

# William Ellis School

## Subject Assessment Records Summer 2021

Year 11 Cohort

**GCSE Subjects**

Centre Number

**10288**

Examination Boards

**OCR, AQA and Edexcel**

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# Introduction

## The Awarding of Grades

The grades awarded this summer need to represent a holistic, objective judgement based on evidence of each student's performance in each subject. It is not necessary for every aspect of the specification to be assessed to arrive at a grade. Exam boards have provided all centres with assessment materials, grade descriptors and examples of grading to help with the process. Ofqual have made it clear that it should be no easier or more difficult for a student to achieve a grade this year based on their performance than in previous years. Decisions about potential must not factor in the student's grades; **judgements are made on the evidence alone**.

## Evidence

Centres must ensure that students are aware of the evidence that will be used to determine their grade; this booklet contains an overview sheet (Assessment Record) for each subject which outlines their evidence base. Evidence should be used consistently across the class or cohort wherever possible. The evidence can be of different types and can come from across the course of study. It is important to note that although teachers may share marks/results associated with individual pieces of evidence, they must not share the grades submitted to awarding organisations before results are released. Please do not ask teachers for your grades – they will not be able to share this information with you.

The Ofqual guidance states that the following could be used to contribute to the holistic decision:

- Student work produced in response to assessment materials from the exam board, including groups of questions, past papers or similar materials;
- Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed;
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format used by the exam boards and are marked with exam board mark schemes.

These can include:

- Substantial classwork or homework (including work that took place during remote learning – NB: teachers must be confident that this work is entirely that of the student)
- Internal tests taken by students;
- Mock exams taken over the course of the study.

Students at William Ellis School will have a portfolio of evidence for every subject that they study.

## Appeals Process

Every effort will be made to ensure that students are issued the correct results on results day. There will be the safety net of an appeals process to resolve any potential errors made. Students should be aware that if they lodge an appeal their grade could go down, up or stay the same.

The appeals process is in three stages:

- Stage 1: Centre Review. Students can ask their school to check to see if an administrative error was made.

- Stage 2: Appeal to the exam board. If there was not an administrative error, students can ask their school to appeal to the exam board on their behalf. Students can follow this route if they think the school did not follow its centre policy, did not take account of access arrangements or mitigating circumstances or have adequate 6 internal quality assurance. The exam board will review the evidence and decide if the grade should go down, up or remain the same.
- Stage 3: Students can apply to Ofqual's Exam Procedures Review Services (EPRS) to review the process undertaken by the exam board

The following pages contain the **Assessment Record** for each subject , that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, 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 must also be recorded.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

As an example:

- High control – exam-type conditions (including in a classroom) with unseen material and little/no support
- Medium control – completed in exam-type conditions with pre-seen material and/or scaffolding provided
- Low control – completed at home

The majority of evidence being used by subjects has been collated in the summer term as per the assessment schedule shared prior to the Easter break. See Appendix A for assessment outline.

# GCSE ENGLISH LANGUAGE, AQA 8700

Type of Assessment		8700/1						8700/2						Level of Control H, M, L	
		AO1	AO2	AO3	AO4	AO5	AO6	AO1	AO2	AO3	AO4	AO5	AO6		
Assessment 1: Summer Assessment	<i>AQA English Language Paper 1 June 2019 Examination Paper</i>	Y	Y	N	Y	Y	Y								High
Assessment 2: Summer Assessment	<i>AQA English Language Paper 2 Specimen Examination Paper</i>							Y	Y	Y	N	Y	Y		High
Assessment 3:	Ongoing assessments during KS4 (optional – if required)														High
Assessment 4:	Assessment work across KS4 / extended written tasks (substantial) (optional – if required)														Medium / Low
<b>Assessment Objectives (AO's)</b>															
AO1	<ul style="list-style-type: none"> <li>select and synthesise evidence from different texts</li> <li>identify and interpret explicit and implicit information and ideas</li> </ul>														
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.														
<p><b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b> All the assessment objectives are covered in the two papers which are invigilated. The inclusion of materials covered by Assessment 3 and Assessment 4 allows us to give a fuller picture of candidates' achievements over time.</p> <p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b> We are using the two main summer assessments as key pieces of evidence of attainment, noting they are the most recent pieces of work, but we also want to include typical representative pieces of work produced over the last two years, particularly where the summer assessments have yielded any atypical results, but also to demonstrate students' progress towards the grades attained in those assessments. We are basing our final decision on the JCQ grading guidance, looking at those descriptors having collected evidence of attainment using the AQA Paper 1 and Paper 2 marking criteria.</p>															

