

How we have arrived at your Grade.

The following section of this pack outlines the following in regards to the formulation of teacher Assessed grades in all subject areas. We have undertaken a rigorous approach to the completion and awarding Teacher Assessed grades in order to ensure no student was disadvantaged by the process. In order to do this, we have undertaken the following tasks.

- **Curriculum Review:** Each subject audited what had been taught and when. Any content not covered onsite was not assessed or used in a student's evidence base.
- **Curriculum Plan:** Each department developed a curriculum delivery plan from March until July to ensure appropriate coverage of curriculum and assessment criteria.
- **Formal Assessment Calendar:** A formal assessment calendar was shared with staff, students and parents to ensure it was no easier or more difficult to obtain a grade this year than any other.
- **Internal and external verification:** We organised a range of internal and external standardisation activities to ensure the grades awarded were accurate and robust.
- **Exam Board Standardisation:** We availed of all opportunities to engage in external standardisation with exam boards as an additional layer of verification of the application of grading criteria.

In the next pages we have included a series of documents that explain for each subject area how we have arrived at grades for that particular subject. This includes details on:

- The content delivered and assessed
- The content omitted from the assessment evidence base
- A summary of the evidence base
- A record of formal assessments

In addition to these students with additional needs with an entitlement to access arrangement during formal assessments had full provision in order to meet their needs and to ensure they were not disadvantaged by this process.

GCSE English Language - AQA

Summary of content coverage:

Units assessed:

- **Paper 1 Fiction:** Section B
- **Paper 2 Non-fiction:** Section B

Overall 75% of course to be assessed.

Evidence base: AQA Nov 2017 papers, unit tests to be completed by students.

Paper 1: 50% of TAG (40 marks)

AO5: /24 Content and Organisation

AO6: /16 Technical Accuracy

Paper 2: 50% of TAG (40 marks)

AO5: /24 Content and Organisation

AO6: /16 Technical Accuracy

Summary of omitted content:

- **Paper 2 - Reading:** Taught partially due to lockdown, therefore do not want to disadvantage students by assessing this content

Summary of Evidence Base:

Evidence Base 1: November Assessments

Students completed 50% of Language GCSE in November [Language Paper 1]. This will form the initial evidence base or benchmark, specifically LP1A. These were unseen and completed in formal examination conditions. External verification has found assessment decisions to be accurate and robust.

Evidence Base 2:

See below: Students will undertake modular examinations in relation to specific curriculum content as guided by AQA material. Timetable has been shared with students on the 15th March. All students with access arrangements will be catered for.

All assessments completed by students are retained in school.

Scores from each assessment will be combined to calculate an overall mark.

We will monitor the performance in both Section B Paper 1 and Section B Paper 2.

An overall grade will be allocated on the basis of individual performance.

Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

An unbiased, comparative system whereby all work is marked anonymously across department will be used. This will assure an accurate and unbiased account of content produced.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
LP1 Section B	45 mins	Paper 1: Section B: Nov 2017 Series	40	Classroom – exam conditions
LP2 Section B	45 mins	Paper 2: Section B: Nov 2017 Series	40	Classroom – exam conditions

GCSE English Literature - AQA

Summary of content coverage:

Units assessed:

- **Paper 1:** Section B 'A Christmas Carol'
- **Paper 2:** Section B Poetry

Overall 51% of course to be assessed.

Evidence base: AQA May 2019 paper, unit tests to be completed by students.

Paper 1: 50% of TAG (30 marks)

Paper 2: 50% of TAG (30 marks)

Therefore 75% of Literature assessed, ACC, P&C, Poetry.

Summary of omitted content:

- **Paper 1 – Shakespeare:** Taught partially due to lockdown, therefore do not want to disadvantage students by assessing this content as not fully covered
- **Paper 2 – 'An Inspector Calls':** Due to previous guidance, one unit of literature was to be removed, AIC was selected due to it having been taught in y9
- **Therefore 25% of content omitted.**

Summary of Evidence Base:

Evidence Base 1: November Assessments

Students completed 50% of Literature Paper 1 GCSE in November and 33% of Literature Paper 2 in November. This will form the initial evidence base or benchmark. These were unseen and completed in formal examination conditions. External verification has found assessment decisions to be accurate and robust.

Evidence Base 2:

See below: Students will undertake modular examinations in relation to specific curriculum content, as guided by AQA material. Timetable has been shared with students on the 15th March. All students with access arrangements will be catered for.

All assessments completed by students are retained in school.

