate and apply musical knowledge.

AO4: Use analysis and appraising skills to make evaluative and critical judgements about music.

Assessment # / Name	Type	Component 1: Appraising Music				Component 2: Performance				Component 3: Composition				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Western Classical Tradition	Mock Listening Exam #1			Y	Y									H
Music for Media & Pop Music	Mock Listening Exam #2			Y	Y									H
Music for Media & Pop Music	Essay Style Exam Question (Homework)			Y	Y									L
Performance	Recording of Practical Work					Y								H
Composition	Recording of Practical Work and Written Score										Y			M
Western Classical Tradition	Mock Listening Exam #3			Y	Y									H
Music for Media & Pop Music	Mock Listening Exam #4			Y	Y									H
Music for Media & Pop Music	Essay Style Exam Question (Homework)			Y	Y									L
	Other exam-style centre-devised tasks (completed in class or for homework)			Y	Y	Y					Y			L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Content:** The assessments will ensure that there is coverage of all assessment objectives and that students are assessed through a variety of question styles (written assessments). By assessing across each component/skill area we will ensure that students are not disadvantaged by being unable to demonstrate a particular skill as well as showcase their individual strengths and musical abilities.
- Performance Assessment:** Within this assessment learners will be assessed on their performance
- Composition Assessment:** This aspect of the course will assess students' skills in composing music and enables them to appreciate the process of creating music.
- Listening Assessment:** This will cover a musical response to all the set works we have studied in class. As this covers a multitude of genres and styles, all set works will be included in the assessments. This is to acknowledge the differing interests and musical specialities of those in the class and ensure no one is unfairly advantaged / disadvantaged. The set works include:
 - Western Classical Tradition: The Baroque Solo Concerto – Purcell, Vivaldi and Bach, Romantic Piano Music – Grieg, Chopin and Brahms, The Classical Opera – Mozart
 - Music for Media: Hermann, Zimmer, Giacchino, Newman, Uematsu, Lost Odyssey, Blue Dragon
 - Pop Music: Wonder, Mitchell, Muse, Beyonce, Daft Punk, Labrinth

GCE Art & Design (Textiles)

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs Johnstone

The following assessment objectives are assessed in this qualification:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1: Personal investigation				Level of Control
		AO1	AO2	AO3	AO4	H/M/L
1:	Portfolio	Y	Y	Y	Y	M

Rationale for choice of assessment evidence used and how it supports the grading process:

- Ofqual have determined that in A level Art and Design qualifications, the student's grade must be based on the portfolio only, whether or not it has been completed.
- The evidence that we will use to support the grading process is Component 1: Personal Investigation; a practical investigation into an idea, issue, concept or theme, supported by written material (an extended response of between 1000 and 3000 words of continuous prose).
- The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives will be provided in both the practical and written material.

GCE English Language

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

AO2: Demonstrate critical understanding of concepts and issues relevant to language use.

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

AO4: Explore connections across texts, informed by linguistic concepts and methods.

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1				Paper 2					NEA				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO5	AO1	AO2	AO3	AO4	H/M/L
1:	November Mock Paper 1	Y	Y	Y	Y										H
2:	November Mock Paper 2					Y	Y	Y	Y	Y					H
3:	HT4 March: Paper 1, Section B	Y	Y												H
4:	HT4 March: Paper 2, Question 3					Y		Y	Y						H
5:	HT5 May: Paper 1 Section A	Y		Y	Y										H
6:	HT5 May: Paper 2, Question 4						Y			Y					H
7:	NEA										Y	Y	Y	Y	M
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y					L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All assessment objectives are assessed. Assessments are chunked into sections to ensure that all questions/skills are assessed during the assessment period.
- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE English Literature

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2: Analyse ways in which meanings are shaped in literary texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4: Explore connections across literary texts.