## GCSE ENGLISH LITERATURE, OCR J352

Type of Assessment		J352/01				J352/02				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Summer Assessment	<i>OCR English Literature Paper 1 – 19<sup>th</sup> Century prose November 2020 Exam Paper</i>	Y	Y	Y	Y					High
Assessment 2: Summer Assessment	<i>OCR English Literature Paper 1 – Modern drama part a) November 2020 Exam Paper</i>	Y	Y	Y	N					High
Assessment 3:	<i>OCR English Literature Paper 2 – Shakespeare mock exam from Year 10</i>					Y	Y	Y	Y	High
Assessment 4:	Assessment work across KS4 / extended written tasks (substantial)									Medium / Low
<b>Assessment Objectives (AO's)</b>										
AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations</li> </ul>									
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.									
<p><b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b> All the assessment objectives are covered in the two summer 2021 papers which are invigilated, but the inclusion of materials covered by Assessment 3 and Assessment 4 allows us to give a fuller picture of candidates' achievements over time.</p>										
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b> We are using the two summer assessments as key pieces of evidence of attainment, noting they are the most recent pieces of work and a Shakespeare mock exam, also conducted in a high control context in Year 10. We also want to include typical representative pieces of work produced over the last two years, particularly where the summer assessments have yielded any atypical results, but also to demonstrate students' progress towards the grades attained in those assessments. We are basing our final decision on the JCQ grading guidance, looking at those descriptors having collected evidence of attainment using the OCR marking criteria.</p>										

# GCSE MATHS, Pearson Edexcel 1MA1

Type of Assessment		Assessments objectives covered			Level of Control H, M, L
		AO1	AO2	AO3	
Assessment 1: 23/04	END OF YEAR 1 EXAM (1 HOUR) NON CALC	Y	Y	Y	H
Assessment 2: 7/05	END OF YEAR 2 EXAM (1 HOUR) CALC	Y	Y	Y	H
Assessment 3: 21/05	PAST PAPER NON CALC (90 MINS)	Y	Y	Y	H
Assessment 4: 24/05	PAST PAPER CALC (90 MINS)	Y	Y	Y	H
<b>Assessment Objectives (AO's)</b>					
AO1	Use and apply standard techniques Students should be able to: <ul style="list-style-type: none"> <li>accurately recall facts, terminology and definitions</li> <li>use and interpret notation correctly</li> <li>accurately carry out routine procedures or set tasks requiring multi-step solutions</li> </ul>				
AO2	Reason, interpret and communicate mathematically Students should be able to: <ul style="list-style-type: none"> <li>make deductions, inferences and draw conclusions from mathematical information</li> <li>construct chains of reasoning to achieve a given result</li> <li>interpret and communicate information accurately</li> <li>present arguments and proofs</li> <li>assess the validity of an argument and critically evaluate a given way of presenting information.</li> </ul>				
AO3	Solve problems within mathematics and in other contexts Students should be able to: <ul style="list-style-type: none"> <li>translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes</li> <li>make and use connections between different parts of mathematics</li> <li>interpret results in the context of the given problem</li> <li>evaluate methods used and results obtained</li> <li>evaluate solutions to identify how they may have been affected by assumptions made.</li> </ul>				
<b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why: N/A</b>					
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b> WE WANTED TO COVER ALL THE WORK TAUGHT OVER THE LAST 2 YEARS.THE FIRST TWO ASSESSMENTS WERE FROM PEARSONS PUBLISHERS. THIS WAS IDEAL BECAUSE WE TAUGHT THE STUDENTS USING PEARSON'S TEXTBOOKS. THE THIRD AND FOURTH ASSESSMENTS WERE PAST PAPERS WHICH I THOUGHT WAS APPROPRIATE TO COVER ALL TOPICS TAUGHT.					