Scores from each assessment will be combined to calculate an overall mark /64. Which will be used to rank student. We will monitor the performance in both assessments.

An overall grade will be allocated on the basis of individual performance.

Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased. An unbiased, comparative system whereby all work is marked anonymously across department will be used. This will assure an accurate and unbiased account of content produced.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Literature Paper 1 Section B	45 mins	Paper 1: Section B: SAM2	30	SH – exam conditions
Literature Paper 2 Section B	45 mins	Paper 2: Section B: SAM2	30	SH– exam conditions

GCSE AQA Maths – Higher Tier

Summary of content coverage:	Summary of omitted content:
<p>All content taught at KS4 will be assessed</p> <p>The breakdown of topics are as follows:</p> <p><u>Year 9:</u> Number, Algebra, Graphs, FDP, Ratio, Angles, Trigonometry, Area, Volume and Transformations</p> <p><u>Year 10:</u> Equations, Inequalities, Probability, Multiplicative reasoning, Similarity, Congruence and additional trigonometry</p> <p><u>Year 11:</u> Statistics, Equations of graphs, Circle theorems, harder algebra, Vectors, Geometric proof, Proportion and Exponential/non-linear graphs</p> <p><u>Evidence base:</u></p> <ul style="list-style-type: none"> • AP1 mock examinations • 6 x 45 minute in class assessments (March – April) • 6 x 45 minute May assessments <p><u>May assessments:</u></p> <p>Paper 1: No calculator (33.3% of TAG 80 marks)</p> <p>Paper 2: Calculator (33.3% of TAG 80 marks)</p> <p>Paper 3: Calculator (33.3% of TAG 80 marks)</p>	<p>No content has been omitted</p>

Summary of Evidence Base:

Evidence Base 1: AP1 November Assessments. Students completed a full examination series of 3 Mathematics papers in November, under formal exam conditions and with all necessary access arrangements provided. External verification found the marking of these assessments to be accurate and robust. This will form the initial evidence base and benchmark grade for each student.

Evidence base 2: In class assessments (March-April). Over the course of 6 weeks, students sat 6 half papers in examination conditions in preparation for formal assessments in May. These papers were moderated and within the guideline tolerance. These assessments will form part of the grading process should students fail to sit any May examinations or grade higher in these papers.

Evidence base 3: May assessments. Students will undertake a full examination series of 3 mathematics papers broken down into 6 halves to complete during Maths curriculum time. All assessment will be sat in the Sports Hall, with access arrangements catered for. The assessment timetable was shared with students on 15th March. Maths staff have arranged after school revision sessions every Thursday for students should they wish to stay behind.

All assessments completed by students will be retained in school. Raw scores from each assessment will be combined to calculate an overall mark. An overall grade will then be assigned using exam board grade boundaries. All 3 papers carry an equal weighting of 33.3%.

Once all data has been collected, each class teacher will review all three evidence bases and determine the grade awarded to each student. Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Paper 1 part 1	45 mins	Non calculator: Nov 2020 series	40	Sports Hall
Paper 1 part 2	45 mins	Non calculator: Nov 2020 series	40	Sports Hall
Paper 2 part 1	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 2 part 2	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 3 part 1	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 3 part 2	45 mins	Calculator: Nov 2020 series	40	Sports Hall

GCSE Maths – Foundation - AQA

Summary of content coverage:	Summary of omitted content:
<p>All content taught at KS4 will be assessed</p> <p>The breakdown of topics are as follows:</p> <p><u>Year 9:</u> Number, Algebra, Graphs, FDP, Equations, Inequalities, Angles, Averages, Perimeter, Area and Volume</p> <p><u>Year 10:</u> Linear graphs, Transformations, Ratio, Proportion, Pythagoras, Trigonometry, Probability, Multiplicative reasoning and constructions</p> <p><u>Year 11:</u> Equations of graphs, Indices, Standard form, Congruency, Vectors, Circles and harder algebra</p> <p><u>Evidence base:</u></p> <ul style="list-style-type: none"> • AP1 mock examinations • 6 x 45 minute in class assessments (March – April) • 6 x 45 minute May assessments <p><u>May assessments:</u></p> <p>Paper 1: No calculator (33.3% of TAG 80 marks)</p> <p>Paper 2: Calculator (33.3% of TAG 80 marks)</p> <p>Paper 3: Calculator (33.3% of TAG 80 marks)</p>	<p>No content has been omitted</p>

Summary of Evidence Base:

Evidence Base 1: AP1 November Assessments. Students completed all 3 Mathematics papers in November, under formal exam conditions and with all necessary access arrangements provided. External verification found the marking of these assessments to be accurate and robust. This will form the initial evidence base or benchmark for each student.