AO5: Explore literary texts informed by different interpretations

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1					Paper 2					NEA					Level of Control
		AO1	AO2	AO3	AO4	AO5	AO1	AO2	AO3	AO4	AO5	AO1	AO2	AO3	AO4	AO5	
1:	Mock Paper 1	Y	Y	Y	Y	Y											H
2:	Paper 1 Section C	Y	Y	Y	Y	Y											H
3:	Paper 2 Section C						Y	Y	Y	Y	Y						H
4:	NEA											Y	Y	Y	Y	Y	M
5:	Paper 1 Section B	Y	Y	Y	Y	Y											H
6:	Paper 1 Section B and C						Y	Y	Y	Y	Y						H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y						L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All assessment objectives are assessed. Assessments are chunked into sections to ensure that all questions/skills are assessed during the assessment period.
- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Media Studies

Type: A-Level A*-E

Awarding Body: EDUQAS

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: • the theoretical framework of media • contexts of media and their influence on media products and processes.

AO2: Apply knowledge and understanding of the theoretical framework of media to: • analyse media products, including in relation to their contexts and through the use of academic theories • evaluate academic theories • make judgements and draw conclusions.

AO3: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component 1		Component 2		Component 3 - NEA	Level of Control
		AO1	AO2	AO1	AO2		
1:	November Mock: Component 1, Section A and Section B.	Y	Y				H
2:	November Mock: Component 2, Section B.			Y	Y		H
3:	HT4 March assessment: Component 1, Section B	Y	Y				H
4:	HT4 March assessment: Component 2, Section A			Y	Y		H
5:	HT5 May assessment: Component 2, Section C			Y	Y		H
6:	HT5 May assessment: Component 1, Section A	Y	Y				H
7:	Component 3: NEA					Y	M
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All assessment objectives are assessed. Assessments are chunked into sections to ensure that all questions/skills are assessed during the assessment period.
- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Geography

Type: A-Level A*-E

Awarding Body: Pearson

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper One			Paper Two			NEA			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1:	Paper 1 & 2 November 2020	Y	Y	Y	Y	Y	Y				H
2:	Paper 1 & 2 March 2021	Y	Y	Y	Y	Y	Y				H
3:	Paper 1 & 2 May 2021	Y	Y	Y	Y	Y	Y				H
4:	4 x 20 Mark Questions (Paper 1 & 2) May 2021	Y	Y	Y	Y	Y	Y				H
5:	NEA							Y	Y	Y	M
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November 2020 Assessments: Paper 1 (all elements assessed) and Paper 2 examined (all assessed apart from Health, Human Rights and Intervention as still being taught at this point).
- March 2021 Assessments: Paper 1 (Hazards and Water/Carbon Cycle) & Paper 2 (Globalisation/ Superpowers & Health, Human Rights and Intervention). Mix of low and high tariff questions.
- May 2021 Assessments: Paper 1 (Hazards and Water/Carbon Cycle) & Paper 2 (Globalisation/ Superpowers & Regenerating Places). Mix of low and high tariff questions.
- 20 Mark Questions - 2 x Paper 1 20 Mark Questions (Health, Human Rights and Intervention & Regenerating Places) and 2 x Paper 2 20 Mark Questions (Coasts and Water/Carbon Cycle). Tectonics (Paper 1) and Globalisation/ Superpowers (Paper 2) are not examined as 20 mark questions.
- Non-Examined Assessment (NEA) is also being marked and used to formulate a grade for each student. A full NEA has been completed under medium control conditions with students gathering primary and/or secondary data to answer their own question. This has been completed depending upon the situation at the time, such as local lockdowns and/or national lockdowns. No additional help has been given, but all data collection has been collected with no prior fieldwork and guidance from staff.
- Paper 3 (20%) is not being assessed as this is a synoptic paper. Paper 3 does not involve the teaching of any new content as all content is taught through Papers 1 and 2, but involves significant teaching of skills and synoptics links which have been significantly impacted upon by lockdowns and periods of self-isolation within the group.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE History

Type: A-Level A*-E

Awarding Body: OCR

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Unit Y113 Britain			Y215 Italian Unification			Y319 Civil Rights in the USA			NEA			Level of Control H M L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
1:	Mock (Italy paper) March	Y/N			Y			Y						H
2:	Britain essay question (March) Y113/01	Y												H
4:	Civil Rights Interpretations (May) Y319/01							Y		Y				H
5:	Britain 1930 - 1997 sources (May) Y113/01	Y	Y											H
6:	Civil Rights Essay (May) Y319/01							Y						H
7:	Britain 1930 - 1997 Essay (May)	Y	Y											H
8:	NEA Y100										Y	Y	Y	M
9:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y				L