# GCSE BIOLOGY (Separate Science), AQA 8461

Type of Assessment		Units Examined	Specification points	Assessment Objectives Covered			Level of Control H, M, L
				AO1	AO2	AO3	
Assessment 1:	Examination taken on 29/4/2021	B1-4	4.1 Cell Biology 4.2 Organisation	Y	Y	Y	H
Assessment 2:	Examination taken on 13/5/2021	B5-9	4.3 Infection and Response 4.4 Bioenergetics	Y	Y	Y	H
Assessment 3:	Examination taken on 27/5/2021	B10-15	4.5 Homeostasis and Response 4.6 Inheritance, variation and evolution	Y	Y	Y	H
<b>Assessment Objectives (AO's)</b>							
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						
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b>							
Cohort have not covered specification point 4.7 Ecology, due to reduction in teaching opportunities during lockdown. These have been removed from the examinations							
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b>							
Students were assessed in class, under exam conditions to provide an experience as close to a “normal” year as was practicable. The 2020 GCSE exam papers were used to create the assessments, given that it is still secure and that the 2019 paper had been previously used for mock exams. Papers were cut to an appropriate length to fit into lesson times, and separated into blocks based on the specification and the units. Grade boundaries were scaled to accommodate the reduction in the content covered, and this was considered to be sufficiently robust evidence upon which to base grades. This strategy of testing provides a balance between what is viable under the circumstances and providing accurate data. Both higher and foundation papers have been made, to allow for learners of differing abilities.							

## GCSE CHEMISTRY (Separate Science), AQA 8462

Type of Assessment		Units Examined	Specification points	Assessment Objectives Covered			Level of Control H, M, L
				AO1	AO2	AO3	
Assessment 1:	Examination taken on 26/4/2021	C1-4	5.1 Atomic structure and the periodic table 5.2 Bonding, structure, and the properties of matter 5.3 Quantitative chemistry	Y	Y	Y	H
Assessment 2:	Examination taken on 11/5/2021	C5-8	5.4 Chemical changes 5.5 Energy changes 5.6 The rate and extent of chemical change	Y	Y	Y	H
Assessment 3:	Examination taken on 25/5/2021	C9-15	5.7 Organic chemistry 5.8 Chemical analysis 5.9 Chemistry of the atmosphere 5.10 Using resources	Y	Y	Y	H
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b> N/A</p>							
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b> Students were assessed in class, under exam conditions to provide an experience as close to a “normal” year as was practicable. The 2020 GCSE exam papers were used to create the assessments, given that it is still secure and that the 2019 paper had been previously used for mock exams. Papers were cut to an appropriate length to fit into lesson times, and separated into blocks based on the specification and the units. Grade boundaries were scaled to accommodate the content covered, and this was considered to be sufficiently robust evidence upon which to base grades. This strategy of testing provides a balance between what is viable under the circumstances and providing accurate data. Both higher and foundation papers have been made, to allow for learners of differing abilities.</p>							



