
The logo for Meadowhead School Academy Trust features a large, stylized 'M' shape composed of several overlapping, light blue geometric shapes. A white circle is positioned in the upper left corner of the 'M'. Below the 'M' is a smaller, dark teal graphic that resembles a stylized bird or a downward-pointing arrow with a small white dot at its tip.

Meadowhead School Academy Trust

Centre Policy for determining teacher assessed grades in Summer 2021

(A/ AS levels and GCSEs)

C.Heggs (April 2021)

Statement of Intent

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, and the Joint Council for Qualifications and awarding organisations for summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Roles and Responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Head of Centre

- Our Head of Centre, Mrs. Kam Grewal Joy, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Meadowhead Academy Trust as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Middle Leaders

Our Senior Leadership Team and middle leaders will:

- Provide training and support to our other staff.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- Ensure teachers have the information required to make accurate and fair judgments.
- Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- Produce an Assessment Record for each subject cohort that includes the nature of the assessment evidence being used, the level of control for assessments considered and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- Be responsible for the administration of the internal assessment windows used to support the awarding of grades to students in Year 11 and Year 13.
- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training

- Teachers involved in determining grades in our centre will be supported through their subject leaders to ensure that there is consistency and fairness to all students.
- Teachers will also not mark the internal assessments of students that they teach, wherever possible. For Year 13 students, this is more challenging. In some cases, we are using external marking to minimise bias.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Support for Newly Qualified Teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

Use of appropriate evidence

Having considered the guidance from the JCQ, relating to the evidence needing to be a fair representation of what students **can do** and that we should be confident that **the work is the student's own**, we made the decision to weight our grading heavily based on a set of internal assessments.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- The internal assessments produced by middle leaders are taken from a range of sources, but are all previously used national assessment materials.
- The content covered in the internal assessments reflects the work that the school feels has been covered to an in depth level through school based learning. We have removed some content where it was deemed not to have been covered sufficiently, either due to lost learning time in school, or work covered remotely during national lockdowns.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning) when there is no substantial evidence available from the internal assessment process. This will be reviewed on an individual basis.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Internal assessments

- We have timetabled an internal assessment (I.A.) window for written based subjects at key stage 4 and key stage 5. This will take place over a 4 week period from the 4th May.
- All I.A. papers are taken under invigilator supervision in examination conditions and are run so that all students sit the same paper at the same time.
- We categorise this evidence as being produced under high control.
- We have carefully considered the amount of content that will be assessed based on what have been covered securely in school.
- I.A. will be marked internally, but scripts will be anonymised so that the unconscious bias can be minimised.

Other forms of evidence

- NEA, where available, will have a significant weighting on the awarding of grades.
- Work completed at home is deemed to be weaker evidence and will only be considered where we have insufficient evidence from the I.A. process/ in school learning.
- Trial examination results may be used to support final grade decisions. They are not deemed as strong evidence overall due to 50% of students requiring to self-isolate during the period they were undertaken. This led to some students completing assessments at home or at a later date, having potentially seen the assessments.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college. Families may be asked to sign a document to confirm that the work completed was unassisted and supervised.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.

Use of appropriate evidence continued...

COVID – related absence/ Self – Isolation during the Internal Assessments window

- Where a student has been unable to complete their I.A., other evidence available will take a more significant weighting.
- Forms of evidence that would be of a higher weighting are NEA tasks, trial assessment results undertaken under examination conditions and class work such as unit tests or pieces of work completed under timed conditions during a period of silent deliberate practice.
- Where this type of evidence is not available in sufficient quantities, we would look for other evidence, such as class, work completed remotely during lockdown and homework.
- Where a student is absent for an internal assessment task (where there might be multiple papers), **a score may be estimated** for that task based on the ranked position of the student within the cohort.
- This approach may also be considered for students who have missed all of the tasks for a given subject in order to estimate a raw score for a particular subject.

Awarding teacher assessed grades based on evidence

- Teacher assessed grades will be completed at a subject level to ensure that no single teacher is responsible for the grading of a student. Although they are called teacher assessed grades, a more appropriate name would be **subject assessed grades**.
- Our subjects will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Evidence used to award grades will be decided by subject leaders/ middle leaders and shared with the teaching staff.
- Teaching staff will be asked to provide the evidence to their subject leaders as required.