Rationale for choice of assessment evidence used and how it supports the grading process:

- NEA was completed by the end of the first week back after Easter.
- Over the course of the period March through to the end of half term, students will have completed all questions across the whole of the course, representing 100% coverage of the reduced course content and assessment objectives.
- Please note that, although the question types have been split out in order to complete within the single lesson timeframe (including extra time where required), the four assessment windows equate to just two exams.
 - Britain has two elements - Source analysis and essay. This will be assessed over the course of two periods and separated out into the two elements.
 - Civil Rights also has two elements - Interpretations and essay - This will also be assessed over the course of two periods and separated out into the two elements.
 - Italy - This will have been completed for the mini mock
 - NEA - Marked and moderated in the first half of Summer half term.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Religious Studies

Type: A-Level A*-E

Awarding Body: EDUQAS

Contact: Mr Fullard

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief.

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Component One: Christianity		Component Two: Ethics		Component Three: Philosophy		Level of Control
		AO1	AO2	AO1	AO2	AO1	AO2	
1:	November Mock: Component One and Two	Y	Y	Y	Y			H
2:	March: Assessment One and Two	Y	Y	Y	Y			H
3:	May Assessment One: Philosophy					Y	Y	H
4:	May Assessment Two: Philosophy					Y	Y	H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- The range of evidence provides a complete picture in terms of both the assessment objectives and the course content.
- The earlier material combined elements from the first two components in order to ensure that data provided a coverage of the course content.
- The material covered includes student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Business

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.

AO2: Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.

AO3: Analyse issues within business, showing an understanding of the impact on individuals and organisations of external and internal influences.

AO4: Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1				Paper 2				Paper 3				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
1:	November Mocks	Y	Y	Y	Y	Y	Y	Y	Y					H
2:	March Mock (3.7)	Y	Y	Y	Y									H
3:	March Mock (3.8)	Y	Y	Y	Y									H
4:	May Mock (2019)					Y	Y	Y	Y					H
5:	May Mock (2019)									Y	Y	Y	Y	H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November Mock was a full past paper, which gives a fair reflection of the students ability after a full term of teaching in a traditional school setting.
- All mock assessments were done under exam conditions, with appropriate access arrangements. They reflect a broad range of topics across the specification and incorporate all assessment styles used by AQA in this A-level. The assessments reflect the relative weightings of assessment objectives.
- Assessments 1 and 2 (March Mock papers) focus on A-level sections of the specification 3.7 and 3.8 taught in part through lockdown. These are Paper 1 style in nature permitting a wide range of assessment styles to be used including MCQs, short and extended writing and calculation. Their A-Level focus supplements the extensive assessment done previously on the AS content and previous December mocks focusing on other parts of the A-level specification.
- Assessments 3 and 4 (AQA Summer series 2019 Papers 2 and 3) although cut down in time to permit completion in exam conditions in lessons enable a synoptic/holistic approach to topics and the incorporation of a wide range of assessment styles and objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Computer Science

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

AO2: Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

AO3: Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			NEA		Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO2	AO3	
1:	November Mock	Y	Y	Y	Y	Y	Y			H
2:	March - Assessment	Y	Y	Y	Y	Y	Y			H
3:	May - Assessment 1	Y	Y	Y	Y	Y	Y			H
4:	May - Assessment 2	Y	Y	Y	Y	Y	Y			H
5:	Coursework							Y	Y	M
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y			L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November Mock was a full past paper, which gives a fair reflection of the students ability after a full term of teaching in a traditional school setting.
- HT4 assessment was a tailored 50 minute assessment, focusing upon the key areas that students had been working on over the lock down period and also since returning to school. Both papers closely represented the Assessment Objective weighting indicated in the specification.
- HT5 assessments give full coverage of all aspects of the taught course (<90%), reflecting students progress from both the November Mock and also the HT4 assessment. Both papers closely represented the Assessment Objective weighting indicated in the specification.
- Coursework/NEA help to inform the 'programming' skills the students have developed.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE DT (Product Design)

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate: • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of: • technical principles • designing and making principles.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1				Paper 2				NEA				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
1:	NEA									Y	Y	Y		M
2:	November Mock			Y	Y			Y	Y					H
3:	HT4 - Mock Paper 1			Y	Y									H
4:	HT4 - Mock Paper 2							Y	Y					H
5:	HT5 - Mock Paper 1			Y	Y									H
6:	HT5 - Mock Paper 2							Y	Y					H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		L/M