Evidence base 2: In class assessments (March-April). Over the course of 6 weeks, students sat 6 half papers in examination conditions in preparation for formal assessments in May. These papers were moderated and within the guideline tolerance. These assessments will form part of the grading process should students fail to sit any May examinations or grade higher.

Evidence base 3: May assessments. Students will undertake a full examination series of 3 mathematics papers broken down into 6 halves to complete during Maths curriculum time. All assessment will be sat in the Sports Hall, with access arrangements catered for. The assessment timetable was shared with students on 15th March. Maths staff have arranged after school revision sessions every Thursday for students should they wish to stay behind.

All assessments completed by students will be retained in school. Raw scores from each assessment will be combined to calculate an overall mark. An overall grade will then be assigned using exam board grade boundaries. All 3 papers carry an equal weighting of 33.3%.

Once all data has been collected, each class teacher will review all three evidence bases and determine the grade awarded to each student. Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Paper 1 part 1	45 mins	Non calculator: Nov 2020 series	40	Sports Hall
Paper 1 part 2	45 mins	Non-calculator: Nov 2020 series	40	Sports Hall
Paper 2 part 1	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 2 part 2	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 3 part 1	45 mins	Calculator: Nov 2020 series	40	Sports Hall
Paper 3 part 2	45 mins	Calculator: Nov 2020 series	40	Sports Hall

GCSE Combined Science - AQA

Summary of content coverage:

AP1 (Nov 20) covered Paper 1

TAG 1:

B10 and B11, C8, P12 and P13

TAG 2:

B10 to B16, C8-C9-C12-C13, P8 to P13

86% (38/44) of topics covered

B 10- Human nervous system

B11-Hormonal coordination

B12- Homeostasis in action

B13- Genetics and reproduction

B15- Genetics and evolution

B16- Adaptations and interdependence

C8-Rates and Equilibrium, C9-Crude Oil and Fuels, C12-Chemical Analysis, C13-The Earth's Atmosphere.

Summary of omitted content:

Topics B17 and B18, C14 and C15, P14 and P15 had not been taught on site. Once back on site, we revisited and consolidated the topics taught through remote learning so no students were disadvantaged for the TAGs

Summary of Evidence Base:

We will combine the assessments (biology, chemistry and physics) into scores for AP1, TAG1 and TAG2. We will use all 3 of the assessments to help us rank the students in the cohort.

For those students who have the same score in all 3 assessment, classwork will be used to decide the rank order.

Once students have been ranked grade boundaries will be set within the ranking system. This will be decided by past exam boundaries and with the input of SLT and Data Manager.

This will then be applied to the students in the rank order.

All assessments will be kept in a TAG folder. They will be mark and moderated.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Chemistry TAG 1	45	Chemistry- C8 only	35	Classroom
Physics TAG 1	45	Physics- P12 and P13	35	Classroom
Biology TAG 1	45	Biology- B10 and B11	35	Classroom
Chemistry TAG 2	45	Chemistry- C8-C9-C12-C13	35	Exam hall
Physics TAG 2	45	Physics- P8 to 13	35	Exam hall
Biology TAG 2	45	Biology- B10 to 16	35	Exam hall

Separate Science – Biology - AQA

Summary of content coverage:	Summary of omitted content:
<p>Units assessed:</p> <ul style="list-style-type: none"> Paper 2: Units B10-B16 <p>Overall 38% of course to be assessed. However, paper 1 content has already been assessed in AP1.</p> <p>Evidence base: AQA past paper questions to be completed by students.</p> <p>TAG 1: Unit 10- Human nervous system Unit 11-Hormonal coordination Unit 12- Homeostasis in action</p> <p>TAG 2: Unit 10- Human nervous system Unit 11-Hormonal coordination Unit 12- Homeostasis in action Unit 13- Genetics and reproduction Unit 15- Genetics and evolution Unit 16- Adaptations and interdependence</p>	<ul style="list-style-type: none"> Units 17 and 18: Much of this was taught remotely to different classes, one Biology paper was created for the whole GCSE cohort with only an extra insert for Separates Biology students – do not want to disadvantage students by assessing this content.

Summary of Evidence Base:

Evidence Base 1: November 2020
 Students completed a Paper 1 past paper. This will also form the initial evidence base or benchmark. These were unseen and completed in formal examination conditions. Internal moderation found assessment decisions to be accurate and robust.