Internal quality assurance

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- For subject where there is only one teacher, we will look to provide an external source to assist in the standardisation process.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre. We will ask the SLT link leader to support this member of staff.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of Teacher Assessed Grades to results for previous cohorts

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 – 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- Where a course has insufficient previous data or has historically only had very small number, we will not attempt to model our 2021 grades on the historical picture, but will instead rely on the evidence we have collated.

Access Arrangements and Special Considerations

Reasonable adjustments and mitigating circumstances (special consideration)

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when internal assessments are being taken.
- Where an internal assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Objectivity

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions)
- how to minimise bias in questions and marking and hidden forms of bias

To ensure objectivity, **all staff** involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements
- the evidence presented should be valued for its own merit as an indication of performance and attainment
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and
- Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording Decisions and Retention of Evidence and Data

- We will ensure that teachers and Heads of subjects maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

- Our main sources of evidence will be school based work, meaning that we can be more confident of the authenticity of the work that is utilised.
- Where students are not able to provide this in school work, other home based evidence may be considered.
- Where this is the case, we would expect the work completed at home to be the student's own and for any time constraints to have been followed. We would ask parents to confirm this is the case before we would consider the evidence as being the student's own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic.

Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- We have made the decision to **not share raw scores** as well as the possible T.A.G.s
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with families.
- We have provided letters to explain the grading process for this summer as well as an online webinar to inform and address the concerns of students and their families.

Malpractice

- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later processes, reviews and appeals.

External Quality Assurance

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

- All staff involved have been made aware of the specific arrangements for the issue of results in summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Families have been made aware of arrangements for results days.

Appeals

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Appendix 1: Subject level Evidence Weighting

Year 11

ART BASED COURSES / PHOTOGRAPHY (GCSE)

Evidence	Weighting
Final grade will be based on the portfolio of work produced across the entirety of the course	100%

COMPUTER SCIENCE (GCSE)

Evidence	Weighting
Internal assessment in May focusing on the component 1 written paper	62.5%
Previous Assessment	Weighting
Teachers will also gather evidence during lessons for the component 2 practical assessment	37.5%

CONSTRUCTION (BTEC Level 2)

Evidence	Weighting
Internal Assessment : Unit 1 (Safety and Security in Construction)	50%
Previous Assessment	Weighting
The students have completed approximately 80% of both practical elements (Joinery and electrical) along with the supporting PowerPoints. To be completed by the end of March.	50%

CREATIVE IMEDIA (Level 2)

Evidence	Weighting
Teachers will record predicted performance for the January 2021 exam, using internal assessments during November and December (25%) and their current coursework unit, which the students are still working on. (25%)	50%
Previous Assessment	Weighting
Final grade will be calculated taking into account the two units the students have previously completed	50%

DANCE (BTEC Level 2)

Evidence	Weighting
Component 1 (30% Internal) was awarded as a Centre Assessed Grade in March 2020	30%
Component 3 (40% External) cancelled by the exam board in 2021	40%
Awaiting further clarification on the final part of the course	30%

DESIGN AND TECHNOLOGY (GCSE)

Evidence	Weighting
NEA – currently completing the final ideas. No prototype required.	50%
Internal Assessment taking place in May	50%

ENGLISH LANGUAGE (GCSE)

Evidence	Weighting
Paper Two : Writers' Viewpoints and Perspectives Section A: Reading. Section B: Writing.	100%

ENGLISH LITERATURE (GCSE)

Evidence	Weighting
Paper Two: Shakespeare and Unseen Poetry Section A: Shakespeare - Romeo and Juliet. One compulsory question Section B: Unseen Poetry. Two compulsory questions: Part 1 - Students answer one question on one unseen poem Part 2 - Students answer one question comparing the first unseen poem with a second unseen poem	100%

FOOD PREPARATION AND NUTRITION (GCSE)