Rationale for choice of assessment evidence used and how it supports the grading process:

- Coursework/NEA help to secure their 'Identify, investigate and outline design possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analyse and evaluate' skills.
- November Mock was a half of a past paper split into two, one hour exams (one hour focused on technical principles (Paper 1) and the second focused on design and make principles (Paper 2) along with questions that allowed them to show an understanding of wider issues in design and technology and design decisions), which gives a fair reflection of the students ability after a full term of teaching (4 hours a week of exam theory content the other 5 hours were dedicated to NEA) in a traditional school setting.
- HT4 assessments were two tailored 50 minute assessments, focusing upon the key areas that students had been working on over the lockdown period and also since returning to school. One assessment focused on Paper 1 and the other on Paper 2.
- HT5 assessments give full coverage of all aspects of the taught course, reflecting students' progress from both the November Mock and also the HT4 assessment.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available. Some related to practical skills and therefore support some of the assessment objectives assessed through the NEA.

GCE Economics

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues.

AO2: Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues.

AO3: Analyse issues within economics, showing an understanding of their impact on economic agents.

AO4: Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1 (Microeconomics)				Paper 2 (Macroeconomics)				Paper 3 (Synoptic)				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
1:	December Mocks	Y	Y	Y	Y					Y	Y	Y	Y	H
2:	March Mock 1					Y	Y	Y	Y					H
3:	March Mock 2									Y	Y	Y	Y	H
4:	May Mock 1					Y	Y	Y	Y	Y	Y			H
5:	May Mock 2	Y	Y	Y	Y					Y	Y			H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- November Mock was a full past paper, which gives a fair reflection of the students ability after a full term of teaching in a traditional school setting.
- All mock assessments were done under exam conditions, with appropriate access arrangements. They reflect a broad range of topics across the specification and incorporate all assessment styles used by AQA in this A-level. The assessments reflect the relative weightings of assessment objectives.
- All assessments are AQA exam paper content therefore reflect the type of / level of content and assessment students should be undertaking. The range of assessments allows the whole range of assessment styles to be covered and a holistic approach to be adopted.
- March Mock 1(macroeconomics data response context) reflecting topics taught since December, including the lockdown period. 2 contexts given as per usual exam style with opportunities for calculator, explanation and evaluation. March Mock 2 was based on synoptic context and questions (i.e. data handling, explain and evaluate).
- May Mocks reflect both sides of the specification (micro and macro) and incorporate all assessment styles - MCQs, data response, data handling/calculation and essay writing. These assessments mirror the style of those issued by AQA as assessment resources in April 2021 and are based on past papers.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Mathematics

Type: A-Level A*-E

Awarding Body: OCR

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within mathematics and in other contexts

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Pure mathematics			Statistics			Mechanics			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1:	Easter mock paper 1	Y	Y	Y				Y	Y	Y	H
2:	Easter mock paper 2	Y	Y	Y	Y	Y	Y				H
3:	A1 paper 45 mins 6/5	Y	Y	Y							H
4:	A2 paper 20/5	Y	Y	Y				Y	Y	Y	H
5:	A3 paper 24/5	Y	Y	Y	Y	Y	Y				H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All AO's covered. Assessments chosen to try and match proportion of qualification as closely as possible.
- All content used is past exam questions so representative of qualification.
- Combination of section A (short style) and sections B (long style) questions used in similar proportions.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Mathematics (Further)

Type: A-Level A*-E

Awarding Body: OCR

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within mathematics and in other contexts

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Core Pure (50%) Y420			Statistics b (33.3%) Y422			Modelling with Algorithms (16.7%) Y433			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1:	Easter Pure Paper 50 min	Y	Y	Y							H
2:	Easter Applied Paper				Y	Y	Y	Y	Y	Y	H
3:	A1 paper 5/5				Y	Y	Y				H
4:	A2 paper 19/5	Y	Y	Y							H
5:	A3 paper 25/5	Y	Y	Y							H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All AO's covered. Assessments chosen to try and match proportion of qualification as closely as possible.
- All content used is past exam questions so representative of qualification.
- Combination of section A (short style) and sections B (long style) questions used in similar proportions.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE French