# GCSE PHYSICS (Separate Science), AQA 8463

Type of Assessment		Units Examined	Specification points	Assessment Objectives Covered			Level of Control H, M, L
				AO1	AO2	AO3	
Assessment 1:	Examination taken on 19/4/2021	P 1-5	4.1 Energy stores 4.2 Electricity	Y	Y	Y	H
Assessment 2:	Examination taken on 4/5/2021	P 6-11	4.3 Particle model 4.4 Atomic structure 4.5 Forces	Y	Y	Y	H
Assessment 3:	Examination taken on 17/5/2021	P 12-16	4.6 Waves 4.7 Magnetic fields 4.8 Space	Y	Y	Y	H
<b>Assessment Objectives (AO's)</b>							
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						
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b>							
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b></p> <p>Students were assessed in class, under exam conditions to provide an experience as close to a “normal” year as was practicable. The 2020 GCSE exam papers were used to create the assessments, given that it is still secure and that the 2019 paper had been previously used for mock exams. Papers were cut to an appropriate length to fit into lesson times and separated into blocks based on the specification and the units. Grade boundaries were scaled to accommodate the reduction in the content covered, and this was considered to be sufficiently robust evidence upon which to base grades. This strategy of testing provides a balance between what is viable under the circumstances and providing accurate data.</p>							

# GCSE COMBINED SCIENCE(Trilogy), AQA 8464

Type of Assessment		Units Examined	Specification points	Assessment Objectives Covered			Level of Control H, M, L
				AO1	AO2	AO3	
Assessment 1:	Examination taken on 29/4/2021	B1-4	4.1 Cell Biology 4.2 Organisation	Y	Y	Y	H
Assessment 2:	Examination taken on 14/5/2021	B5-9	4.3 Infection and Response 4.4 Bioenergetics	Y	Y	Y	H
Assessment 3:	Examination taken on 28/5/2021	B10-15	4.5 Homeostasis and Response 4.6 Inheritance, variation and evolution	Y	Y	Y	H
Assessment 4:	Examination taken on 20/4/2021	P 8-10 P6	Forces (14) Particle model (6)	Y	Y	Y	H
Assessment 5:	Examination taken on 4/5/2021	P 1-3 P 4-5	Energy (17) Electricity (10)	Y	Y	Y	H
Assessment 6:	Examination taken on 18/5/2021	P 7 P 12-13 P 15	Energy (17) Electricity (10)	Y	Y	Y	H
Assessment 7:	Examination taken on 26/4/2021	C1-4	5.1 Atomic structure and the periodic table 5.2 Bonding, structure, and the properties of matter 5.3 Quantitative chemistry	Y	Y	Y	H
Assessment 8:	Examination taken on 11/5/2021	C5-8	5.4 Chemical changes 5.5 Energy changes 5.6 The rate and extent of chemical change	Y	Y	Y	H
Assessment 9:	Examination taken on 25/5/2021	C9-15	5.7 Organic chemistry 5.8 Chemical analysis 5.9 Chemistry of the atmosphere 5.10 Using resources	Y	Y	Y	H
<b>Assessment Objectives (AO's)</b>							
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						
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b> Cohort have not covered specification point 4.7 Ecology, due to reduction in teaching opportunities during lockdown. These have been removed from the examinations							

**Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: -**

Students were assessed in class, under exam conditions to provide an experience as close to a “normal” year as was practicable. The 2020 GCSE exam papers were used to create the assessments, given that it is still secure and that the 2019 paper had been previously used for mock exams. Papers were cut to an appropriate length to fit into lesson times, and separated into blocks based on the specification and the units. Grade boundaries were scaled to accommodate the reduction in the content covered, and this was considered to be sufficiently robust evidence upon which to base grades. This strategy of testing provides a balance between what is viable under the circumstances and providing accurate data. Both higher and foundation papers have been made, to allow for learners of differing abilities.