Evidence	Weighting
NEA – Section A only (research, reasons for choice, equipment list, requisition order and time plan). Final deadline for the NEA is the Easter holiday.	50%
Internal Assessment taking place in May. This will assess approximately 60% of the content for the whole course. A list of topics to revise has been given to students.	50%

GEOGRAPHY (GCSE)

Evidence	Weighting
Paper One Section A –students complete: Q1 Natural Hazards & Q2 Rivers and Coasts Section B – select either: Q3 TRF Q4 COLD	40%
Paper Two Section A – students complete: Q1 Urban & Q2 Economic Development Section B – students complete: Q3 UK resources Q4 Food	40%
Paper Three Geographical Issues section of 2019 paper – removed the fieldwork section	20%
Notes	
Geographical skills will be tested in each paper. These will include: OS Map skills Statistical skills Data (visual, numerical & textual) analysis Use of trial exams (Y10 & Y11) and in class based topic assessments (covering the period from Jan 2019 – March 2020 and Sept 2020 – Dec 2020 inclusive) will only be used where there is an incoherent discrepancy between the performance in internal assessment period and prior performance.	

HEALTH AND SOCIAL CARE (Level 2)

Evidence	Weighting
Values and services NEA - Taught January 2021 during lockdown. Role play is required for the assessment in March/ April	30%
External examination due to be taken in February 2020 will now be centre assessed grade. Most students sat a trial in this exam before lockdown therefore this can also be used as evidence.	40%
Previous Assessment	Weighting
Human Lifespan NEA – Taught in Y10 and Centre Assessment Grade awarded	30%

HISTORY (GCSE)

Evidence	Weighting
Paper One <ul style="list-style-type: none">c1250–c1500: Medicine in Medieval Englandc1500–c1700: The Medical Renaissance in Englandc1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	40%
Paper Two No content assessed	
Paper Three <ul style="list-style-type: none">Key topic 1: The Weimar Republic 1918 – 29Key topic 2: Hitler's rise to power, 1919 – 33Key topic 3: Nazi control and dictatorship 1933 – 39	60%
Notes	
Internal assessments will assess approximately 65% of the content for the whole course. Use of trial exams (Y10 & Y11) and in class based end of unit assessments (covering the period from Sept 2019 – March 2020 and Sept 2020 – Dec 2020 inclusive) will only be used where there is an incoherent discrepancy between the performance in the 3-week school assessment period and prior performance.	

MATHEMATICS (FOUNDATION GCSE)

Evidence	Weighting
All topics from Foundation tier have been covered between Year 9 and 11	80%
Previous Assessment	Weighting
December trial and other appropriate assessments	20%

MATHEMATICS (HIGHER GCSE)

Evidence	Weighting
All topics from Higher tier GCSE except the following units: Frequency distributions and charts: <ul style="list-style-type: none">HistogramsCumulative frequency graphs and boxplotsFrequency polygonsStem and Leaf diagrams Combined Events: <ul style="list-style-type: none">Tree diagramsConditional probabilityProperties of circles Circle theorems	80%
Previous Assessment	Weighting
December trial and other appropriate assessments	20%

MFL (French, German, Spanish) (GCSE)

Evidence	Weighting
Listening – full paper	33%
Reading – full paper	33%
Writing – adapted to one component (90 word essay)	33%
Notes	
Where there is an incoherent discrepancy between the performance in the internal assessment period and prior performance, the use of previous trial exams may be used.	

Speaking endorsement – Pass/Merit/Distinction

Evidence	Weighting
Speaking task recording	90%
Contributions in class	10%

MUSIC (GCSE)

Evidence	Weighting
One completed composition 30% (Completed by the end of March)	30%
One solo Performance 30% (Completed by the end of April)	30%
One Listening and Appraising Internal Assessment 40% (Completed in May)	40%

MUSIC (BTEC Level 2)

Evidence	Weighting
External exam: all students have already sat this and no re-sits required	33%
One other core unit – being delivered now – finished by the end of April	33%
One optional unit–choice of performance or composition depending on student strengths	33%

PERFORMING ARTS (Level 2)

Evidence	Weighting
Component Two (Internal Unit) Students to complete in May	30%
Component Three (External Examination) was cancelled. Evidence of content taught is being used for Qualification Teacher Assessment Grade.	40%
Previous Assessment	Weighting
Component One (Internal Unit). Centre Assessed Grade awarded last year.	30%