Evidence Base 2:
 See below: Students will undertake two TAG assessments in relation to specific course content. Timetable has been shared with students on the 15th March. All students with access arrangements will be catered for.

All assessments completed by students are retained in school.
 Scores from each assessment will be combined to calculate an overall mark.
 An overall grade will be allocated on the basis of individual performance.
 Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Physics TAG 1	45	Biology B10, 11 and 12	35	Hall
Physics Extra Separates TAG 1	15	Biology B10, 11 and 12 Separates only content	15	Classroom
Physics Tag 2	45	Biology B10, 11, 12, 13, 14, 15, 16	35	Hall
Physics Extra Separates TAG 2	15	Biology Separates only content	15	Hall

Separate Science – Chemistry - AQA

Summary of content coverage:

- All paper 1 content was covered in school.
- Atomic structure and the periodic table
 - Bonding, structure, and the properties of matter
 - Quantitative chemistry
 - Chemical changes
 - Energy changes

Paper 2 content covered in school and therefore included in students evidence base:

- Rates and Equilibrium
- Crude Oil and Fuels
- Chemical Analysis
- The Earth's Atmosphere.

Summary of omitted content:

Content studied during only home learning and omitted from the assessments:

- Organic chemistry

Summary of Evidence Base:

AP1: All paper 1 content assessed for biology, chemistry and physics. All content had been covered in lessons prior to the assessments. This assessment represents half of the course content. Examinations internally and externally verified. All markers within the department were within tolerance. To be used as secondary evidence in the process of ranking and grade allocations.

Separate students will complete the same 3 assessments as Combined students will undertake 3 x 45 Min/ 35 Mark papers.

They will also complete an additional Separate only paper – 50 Minutes for 45 Marks. 15 Marks for each subject area.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Chemistry TAG 1	45	Chemistry C8	35	Class room
Chemistry TAG 2	15	Chemistry C9	15	Class room
Chemistry TAG 3	45	Chemistry- C8 C9 C12 C13	35	Hall
Chemistry TAG 4	15	Chemistry- C8 C9 C12 C13 Separates only content	15	Hall

Separate Science – Physics - AQA

Summary of content coverage:	Summary of omitted content:
<p>Units assessed:</p> <ul style="list-style-type: none"> Paper 2: Units 8 (Forces in Balance), 9 (Motion), 10 (Force and Motion), 12 (Wave Properties), 13 (Electromagnetic Waves) and 14 (Light) <p>Overall 38% of course to be assessed. Paper 1 content has been assessed in AP1 however.</p> <p>Evidence base: AQA past paper questions to be completed by students.</p> <p>TAG 1: Unit 12 (Wave Properties) Unit 13 (Electromagnetic Waves) Unit 14 (Light)</p> <p>TAG 2: Unit 8 (Forces in balance) Unit 9 (Motion) Unit 10 (Force and motion) Unit 12 (Wave properties) Unit 13 (Electromagnetic waves) Unit 14 (Light)</p>	<ul style="list-style-type: none"> Units 1-7 (Conservation and dissipation of energy, Energy transfers by heating, energy resources, Electric Circuits, Electricity in the home, Molecules and Matter, Radioactivity), 11 (Force and Pressure), 15 (Electromagnetism) and 16 (Space): Much of this was taught remotely to different classes, one Physics paper was created for the whole GCSE cohort with only an extra insert for Separates Physics students – do not want to disadvantage students by assessing this content.

Summary of Evidence Base:

Evidence Base 1: November 2020
 Students completed a Paper 1 mock. This will also form the initial evidence base or benchmark. These were unseen and completed in formal examination conditions. Internal moderation found assessment decisions to be accurate and robust.

Evidence Base 2:
 See below: Students will undertake two TAG assessments in relation to specific course content. Timetable has been shared with students on the 15th March. All students with access arrangements will be catered for.

All assessments completed by students are retained in school.
 Scores from each assessment will be combined to calculate an overall mark.
 An overall grade will be allocated on the basis of individual performance.
 Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Physics TAG 1	45	Physics P12, P13	15	Hall
Physics Extra Separates TAG 1	15	Physics P12, P13, P14	35	Classroom
Physics Tag 2	45	Physics P8, 9, 10, 12, 13	15	Hall
Physics Extra Separates TAG 2	15	Physics P14 Separates only content	35	Hall

GCSE Art & Design - AQA

Summary of content coverage:

Students are assessed on:

100% coursework (One main project and a mini series of work/ workshops)

The work will be assessed using the AQA assessment criteria and will be marked out of 96.