Type: A-Level A*-E

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Understand and respond: • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond: • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Social Issues and Trends				Political and Artistic Culture				Works (Literature and Film)		Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO3	AO4	
1:	November paper 1	Y	Y	Y		Y	Y	Y				H
2:	November paper 2									Y	Y	H
3:	November paper 3	Y	Y	Y	Y	Y	Y	Y	Y			H
4:	March paper 1	Y	Y	Y		Y	Y	Y				H
5:	March Paper 2									Y	Y	H
6:	May Paper 3	Y	Y	Y	Y	Y	Y	Y	Y			H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the AQA assessment objectives to ensure pupils will have multiple opportunities to meet the AOs.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE German

Type: A-Level A*-E

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Understand and respond: • in speech to spoken language including face-to-face interaction • in writing to spoken language drawn from a variety of sources.

AO2: Understand and respond: • in speech to written language drawn from a variety of sources • in writing to written language drawn from a variety of sources.

AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.

AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Social Issues and Trends				Political and Artistic Culture				Works (Literature and Film)		Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO3	AO4	
1:	November paper 1	Y	Y	Y		Y	Y	Y				H
2:	November paper 2									Y	Y	H
3:	November paper 3	Y	Y	Y	Y	Y	Y	Y	Y			H
4:	March paper 1	Y	Y	Y		Y	Y	Y				H
5:	March Paper 2									Y	Y	H
6:	May Paper 3	Y	Y	Y	Y	Y	Y	Y	Y			H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the AQA assessment objectives to ensure pupils will have multiple opportunities to meet the AOs.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Psychology

Type: A-Level A*-E

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Introductory topics in psychology			Psychology in context			Issues and options in psychology			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
1:	November Paper 1	Y	Y	Y							H
2:	November paper 2				Y	Y	Y	Y	Y	Y	H
3:	March paper 1	Y	Y	Y							H
4:	March paper 2				Y		Y				H
5:	March paper 3							Y	Y	Y	H
6:	May paper 1	Y	Y	Y	Y	Y	Y				H
7:	May paper 2				Y	Y	Y	Y	Y	Y	H
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the AQA assessment objectives to ensure pupils will have multiple opportunities to meet the AOs

GCE Sociology

Type: A-Level A*-E

Awarding Body: OCR

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of: • sociological theories, concepts and evidence • sociological research methods

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgements • draw conclusions

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Socialisation culture and identity			Researching and understanding social inequalities			Debates in contemporary society.			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
1:	November Paper 1	Y	Y	Y							N
2:	November paper 2				Y	Y	Y				H
3:	March paper 1	Y	Y	Y							H
4:	March paper 2				Y	Y	Y				H
5:	March paper 3							Y	Y	Y	H
6:	May paper 1	Y	Y	Y							H
7:	May paper 2	Y	Y	Y	Y	Y	Y				H
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Exam questions have been selected to assess across a range of topics and subtopics to assess each assessment objective.
- Evidence base includes the full range of question types.
- Questions have been mapped against the OCR assessment objectives to ensure pupils have multiple opportunities to meet the AOs.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Physical Education

Type: A-Level A*-E

Awarding Body: AQA

Contact: Miss Gainford

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

The evidence base we will use for grading is as follows:

Assessment / Name	Type	Paper 1: Factors affecting participation in physical activity and sport			Paper 2: Factors affecting optimal performance in physical activity and sport			NEA	Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO4	H/M/L
1: Y12 June Mock 2020	Paper 1 mock exam	Y	Y	Y					H
2: Y13 Nov Mock 2020	Paper 1 mock exam	Y	Y	Y					H
3: Y13 March Mock 2021	Paper 1 mock exam	Y	Y	Y					H
4: Y13 March Mock 2021	Paper 2 mock exam				Y	Y	Y		H
5: AQA additional assessment	Paper 1 mock 40 min paper on each section (3 in total)	Y	Y	Y					H
6: AQA additional assessment	Paper 2 mock 40 min paper on each section (3 in total)				Y	Y	Y		H
7: NEA – Written Coursework	Fully completed written and practical coursework							Y	L
8:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y		L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Paper 1 & paper 2 mock assessments cover a range of question styles to ensure that there is depth and breadth to the AO1, 2 & 3 course content.
- NEA performance analysis assessment has been used to provide evidence for AO4 content, as the written NEA was fully completed.
- NEA practical performance has not been used due to restrictions around sports competitions. Pupils have not had opportunities to train, compete and demonstrate progress over time.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Biology