PHYSICAL EDUCATION (GCSE)

Evidence	Weighting
Paper One – Adapted content Topic 1: Applied anatomy and physiology Topic 3: Physical Training	25%
Paper Two – Adapted content Topic 1: Health, fitness and well-being Topic 2: Sport Psychology Topic 3: Socio-Cultural Influences	15%
Previous Assessment	Weighting
Year 11 Trial grade (Full content Paper 1 + Paper 2 papers submitted)	20%
NEA – Practical Performance (30% from 2 practical scores) (10% PEP)	40%
Notes	
Internal assessments will assess approximately 75% of the content for the whole course. A further topic breakdown will be provided to students in lessons and revision sessions in the run up to the exams.	

RELIGIOUS STUDIES (GCSE)

Evidence	Weighting
Paper One – Christian beliefs and practices	20%
Paper One – Sikh beliefs and practices	20%
Paper Two – Religious themes	40%
Previous Assessment	Weighting
December trial & classroom trial (unseen questions, marking will be moderated)	10%
Internal assessments of units from year 9, 10 and 11	10%

SCIENCE (TRIPLE and COMBINED) (GCSE)

Evidence	Weighting
Paper One (Biology) Units B1, B2, B4, B6 Paper Two (Chemistry) Units C1, C2, C4, C6 Paper Three (Physics) Units P1, P2, P3, P5	80%
Previous Assessment	
Year 11 December Trials (where completed) and Internal assessments of units (assessments throughout the year if no other data is available)	20%
Notes	
Internal assessments will assess approximately 60% of the content for the whole course.	

SPORT (BTEC Level 2)

Evidence	Weighting
Unit Three – Fitness training synopsis. Written work completed. Practical evidence of the training Programme to be collected in March/ April	25%
Unit Six – Planning and Leading. Video evidence of leading the sessions to be collected in March/ April.	25%
Previous Assessment	Weighting
Unit One – External Examination taken in Year 10	25%
Unit Two – Internal assessment. Completed in Year 10.	25%

Year 13

ART and ART TEXTILES (A LEVEL)

Evidence	Weighting
Final grade will be based on the portfolio of work produced across the entirety of the course	100%

APPLIED SCIENCE (Level 3 BTEC)

Evidence	Weighting
Final grade will be calculated using Year 12 unit results, January exam result and performance in the current coursework unit	100%

BIOLOGY (A LEVEL)

Evidence	Weighting
Students will be examined on full year 1 content and year 2 content (minus section 7 (chapter 17 – inherited change and 18 – Populations and evolution) and all of section 8 – Gene expression and recombinant DNA technology) The first exam paper will test content from year 2 The second exam paper will test content from both year 1 and 2 and will also contain a synoptic essay	80%
Previous Assessment	Weighting
<ul style="list-style-type: none">October 2020 assessment week paperYear 12 trial examsInternal assessments of units (formative tests throughout the year if no other data is available)	20%

BUSINESS (Level 3 BTEC)

Evidence	Weighting
Final grade will be calculated using Year 12 unit results, January exam result and performance in the current coursework unit	100%

CHEMISTRY (A LEVEL)

Evidence	Weighting
Paper One: Physical chemistry (section 3.1) and inorganic chemistry (section 3.2) Paper will contain a mixture of short and long questions. No multiple choice questions.	40%
Paper Two: Physical chemistry (section 3.1) and organic chemistry (section 3.3) Paper will contain a mixture of short and long questions. No multiple choice questions.	40%
Previous Assessment	Weighting
<ul style="list-style-type: none">October 2020 assessment week paperYear 12 trial examsInternal assessments of units (formative tests throughout the year if no other data is available)	20%

COMPUTER SCIENCE (A LEVEL)

Evidence	Weighting
Paper One – Practical exam <ul style="list-style-type: none">Section A – Theory of Data structures & algorithmsSection B – Write a program to solve a technical challengeSection C & D – Hex Baron – Theory questions/ programming tasks based on previously seen program	40%
Paper Two – Written exam paper. Data representation, Computer systems & architecture, Hardware/software, Networking, Databases	40%
Previous Assessment	Weighting
The teacher will also take into account the students' performance on the NEA	20%