Focused on the main project, students selected the strongest project to continue with. Majority of the projects were started in Yr10.

Project Content:

- Mind Map
- Moodboard
- Artist Research x3
- Primary sources photos (where possible)
- Drawing from sources
- Experimenting with different materials and techniques
- Developing three ideas
- Final piece (Where possible)

Summary of omitted content:

The main project is still

incomplete for most of the students – Final piece majority haven't completed. This is due to attendance issues.

Summary of Evidence Base:

Students have been focusing on coursework throughout the course. We have focused on the main project after the lockdown.

This was also the focus for the remote lessons but there only a few students who attended and completed the work.

All coursework is kept in school.

An overall grade will be allocated based on individual performance. We will be using the JCQ criteria as well as the AQA assessment criteria for each objective.

Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

We are exchanging work with ASFA and Hope Academy to ensure the marking is standardised.

Summary of content coverage:	Summary of omitted content:
<p>Students have completed:</p> <p>Component 1- 100%</p> <p><u>Learning Aim A</u></p> <ul style="list-style-type: none"> • Compare the purpose, activities and aims of two local enterprises (P1) • Examined the characteristics of the entrepreneurs and their impact on businesses (P2 and M1) • Assessed how successful one local enterprise has been at achieving it's aim (D1) <p><u>Learning Aim B</u></p> <ul style="list-style-type: none"> • Explained how two local enterprises have used market research to understand customer needs and competitor behaviour (P3) • Explained how the design of the market research helped the business to understand customer needs and competitor behaviour (M2) • Assessed the effectiveness of market research in one local enterprise (D2) <p><u>Learning Aim C</u></p> <ul style="list-style-type: none"> • Explained ways in which internal and external factors impact business success (P4 and P5) • Analysed how internal and external factors determine the success of a local enterprise (M3) • Evaluated the most significant internal or external factor impacting one enterprise (D3) <p>Component 2- 66% complete (Please see omitted content)</p> <p><u>Learning aim A</u></p> <ul style="list-style-type: none"> • Describe three ideas for potential micros businesses, obtained using market research (P1) • Prepared a realistic plan for a micro enterprise idea (P2) • Prepared a detailed and well structured plan for a micro enterprise activity (M1) • Prepare a comprehensive and realistic plan for a micro enterprise idea (D1) <p><u>Learning Aim B</u></p> <ul style="list-style-type: none"> • Deliver a pitch of the plan to, demonstrating a range of communication skills (P3) • Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills. (M2) • Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills. (D2) <p>Component 3- 100%</p> <p>Learning Aim A- Promotion</p> <ul style="list-style-type: none"> • Elements of the promotional mix • Targeting and segmenting the market • Factors that impact the choice of promotional methods 	<p>Omitted content:</p> <p>Component 2- Learning Aim C (as instructed by the exam board)</p> <ul style="list-style-type: none"> • Describe the elements of the business plan that contributed to the success of the pitch. (P4) • Review the success of the pitch, using examples to reference own skills, and suggest improvements. (P5) • Analyse the success of the plan and pitch, giving detailed examples, and suggesting improvements. (M3) • Evaluate the success of the plan and pitch, and recommend how improvements to the plan and pitch could be made. (D3)

<p>Learning Aim B- Financial records</p> <ul style="list-style-type: none"> • Financial documents • Payment methods • Sources of cost and revenue • Terminology in financial statements • Statement of comprehensive income • Statement of financial position • Profitability and liquidity <p>Learning Aim C- Financial planning and forecasting</p> <ul style="list-style-type: none"> • Using cash flow data • Financial forecasting • Suggesting improvements to cash flow problems • Breakeven analysis and breakeven point • Sources of business finance 	
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Summary of Evidence Base:

Component 1 coursework:

- Sample is in folder- all other work is in an online folder.
- Work has been Standards Verified externally by Pearson.
- The report is also in the TAG folder for reference.

Component 2 coursework:

- Component 2 coursework- All work available in online folder.
- This work has been internally verified.

Component 3 exam

- AP1 data taken into consideration.
- Full paper sat during the assessment period in two, 1-hour sessions.
- The February 2021 full paper was used, along with the mark scheme provided by the exam board
- This was marked by the class teacher, DH and verified by CJ as an examiner for the course.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
AP1	120 mins	3 rd Feb 2020- full paper	60	In class
Feb 2021 mock paper	120 mins	All questions assessed	60	In hall (2 sittings)

GCSE Computer Science - OCR

Summary of content coverage:

There will be 95% coverage of paper 1. This was completed over 2 different assessments and both papers were 45 Minutes.