# GCSE ART and DESIGN/ GRAPHIC COMMUNICATION EDEXCEL 1AD01/1GCO

Type of Assessment		Unit 1				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: Mock exam 10 hour assessed outcome February 2020	<i>Project outcome completed in exam conditions in school</i>	N	N	Y	Y	<i>High</i>
Assessment 2: Preparatory work completed in class	Personal portfolio preparatory work completed in class before after and during lockdown	Y	Y	Y	Y	<i>Medium (majority of work completed in school)</i>
Assessment 3: Mock exam 10 hour assessed outcome April 2021	10 hour high controlled assessment mock exam completed in exam conditions in school	N	N	Y	Y	<i>High</i>
Assessment 4: Preparatory work and outcomes final submission May 2021	Personal portfolio final submission- work had been completed in class and at home and individual student feedback given prior to this deadline.	Y	Y	Y	Y	<i>Medium (High for outcomes and school work- low for work done at home to improve sketchbooks)</i>
<b>Assessment Objectives (AO's)</b>						
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					
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b>						
No assessment objectives have been omitted – unit two has been omitted as this would have been the externally set assignment which had already been removed by the exam board in January.						
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: -</b>						
The evidence used is the same as what is usually required for the GCSE qualification for unit one- personal portfolio. Students had already been informed that this year they would not complete the controlled assessment project and would only submit one unit of work. Therefore, the evidence we had already from year 10 combined with the mock exam work means that we were able to cover all the objectives and have a shorter version of the course without missing out any of the objectives. Students have had unlimited time to work on their personal portfolio and we have also provided catch up at the weekend and in holidays to support them in completing their work.						

## GCSE BUSINESS, Pearson Edexcel GCSE Business (2017)

Type of Assessment		1B20/01			1B20/02			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1:	<i>GCSE Business – Complete Theme one Paper October 2020 – mock in class/ mock at home covid-19. 90 mark paper; section A/ B/ C weighting as normal examination years.</i>	Y	Y	Y				Medium
Assessment 2:	<i>GCSE Business – Theme two, end of module assessment; Making Marketing decisions</i>				Y	Y	Y	High
Assessment 3:	<i>GCSE Business – Theme two, end of module assessment; Making Human Resource Decisions</i>				Y	y	Y	High
Assessment 4:	GCSE Business Paper 2 Building a Business. 90 mark paper, based on materials released by Edexcel in April 2021. Same section A/ B/ C weighting as normal examination years.				Y	Y	Y	Medium / Low
<b>Assessment Objectives (AO's)</b>								
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							
<p><b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b>            No assessment objectives have been omitted; we feel there is enough coverage throughout to award.</p>								
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b>            Assessment one provides typical representative pieces of work examination content. Assessment one is historical data in SIMs. This is further backed up by assessment 2 and 3 to assess key content taught during lockdown. All assessments are key pieces of evidence of attainment, noting assessments 2-4 are the most recent pieces of work . We will be moderating examined papers across classes and We are basing our final decision on the JCQ grading guidance, looking at those descriptors having collected evidence of attainment using the Edexcel marking criteria.</p>								

## GCSE COMPUTING, OCR J276

Type of Assessment		J276/1			J276/2			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: Summer Assessment	<i>OCR COMPUTER SYSTEMS Paper 1 Specimen Examination Paper</i>	Y	Y	N				High
Assessment 2: Summer Assessment	<i>OCR COMPUTER SYSTEMS Paper 2 Specimen Examination Paper</i>	Y	Y	N				High
Assessment 3: Summer Assessment	<i>OCR COMPUTATIONAL THINKING, ALGORITHMS &amp; PROGRAMMING Paper 1 Specimen Examination Paper</i>				Y	Y	Y	High
Assessment 4: Summer Assessment	<i>OCR COMPUTATIONAL THINKING, ALGORITHMS &amp; PROGRAMMING Paper 2 Specimen Examination Paper</i>				Y	Y	Y	High
<b>Assessment Objectives (AO's)</b>								
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: <ul style="list-style-type: none"> <li>to make reasoned judgements</li> <li>to design, program, evaluate and refine solutions.</li> </ul>							
<b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b>								
All the assessment objectives are covered in the four papers which are invigilated.								
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b>								
We are taking the concept of the two GCSE Papers and breaking them into two which then gives the students four 45 minute papers to sit. This gives room for completing the papers during lesson periods and provides ample time for revision. The exam choice of assessment just makes the decision making process a lot clearer and easier to manage. Also provides a more accurate account to the student's attainment and whether they have met the assessment objectives.								