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type				Level of Control
		AO1	AO2	AO3	H/M/L
1: November mock exam	Paper 1 exam questions (As content)	Y	Y	Y	H
2: March assessment Module 5	Selected questions	Y	Y	Y	H
3: March assessment Module 6	Selected questions	Y	Y	Y	H
4: May assessment Module 7	Selected questions	Y	Y	Y	H
5: May assessment - essay question	Selected questions	Y	Y		H
6: May assessment Module 8	Selected questions	Y	Y	Y	H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Assessments 2-6 use exam questions from the past exam series. A large proportion of the questions of the exam series are therefore being used across the range of assessments, ensuring full coverage of the assessment objectives. Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students. Questions cover the full range of AO1, AO2 and AO3 assessment objectives, broadly in line with the balance usually present on the A level examinations.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your practical skills

GCE Chemistry

Type: A-Level A*-E

Awarding Body: OCR

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Modules 1, 2, 3 and 5			Modules 1, 2, 4 and 6			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mocks	AS exam papers	Y	Y	Y	Y	Y	Y	H
2: March assessment Unit 5	Selected questions	Y	Y	Y				H
3: March assessment Unit 6	Selected questions				Y	Y	Y	H
4: May assessment Unit 5	Selected questions	Y	Y	Y				H
5: May assessment Unit 6	Selected questions				Y	Y	Y	H
6: Late May assessment - Synoptic	Selected questions	Y	Y	Y	Y	Y	Y	H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Assessments 2-6 use exam questions from previous exam series. A large proportion of the questions of the exam series are therefore being used across the range of assessments, ensuring full coverage of the assessment objectives. Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students. Questions cover the full range of AO1, AO2 and AO3 assessment objectives, broadly in line with the balance usually present on the A level examinations.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your practical skills

GCE Physics

Type: A-Level A*-E

Awarding Body: OCR

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Modules 1, 2, 3 and 5			Modules 1, 2, 4 and 6			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: November mocks	AS exam papers	Y	Y	Y	Y	Y	Y	H
2: March assessment Unit 5	Selected questions	Y	Y	Y				H
3: March assessment Unit 6	Selected questions				Y	Y	Y	H
4: May assessment Unit 5	Selected questions	Y	Y	Y				H
5: May assessment Unit 6	Selected questions				Y	Y	Y	H
6: Late May assessment - Synoptic	Selected questions	Y	Y	Y	Y	Y	Y	H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Assessments 2-6 use exam questions from previous exam series. A large proportion of the questions of the exam series are therefore being used across the range of assessments, ensuring full coverage of the assessment objectives. Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students. Questions cover the full range of AO1, AO2 and AO3 assessment objectives, broadly in line with the balance usually present on the A level examinations.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

In this subject you will receive an endorsement for your practical skills

GCE Computer Science (AS)

Type: A-Level A*-E

Awarding Body: AQA

Contact: Mr Alexander

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

AO2: Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

AO3: Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	
1:	November Mock	Y	Y	Y	Y	Y	Y	H
2:	March - Assessment	Y	Y	Y	Y	Y	Y	H
3:	May - Assessment 1	Y	Y	Y	Y	Y	Y	H
4:	May - Assessment 2	Y	Y	Y	Y	Y	Y	H
5:	Coursework*							M
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- Students completing the AS course of study have been completing the A-Level specification until March and therefore all evidence has been generated based upon the A-Level exam content, with a significant amount of NEA also completed in support of the programming aspects of the Grade Descriptors and also AO3 on Paper 1. The evidence will be re-evaluated against the AS grade descriptors and then standardised with all teachers of the subject to ensure an accurate judgement is made
- November Mock was a full past paper focusing upon AS content, which gives a fair reflection of the students' ability after a full term of teaching in a traditional school setting.
- HT4 assessment was a tailored 50 minute assessment, focusing upon the key areas that students had been working on over the lock down period and also since returning to school. Both papers closely represented the Assessment Objective weighting indicated in the AS specification.
- HT5 assessments give full coverage of all aspects of the taught course (<90%), reflecting students' progress from both the November Mock and also the HT4 assessment. Both papers closely represented the Assessment Objective weighting indicated in the AS specification.
- *Coursework/NEA helps to inform the 'programming' skills the students have developed, although this is not part of the AS specification, the completed sections (due to students having originally being enrolled on the A-Level course) have been used to provide evidence of the against the criteria 'Design, program and evaluate computer systems that solve simple problems'.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Mathematics (Further) (AS)