- Computer Systems
- CPU
- Memory
- Environmental Issues
- Legal issues
- Network threats

In paper 2 students covered 70% of the content. The majority of this paper being based on skills with how to create algorithms and reading specific programs. This was divided into 2 papers, 45 minutes each.

Summary of omitted content:

Paper 1 the only content omitted and not assessed was networks as this was taught online during lockdown.

Paper 2, the topics not added in are due to lack of curriculum delivery time:

- Algorithmic thinking
- Interpret, correct or complete algorithms
- File handling
- Arrays
- Casting
- Defensive Design
- Exponentiation
- Lossy and Lossless

Summary of Evidence Base:

There was a full set of mock exams that took place just before Christmas. This was done in full exam conditions. There will also be 4 mini classroom-based examinations that covered both papers. This was broken down into 2 x 40mark exams.

There were also 8 mini assessments completed since September and they are recorded. This will inform all decisions if the students are on the borderline of specific grade boundaries.

Classwork is retained on MS Teams. Exams will be marked and retained in a locked office.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Paper 1A	45mins	Computer Systems, Memory and storage, Networks	40	2.04
Paper 1B	45mins	System security, System software, Legal & Ethical,	40	2.04
Paper 2A	45mins	Data Rep, Translators, Algorithms	40	2.04
Paper 2B	45mins	Algorithms, Computational Logic, Programming techniques	40	2.04

GCSE French - AQA

Summary of content coverage:	Summary of omitted content:
<p>Core content covered.</p> <p>Theme 1 - Identity and culture</p> <p>Theme 2- Local, national and international global areas of interest.</p> <p>Theme 3 - Current and future study and employment.</p> <p>All themes apply to all 4 question papers equally.</p>	<p>Paper 2 speaking element.</p> <p>AQA have changed the assessment to a speaking endorsement. See attached documentation.</p>

Summary of Evidence Base:
<p>Past papers were used under examination conditions as the evidence base. AQA mark schemes and relevant grade boundaries were used to mark papers.</p> <p>Evidence base 1- AP3 Year 10 paper 1, paper 3, paper 4 <i>2018 specimen</i></p> <p>Evidence base 2 – AP1 year 11 paper 1, paper 3 paper 4 <i>2019 June</i></p> <p>Evidence base 3 - Mock May 2021 examination year 11 Paper 1, paper, 3 paper 4 <i>2020 Nov</i></p> <p>Evidence base 4 –Speaking endorsement This has replaced the formal paper 2 Speaking exam. The speaking endorsement is a teacher led assessment of how well the student has performed in Spoken French during the GCSE course. The assessment outcomes are either Pass/ Merit/Distinction.</p>

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
2018 Listening paper 1	35 mins	Understanding and responding to spoken language	40	Sports hall
2018 Reading paper 3	45 mins	Understanding and responding to written language.	60	Sports Hall
2018 writing paper 4	1 hour	Communicating effectively for a variety of purpose.	50	Sports Hall
2019 listening paper 1	35 mins	Understanding and responding to spoken language	40	Exam room
2019 reading paper 3	45 mins	Understanding and responding to written language.	60	Exam room
2019 writing paper 4	1 hour	Understanding and responding to written language.	50	Exam room
2020 Listening paper 1	35 mins	Understanding and responding to spoken language	40	Classroom
2020 reading paper 3	45 mins	Understanding and responding to written language.	60	Classroom
2020 writing paper 4	1 hour	Understanding and responding to written language.	50	classroom
Speaking endorsement	Ongoing	Communication and interacting effectively in speech for various purposes.	Pass/merit/distinction	

GCSE Geography - AQA

Summary of content coverage:

Units been assessed:

- Paper 1: Units 1,2 &3
- Paper 2: Units 4 & 5

Overall 56% of course to be assessed.

Evidence base:

Nov 2020 paper, unit tests to be completed by students.

Paper 1: 50% of TAG (88 marks)

Unit 1: 33 marks – The challenge of natural hazards

Unit 2: 25 marks – The living world

Unit 3: 30 marks – Physical landscapes in the UK (coastal landscapes and river landscapes).