## GCSE FRENCH, AQA 8658

Type of Assessment		All themes minus work and festivals				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: <i>Listening paper taken on 30.04.21</i>	<i>2020 Examination Paper</i>	Y				H
Assessment 2: <i>Reading paper taken on 14.05.21</i>	<i>2020 Examination Paper</i>			Y		H
Assessment 3: <i>Writing paper taken on 25.05.21</i>	<i>2020 Examination Paper</i>				Y	H
Assessment 4: <i>Mini end of lesson tests</i>	<i>In class tests using the resources that AQA released – average grade from all</i>	Y		Y	Y	M
<b>Assessment Objectives (AO's)</b>						
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					
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</b>            AO2 (speaking) has been omitted due to the changes meaning that it is a teacher endorsement. FLAs have been trained on how to assess AO2 and have worked with teachers to agree on final grade after one to one and small group work.</p>						
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b>            There is a high control assessment of each skill (listening, reading and writing) and a medium control (the tests are taught in the lesson and assessed at the end but the boys have no resources available whilst doing the test) wholistic average grade from 3 x mini-listening, reading and writing assessments.</p>						

## GCSE GEOGRAPHY, Edexcel Geography (9-1) IGAO

Type of Assessment		1GA0/01- 1GA0/03				1GA0/02-1GA0/03				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Summer Assessment	<b>Part 1: Changing Landscapes plus Physical/Human Fieldwork</b> <b>Part 2: Weather Hazards &amp; Climate Change/ Ecosystems</b> <i>SAMS &amp; Paper 1 Exam 2018</i>	Y	Y	Y	Y					High
Assessment 2: Summer Assessment	<b>Part 3: Changing Cities/ Global Development</b> <b>Part 4: Resource Management/ choice of Energy or Water Management/ UK Challenges</b> <i>Paper 2 &amp; Paper 3 Exam 2018</i>					Y	Y	Y	Y	High
Assessment 3:	<i>Paper 1 – Physical Environment (Oct 2020 mock) 2019 Exam</i> <i>Paper 2 – Human Environment (Dec 2020 mock) 2019 Exam</i>	Y	Y	Y	Y	Y	Y	Y	Y	High
Assessment 4:	End of topic assessments – Coasts, Weather Hazards, Changing Cities, Global Development	Y	Y	Y	Y	Y	Y	Y	Y	Medium
<b>Assessment Objectives (AO's)</b>										
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.									
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> <li>• concepts and how they are used in relation to places, environments and processes;</li> <li>• the inter-relationships between places, environments and processes.</li> </ul>									
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.									
<b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b>										
All the assessment objectives are covered in the all of the assessments. Assessment 1 & 2 (Summer exams) and Assessment 3 (October 2020 Paper 1 in class mock and December 2020 hall/home completion mock) have a proportional balance of questions related to the specification: AO1 6.7% AO2 11.3 % AO3 11.3% AO4 8.3%										
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b>										
We are using the two summer assessments (in 4 parts) as key pieces of evidence of attainment, noting all of the course content had been delivered to students by the time we had returned to school in February 2021. We also want to include typical representative assessments produced over the last two years, particularly where the summer assessments have yielded any atypical results, but also to demonstrate students' progress towards the grades attained in those assessments. We are basing our final decision on the JCQ grading guidance, looking at those descriptors, using an overview of attainment at all 4 assessment points, with a heavier weighting on Summer Assessments.										