Type: A-Level A*-E

Awarding Body: OCR

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques. Students should be able to: • select and correctly carry out routine procedures • accurately recall facts, terminology and definitions

AO2: Reason, interpret and communicate mathematically. Students should be able to: • construct rigorous mathematical arguments (including proofs) • make deductions and inferences • assess the validity of mathematical arguments • explain their reasoning • use mathematical language and notation correctly

AO3: Solve problems within mathematics and in other contexts. Students should be able to: • translate problems in mathematical and non-mathematical contexts into mathematical processes • interpret solutions to problems in their original context, and, where appropriate, evaluate their accuracy and limitations • translate situations in context into mathematical models • use mathematical models • evaluate the outcomes of modelling in context, recognise the limitations of models and, where appropriate, explain how to refine them.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Core Pure Y410			Statistics a Y412			Modelling with Algorithms Y413			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
1:	Easter mocks Pure Paper 50 mins	Y	Y	Y							H
2:	Easter mocks Applied Paper 50 mins				Y	Y	Y	Y	Y	Y	H
3:	A1 Pure 45 mins (6/5)	Y	Y	Y							H
4:	A2 Statistics (20/5)				Y	Y	Y				H
5:	A3 Modelling with algorithms (24/5)							Y	Y	Y	H
6:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All AO's covered. Qualification should be $\frac{1}{3}$ pure, $\frac{2}{3}$ applied which is replicated as closely as possible. Content is made up of exam questions, leading to a representative set of assessments for the qualification.
- Combination of section A (short style) and sections B (long style) questions used in similar proportions.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Biology (AS)

Type: AS-Level A-E

Awarding Body: AQA

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type				Level of Control
		AO1	AO2	AO3	H/M/L
1: Year 12 assessment	Sections from an A2 paper based on content that was taught	Y	Y	Y	H
2: Year 13 mock 1	Paper 1	Y	Y	Y	H
3: Year 13 mock 2	Paper 2	Y	Y	Y	H
4:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- By using a full exam series we are able to ensure that all assessment objectives are covered thoroughly to aid assessment decisions. Grade boundaries from Nov 2020 will help guide the grading process.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

GCE Physics (AS)

Type: A-Level A-E

Awarding Body: OCR

Contact: Mrs Spoor

The following assessment objectives are assessed in this qualification:

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Specification			Level of Control
		AO1	AO2	AO3	
1:	Breadth Paper Nov 2020	Y	Y	Y	H
2:	Depth Paper Nov 2020	Y	Y	Y	H
3:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- A small number of questions have been removed to reflect content that was not taught (elements of module 4).
- By using almost a full exam series we are able to ensure that all assessment objectives are covered thoroughly to aid assessment decisions. JCQ grade descriptors will be used to take a holistic view of the performance of the candidates.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

Core Maths

Type: Level 3 Certificate

Awarding Body: AQA

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques

AO2: Select appropriate techniques to solve problems in a mathematical or nonmathematical context and analyse data and represent situations mathematically

AO3: Devise strategies to solve problems where the method is not obvious and communicate processes and results

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1			Paper 2A			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	
1:	Paper 1 Easter Mock	Y	Y	Y				H
2:	Paper 2 Easter Mock				Y	Y	Y	H
3:	A1 Paper 1 6/5	Y	Y	Y				H
4:	A2 Paper 2 25/5				Y	Y	Y	H
5:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- All evidence based on past exam questions and is representative of the qualification, covering all AO's. Students have been taught 100% of the qualification at time of assessment and the timings of the assessments have allowed for as much revision as possible.
- Combination of different question styles used (some multiple choice and long answer style)
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.