Paper 2 (adapted): 50% of TAG (63 marks)

Unit 4: 33 marks – Urban issues and challenges

Unit 5: 30 marks – Changing economic world

Summary of omitted content:

- **Paper 2 - Unit 6: The challenge of resource management:** Taught remotely – do not want to disadvantage students by assessing this content
- **Paper 3 – Section A: Issue Evaluation (Pre-release):** This was not possible to teach without resources and these have not been issued by the exam board. Teaching a different pre-release would limit revision time for students, therefore disadvantaging them.
- **Paper 3 – Section B: Fieldwork:** Students have not completed any fieldwork due to COVID restrictions – adaptation made by AQA in Autumn.
- Unseen fieldwork delivered remotely to students. We do not want to disadvantage students by assessing this unseen element.

Summary of Evidence Base:

Evidence Base 1: November Assessments

Students completed 50% of Paper 1 and Paper 2 in November. This will form the initial evidence base or benchmark. These were unseen and completed in formal examination conditions. External verification has found assessment decisions to be accurate and robust.

Evidence Base 2:

See below: Students will undertake modular examinations in relation to specific curriculum content. Timetable has been shared with students on the 15th March. All students with access arrangements will be catered for.

All assessments completed by students are retained in school.

Scores from each assessment will be combined to calculate an overall mark.

Paper 1 and Paper 2 are equally 50% weighted to form a final score.

We will monitor the performance in both paper 1 and Paper 2.

An overall grade will be allocated on the basis of individual performance.

Ranking and comparison exercises will inform the allocation of student grades to ensure they are fair and unbiased.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Unit 1	35 mins	Paper 1: Unit 1: Nov 20 Series	33	Classroom – exam conditions
Unit 2	27 mins	Paper 1: Unit 2: Nov 20 Series	25	Exam Hall – exam conditions
Unit 3	32 mins	Paper 1: Unit 3: Nov 20 Series	30	Exam Hall – exam conditions
Unit 4	35 mins	Paper 2: Unit 4: Nov 20 Series	33	Exam Hall – exam conditions
Unit 5	32 mins	Paper 2: Unit 5: Nov 20 Series	30	Exam Hall – exam conditions

BTEC Health and Social Care - Pearsons

Summary of content coverage:	Summary of omitted content:
<p>Students have completed:</p> <p>Component 1 – Learning aim A and Learning aim B (Internally assessed and externally moderated)</p> <p>Component 2 – Learning aim A and Learning aim B taught but not formally assessed in the completion of coursework.</p> <p>Component 3 – All content taught for all learning aims however the external examinations were cancelled which meant students did not have the opportunity to sit the exam.</p>	<p>Component 2 was not fully assessed due to the exam board instructing centres to not continue with coursework during the first initial lock down. This was intended to be caught up Feb-June 2021 after the examinations had been sat. However, due to the school closure and the changing of delivery, coursework could not be fully completed.</p>

Summary of Evidence Base:

The evidence base for this qualification will comprise of the internally completed units and externally sat examination grades. Each unit, once complete, is worth a certain amount of points. These points are then collated to give an overall grade.

For this qualification, we are working to a similar structure due to ensure standardisation, fairness and objectivity. By using this approach, it means that coursework that students have completed can be used to support an overall grade. It is common that the grade that is achieved for one internal unit will be mirrored in the second. Therefore, grades that were awarded and standards verified will be applied from component 1.

For component 3, students AP1 will be used as well as the assessments completed in the controlled conditions. This will allow the skills that students have been able to demonstrate to be identified as well as the raw mark, percentage and grade. Due to AP1 not being a full paper, students will be completing additional assessment attempts to support their grade.

The three units will then be given a numerical value that will be added and the exam boards grade boundaries will then apply.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Component 3 – Section A	30 minutes	Section A covers learning aim A of the specification.	18	In class – controlled conditions
Component 3 – Section B	30 minutes	Section B covers learning aim B of the specification.	12	In class – controlled conditions
Component 3 – Section C	45 minutes	Section C covers learning aim C of the specification.	30	In class – controlled conditions
Component 3 – Section C	45 minutes	Section C covers learning aim C of the specification.	30	In class – controlled conditions
Component 3 – Section A	30 minutes	Section A covers learning aim A of the specification.	18	In class – controlled conditions
Component 3 – Section B	30 minutes	Section B covers learning aim B of the specification.	12	In class – controlled conditions

Component 3 – Section C	45 minutes	Section C covers learning aim C of the specification.	30	In class – controlled conditions
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GCSE History - AQA

Summary of content coverage:

Units Assessed:

Paper One: Section B

Conflict and Tension – First World War (1894-1919)

100% coverage

- Causes of the First World War: The alliance system; Anglo-German rivalry; Outbreak of war.
- Stalemate: The Schlieffen plan; the Western Front; The wider world.
- Ending the war: Changes in the Allied Forces; Military developments; Germany surrenders.