# GCSE GERMAN, AQA 8668

Type of Assessment		All themes minus work and festivals				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: <i>Listening paper taken on 30.04.21</i>	<i>2020 Examination Paper</i>	Y				H
Assessment 2: <i>Reading paper taken on 14.05.21</i>	<i>2020 Examination Paper</i>			Y		H
Assessment 3: <i>Writing paper taken on 25.05.21</i>	<i>2020 Examination Paper</i>				Y	H
Assessment 4: <i>Mini end of lesson tests</i>	<i>In class tests using the resources that AQA released – average grade from all</i>	Y		Y	Y	M
<b>Assessment Objectives (AO's)</b>						
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					
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</b>						
AO2 (speaking) has been omitted due to the changes meaning that it is a teacher endorsement. FLAs have been trained on how to assess AO2 and have worked with teachers to agree on final grade after one to one and small group work.						
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b>						
There is a high control assessment of each skill (listening, reading and writing) and a medium control (the tests are taught in the lesson and assessed at the end but the boys have no resources available whilst doing the test) wholistic average grade from 3 x mini-listening, reading and writing assessments.						

## GCSE HISTORY, AQA 8145

Type of Assessment		8145				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: Summer Assessment	<i>AQA History paper 2A/C Migration, Empires and the People, c790AD-present</i>	Y	Y	Y	N	High
Assessment 2: Summer Assessment	<i>AQA History paper 1A/D USA: Opportunity and Inequality, 1920-1973</i>	Y	Y	N	Y	Medium/High
Assessment 3: Summer Assessment	<i>AQA History 1B/D Conflict and Tension in Asia, 1950-1975</i>	Y	Y	N	N	High
Assessment 4:	Assessment work across KS4 – portfolio of exam questions	Y	Y	Y	Y	Low
<b>Assessment Objectives (AO's)</b>						
<b>AO1</b>	demonstrate knowledge and understanding of the key features and characteristics of the period studied.					
<b>AO2</b>	explain and analyse historical events and periods studied using second-order historical concepts					
<b>AO3</b>	analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied					
<b>AO4</b>	analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.					
<b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b>						
No assessment objective has been omitted						
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b>						
We have chosen the assessments based on a number of criteria:						
<ul style="list-style-type: none"> <li>• They cover all the AOs;</li> <li>• The questions are the ones that most specifically link to the A-level – as preparation for KS5</li> <li>• They cover the key second-order concepts;</li> <li>• We have cut down hour-long exam papers to fit into a lesson and allow for access arrangements, such as extra time;</li> <li>• We have given the students the topics to revise, as was going to be the case in the original plan for the final GCSE.</li> </ul>						
We will be adding all the marks together to provide a total mark, which will then be used to fix grade boundaries, hopefully providing a similar spread of results to the actual exam.						
We will use the portfolios to bolster the grades of students who have any special circumstances.						

## GCSE MUSIC, AQA 8271

Type of Assessment		8271				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: Summer Assessment	<i>AQA Music Assessment Resources 2021 Popular Music 8271 Question 10</i>	N	N	N	Y	High
Assessment 2: Summer Assessment	<i>AQA Music Assessment Resources 2021 Popular, Traditional, Classical Unfamiliar Listening 8271</i>	N	N	Y	Y	High
Assessment 3:	<i>AQA Music Assessment Resources 2021 Western Classical 8271 Question 10</i>	N	N	N	Y	
Assessment 4:	<i>AQA Component 2 – Composing Music. Composition NEA</i>	N	Y	N	N	Medium
Assessment 5:	<i>AQA Component 3 – Performing Music. Performing NEA</i>	Y	N	N	N	High
Assessment 6:	<i>2020 December Mock -</i>	N	N	Y	Y	<b>High</b> (for those who completed in school) <b>Low</b> for those self-isolating at home at the time.
<b>Assessment Objectives (AO's)</b>						
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.					
<b>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why:</b>						
All the assessment objectives are covered across the examined papers and the NEA components. We have removed the need to supply a written musical score from the Composing component of the course, which does not affect the pupils' ability to achieve the assessment objective.						
<b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</b>						
We are using the two NEA assessment evidence as key pieces of work which show pupil attainment. They are pieces of work completed by students under the same conditions and AQA has adjusted the length requirements of each. We are also giving pupils three written/listening assessments which collectively constitute an exam very similar to one they might have taken in a normal year. We have familiarised ourselves with the AQA grading guidance and exemplar marking materials and applied the AQA marking criteria to arrive at our results as well as undertaken internal and external moderation.						