ENGLISH LANGUAGE (A LEVEL)

Evidence	Weighting
Paper One – Section B (spoken child language development) internal examination	15%
Paper Two – Full Paper internal examination	50%
NEA – Both pieces	25%
Previous Assessment	Weighting
Best score from trials/Assessment Week 1/ timed Paper 1 Section A response	10%

ENGLISH LITERATURE (A LEVEL)

Evidence	Weighting
Paper One – One Component only (Othello)	13.3%
Paper Two – Full Paper	40%
NEA – submitted in March	20%
Previous Assessment	Weighting
Paper One – Two Other Components based on best score from either Y12 Trials or AW1	26.66%

GEOGRAPHY (A LEVEL)

Evidence	Weighting
Paper One Tectonic Hazards, Coasts Students given the option of either: Water or Carbon	42%
Paper Two Globalisation, Superpowers Students will be given the option or either: Regenerating Places or Health & Human Rights	38%
(NEA) This was completed in school under the approved NEA conditions	20%
Notes	
Students will sit 2 exam papers that will assess 66% of the taught subject content. Students will not be expected to sit a paper 3. Use of trial exams (Y12) and in class assessment (covering the period from Sept 2019 until March 2020 & Sept 2020-Dec 2020 inclusive) will only be used where there is an incoherent discrepancy between the performance in the internal assessment period and prior performance.	

HEALTH AND SOCIAL CARE (Level 3)

Evidence	Weighting
Physiological disorders and their care NEA. Deadline for submission is the end of May.	25%
Previous Assessment	Weighting
Meeting Individual Support Needs NEA. Taught in Y12 and Centre Assessment Grade awarded.	25%
Human Lifespan NEA – Taught in Y12 and Centre Assessment Grade awarded.	25%
Working in Health and Social Care (External Examination cancelled in January). Centre Assessment Grade awarded.	25%

HISTORY (A LEVEL)

Evidence	Weighting
Paper One <ul style="list-style-type: none">• 1917–1941• 1941–1968• Reagan<ul style="list-style-type: none">○ The effect of Reagan's economic policies.○ The extent to which 'big government' was reduced.○ The nature and extent of social change.	25%
Paper Two <ul style="list-style-type: none">• Unit 1 - The response to apartheid, c1948–59• Unit 2 – Radicalisation of resistance and the consolidation of National Party power, 1960–68	25%
Paper Three <ul style="list-style-type: none">• Unit 1 - Britain and the French Wars, 1793–1815• Unit 2 - The Crimean War, 1854–56	25%
NEA Reasons for the abolition of the British Slave Trade in 1807	25%
Notes	
The exams will assess approximately 70% of the content for the whole course and will form 75% of the student's grade. The final 25% of their mark will be from their coursework, which will be submitted at the end of this term. Use of trial exams (Y12 & Y13) and in class based end of unit assessments (covering the period from Sept 2019 – March 2020 and Sept 2020 – Dec 2020 inclusive) will only be used where there is an incoherent discrepancy between the performance in the 3-week school assessment period and prior performance.	

ICT (Level 3 BTEC)

Evidence	Weighting
Final grade will be calculated using Year 12 unit results, January exam result and performance in the current coursework unit	100%

LANGUAGES (SPANISH, GERMAN, FRENCH) (A LEVEL)

Evidence	Weighting
Paper One – Full Paper	40%
Paper Two – One component only (film or book)	30%
Speaking – 2 stimulus cards	30%
Notes	
Where there is an incoherent discrepancy between the performance in the internal assessment period and prior performance, the use of previous trial exams may be used.	