Extended Project Qualification (EPQ)

Type: Level 3 Project

Awarding Body: AQA

Contact: Miss McKenna

The following assessment objectives are assessed in this qualification:

AO1: Manage

AO2: Use Resources

AO3: Develop and Realise

AO4: Review

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Extended Project			
		AO1	AO2	AO3	AO4
1:	Production Log	Y	Y	Y	Y
2:	Report / Report and artefact	Y	Y	Y	Y

Rationale for choice of assessment evidence used and how it supports the grading process:

- Projects fully completed with the exception of the presentation. Q&A used if evidence for AO4 was lacking in the log or written report.
- Projects marked using the assessment objectives, published grade descriptors. 2019 grade boundaries have been used to help inform judgements.

GCSE English Language (resit)

Type: GCSE 9-1

Awarding Body: AQA

Contact: Mrs James

The following assessment objectives are assessed in this qualification:

AO1: Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	Paper 1					Paper 2					NEA: Speaking and Listening			Level of Control
		AO1	AO2	AO4	AO5	AO6	AO1	AO2	AO3	AO5	AO6	AO7	AO8	AO9	
1:	Prior GCSE result	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	h
2:	Paper 1, Section A: HT4 March	Y	Y	Y											H
3:	Paper 2, Section B: HT4 March									Y	Y				H
4:	Paper 1, Section B: HT5 April				Y	Y									H
5:*	Paper 2, Section A: HT5 May						Y	Y	Y						H
6:	NEA Speaking and Listening											Y	Y	Y	H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				L

Rationale for choice of assessment evidence used and how it supports the grading process:

- As this is a resit qualification the prior attainment in external examinations which candidates will have sat at least once will be taken into consideration. The remainder of the evidence base will help to provide evidence of improvement from prior external examination sittings.
- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students.
- Questions have been carefully mapped against the assessment objectives and JCQ grade descriptors to ensure pupils will have multiple opportunities to showcase their abilities on all assessment objectives.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.
- In most cases pupils will carry-forward their S&L NEA from their previous sitting. If a pupil does not have this then an opportunity will be provided for pupils to have an appropriate assessment and this will be used as part of the evidence base.

In this subject you will receive an endorsement for your spoken language

GCSE Mathematics (resit)

Type: GCSE 9-1

Awarding Body: AQA

Contact: Miss Green

The following assessment objectives are assessed in this qualification:

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

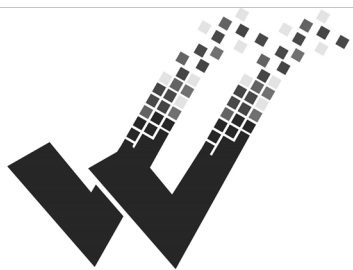
AO3: Solve problems within mathematics and in other contexts

The evidence base we will use for grading is as follows:

Assessment # / Name	Type	(Non Calc)			(Calc)			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H/M/L
1: Prior GCSE results	External examination	Y	Y	Y	Y	Y	Y	H
2: November Mock	Paper 1, 2 and 3	Y	Y	Y	Y	Y	Y	H
3: March Assessment	Paper 1 and 2	Y	Y	Y	Y	Y	Y	H
4: May Assessment 1	Paper 1	Y	Y	Y				H
5: May Assessment 2	Paper 2				Y	Y	Y	H
6: May Assessment 3	Paper 3				Y	Y	Y	H
7:	Other exam-style centre-devised tasks (completed in class or for homework)	Y	Y	Y	Y	Y	Y	L

Rationale for choice of assessment evidence used and how it supports the grading process:

- As this is a resit qualification the prior attainment in external examinations which candidates will have sat at least once will be taken into consideration. The remainder of the evidence base will help to provide evidence of improvement from prior external examination sittings.
- Exam questions have been selected to assess across a broad base of subject knowledge to provide opportunities for all students. The questions have the same proportion of questions of each mathematical strand as in the course specification.
- Across each series of papers (by year) questions reflect the normal examination papers where $\frac{1}{3}$ of the papers covers AO1, AO2, AO3 each. This means there is a fair representation of different questions types and styles.
- More calculator material has been used as this equates to $\frac{2}{3}$ of the GCSE.
- We will also include student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. These will have been completed under low control and will therefore usually have a low weighting, except where other evidence is not available.



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