## APPENDIX A Summer Assessment Schedule

Subject	19/04/2021 (Week A)	26/04/2021 (Week B)	03/05/2021 (Week A)	10/05/2021 (Week B)	17/05/2021 (Week A)	24/05/2021 (Week B)
<b>Maths</b>	Assessment 1 (Non-Calculator)		Assessment 2 (Calculator)		Assessment 3+4 (Calculator and Non Calculator)	
<b>English Language</b>		AQA English language paper 1				AQA English language paper 2
<b>English Lit</b>			'Great Expectations' – an extract-based or discursive essay	'An Inspector Calls' (section A – comparison)	<i>Additional literature assessment – where needed</i>	
<b>Science Trilogy (Double Science)</b>	Physics Assessment 1  Forces P8-10 Particle model P6	Biology Assessment 1 (B1-B4) Chemistry 1 (Atoms and periodic table/structure and bonding/chemistry calculations)	Physics Assessment 2 Energy P1-3 Electricity P4-5	Biology Assessment 2 (B5-B9)  Chemistry 2 (Chemical reactions/energy changes/reaction rates)	Physics Assessment 3 Atomic structure P7 Waves P12-13 Magnetism and electromagnetism P15	Biology Assessment 3 (B10-B15 excl. B12) Chemistry 3 (Organic chemistry/analysis/ earth)
<b>Biology (Triple)</b>		Biology Assessment 1 (B1-B4)		Biology Assessment 2 (B5-B9)		Biology Assessment 3 (B10-B16)
<b>Chemistry (Triple)</b>		Chemistry 1 atoms and periodic table/structure and bonding/chemistry calculations		Chemistry 2 chemical reactions/energy changes/reaction rates		Chemistry 3 organic chemistry/analysis/E arth
<b>Physics (Triple)</b>	Physics Assessment 1 Energy Electricity		Physics Assessment 2 Particle model Atomic structure Forces		Physics Assessment 3 Waves Magnetism and electromagnetism Space	

<b>Subject</b>	<b>19/04/2021 (Week A)</b>	<b>26/04/2021 (Week B)</b>	<b>03/05/2021 (Week A)</b>	<b>10/05/2021 (Week B)</b>	<b>17/05/2021 (Week A)</b>	<b>24/05/2021 (Week B)</b>
<b>History</b>		"Migration, Empires and the People" topic test		"America: Opportunity and Inequality, 1920-1973" topic test		"Conflict and Tension in Asia, 1950-1975" topic test
<b>Geography</b>			The Physical Environment Paper 1 exam combined with questions from Paper 3 Geographical Investigations: Fieldwork.			The Human Environment Paper 2 exam combined with questions from Paper 3 Geographical Investigations: UK Challenges
<b>French</b>		Listening Paper		Reading Paper		Writing Paper
<b>German</b>		Listening Paper		Reading Paper		Writing Paper
<b>Business</b>	Marketing and Human Resources Test (End of topic)				Business Exam (Theme 2)	Business Exam (Theme 2)
<b>Computer Science</b>	Computer Systems Paper 1		Computer Systems Paper 2		Computational Thinking, Algorithms and Programming Paper 1	Computational Thinking, Algorithms and Programming Paper 2
<b>Music</b>		Assessment 1 - Set Works - The Beatles and Haydn		Assessment 2 - Listening test		Assessment 3 Listening and Set Works