MATHEMATICS (A LEVEL)

Evidence	Weighting
Paper One – Statistics and Mechanics Paper Two – Pure Mathematics (Double Weighted) Content: All topics from the course except the following: Pure content <ul style="list-style-type: none">AS Pure: 13.6 Using logarithms to model curvesAS Mechanics: 3D Vectors (note that 2D vectors are still included)A2 Pure: 8.1 – 8.7 Functions (inverse, combined, modulus)A2 Pure: 9.1 – 9.3 Binomial Expansion with negative/fractional powersA2 Pure: 10.1 Simplifying trig expressions ($R\cos\theta$)A2 Statistics: ProofA2 Pure: Numerical Methods Statistics <ul style="list-style-type: none">A2 Statistics: Normal distribution and the large data set Mechanics <ul style="list-style-type: none">A2 Mechanics: Statics of rigid bodies including moments	80%
Previous Assessment	Weighting
October trial and other appropriate assessments	20%

MATHEMATICS – FURTHER (A LEVEL)

Evidence	Weighting
Content: All topics from Further Mathematics Paper 1: Further Pure Paper 2: Further Statistics Paper 3: Decision Mathematics	80%
Previous Assessment	Weighting
October trial and other appropriate assessments	20%

MUSIC (A LEVEL)

Evidence	Weighting
One composition 30% (Completed by the end of March)	30%
One solo Performance 30% (Completed by the end of March)	30%
One Appraising Exam Internal Assessment 40% (Completed in May)	40%

PERFORMING ARTS (Level 3)

Evidence	Weighting
Two units completed in Year 13	50%
Previous Assessment	Weighting
Two units were completed in Year 12 and Centre Assessed Grades were issued.	50%

PHILOSOPHY (A LEVEL)

Evidence	Weighting
Paper One : Epistemology and Moral Philosophy	40%
Paper Two : Metaphysics of God and metaphysics of mind	40%
Based on classroom assessments in exam conditions conducted throughout the course	20%

PHYSICS (A LEVEL)

Evidence	Weighting
Paper One specification content <ul style="list-style-type: none">1. Practical skills2. Foundations3.1 Motion3.2 Forces3.3 Energy and power4.4 Waves5.1 Thermal Physics6.4 Nuclear and Radiation Paper Two specification content <ul style="list-style-type: none">1. Practical skills2. Foundations4.1 Charge and Current4.2 Resistance4.3 Electrical Circuits4.5 Quantum Physics5.4 Gravitational fields5.5 Cosmology CONTENT NOT being assessed: <ul style="list-style-type: none">3.4 Materials3.5 Momentum5.2 Circular Motion5.3 Oscillations6.1 Capacitors6.2 Electric Fields6.3 Electromagnetism6.5 Medical imaging	80%
Previous Assessment	Weighting
October trial and other appropriate assessments	20%

PRODUCT DESIGN (A LEVEL)

Evidence	Weighting
NEA – All students will submit a portfolio of work in the form of a power point presentation. This will include, Part 1 – Identifying and outlining opportunities for design and Part 2 – Designing a prototype. This will be assessed by using grids 1 to 8 of the Non-examined assessment criteria. Students will not need to produce a final prototype however development models will aid the design process.	50%
Internal Assessment taking place in May This will be based around theory content covered in Y12 and 13. - Materials - Performance characteristics of materials - Factors influencing the development of products - Effects of technological developments - Information handling, modelling and forward planning - Current legislation	50%

PSYCHOLOGY (A LEVEL)

Evidence	Weighting
Paper One – Focusing on debates, approaches, gender and research methods.	40%
Paper Two – Focusing on bio psychology, memory, social influence and psychopathology.	40%
Previous Assessment	Weighting
Prior assessments	10%
Other forms of evidence and class work	10%

SOCIOLOGY (A LEVEL)

Evidence	Weighting
Paper One – Education, Methods, Families & Households	40%
Paper Two – Media, Crime & Deviance	40%
Previous Assessment	Weighting
Year 13 assessment week task	10%
Other forms of evidence and class work	10%

SPORTS STUDIES (Level 3 BTEC)

Evidence	Weighting
Unit One : Anatomy and Physiology External examination (cancelled in May 2020) Teacher Assessed Grade will be awarded	25%
Unit Two : Fitness Training and Programming External synopsis (cancelled in April 2020) Teacher Assessed Grade will be awarded	25%
Unit Three : Professional Development in the sports sector (NEA)	25%
Unit Seven : Practical Sport (NEA)	25%