Paper Two: Section A AA Health and the People

66% coverage (Parts 1, 2 & 3)

- Medicine stands still: Medieval medicine; Medical progress; Public health.
- The beginnings of change: Renaissance Britain; Dealing with disease; Prevention of disease.
- A revolution in Medicine: Germ Theory; A revolution in surgery.

AQA Paper Two: Section B BC Elizabethan England

80% coverage

- Elizabeth's court and Parliament: Elizabeth I and her court; The difficulties of a female ruler.
- Life in Elizabethan Towns: A 'Golden Age'; The poor; English sailors.
- Troubles at home and abroad: Religious matters; Mary Queen of Scots; Conflict and Spain.

Summary of omitted content:

Paper One: Section A America, 1920–1973: Opportunity and inequality

AQA made the decision to reduce the final exams to 3 rather 4 than topics and so this unit was removed.

Paper Two: AA Health and the People

50% of part 3 and all of part 4 taught remotely with minimal engagement – omitted from assessment.

- A revolution in Medicine: Improvements in public health
- Modern medicine: Modern treatments; The impact of war/technology; modern public health

Paper Two BC - Elizabethan England

Historic Environment Study (Kenilworth Castle) taught remotely with minimal engagement – omitted from assessment.

Summary of Evidence Base:

Evidence base: Assessments to be completed by students in class, and 1 full paper in the exam hall.

AP1 November papers remain available in the case of student absence.

Assessment weightings based on course coverage:

Assessment 1 - Elizabethan England 32 marks (31%)

Assessment 2 – Health and the People 28 marks (27%)

Assessment 3 - First World War 44 marks (42%)

Total 104 marks

Evidence Base One: AP1 November 2020

Students completed 1 assessment in November 2020 covering topics across all three papers. These were completed in exam conditions with access arrangements made available. These marks remain available for use in the case of student absence.

Evidence Base Two: Classroom Assessments April-May 2021

Students will complete exam questions from Paper Two in exam conditions in the classroom supervised by class teacher. The timetable of both revision and assessment has been shared with all pupils via the department and whole school.

Evidence Base Three: Invigilated exam paper May 2021

Students will be assessed on Paper One in exam conditions under the supervision of an invigilator.

Timings: AQA review of exams stated that assessment was due to be three 1 hour papers. This was broken down into shorter assessments in class and a 1 hour paper for Paper 1 WWI.

Examination papers and mark schemes can be located in the TAG folder, section B.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Assessment 1a Elizabethan England	30 minutes	Paper Two: Elizabethan England (Sample Set Two) Paper Two: Elizabethan England (June 2018)	16	Room 2.02
Assessment 1b Elizabethan England	30 minutes	Paper Two: Elizabethan England (June 2018)	16	Room 2.02
Assessment 2a Health and the People	20 minutes	Paper Two: Health and the People (June 2018)	8	Room 2.02
Assessment 2b Health and the People	35 minutes	Paper Two: Health and the People (Sample Set Two)	20	Room 2.02
Assessment 3 Conflict and Tension	60 minutes	Paper One: Conflict and Tension Questions taken from <ul style="list-style-type: none"> • June 2018 • November 2020 	44	Exam Hall

BTEC DIT - Pearsons

Summary of content coverage:	Summary of omitted content:
<p>Approximately 95% of the course content delivered.</p> <p>Units assessed:</p> <p>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</p> <p>This coursework unit was completed in year 10.</p> <p>Project content:</p> <p>A. Review of professional interfaces: P1 – P2 - M1 – D1 Students review the interface of the iPhone and a professional website (Nike)</p> <p>B. Project Planning: P3 – P4 - M2 – D2 Students planned for the creation of an interactive booth to help visitors to a concert or sporting location.</p> <p>C. Interface Creation: P5 – M6 – M3 – D2 Students created an interface for an information booth for a venue e.g., sporting venue or musical arena.</p> <p>D. Testing and Evaluation: P5 – M6 – M3 – D2 Students created a survey, analysed the results and this was reviewed in an evaluation of the design process and the success of the end product.</p> <p>Component 2: Collecting, Presenting and Interpreting Data.</p> <p>This coursework unit was completed in year 10/11.</p> <p>Part A and Part B fully delivered and completed. Part C is incomplete for some students due to lost learning time. This is outlined on Page 3.</p> <p>A. Big Data review: (P1 – P2 - M1 – D1) Students reviewed large data sets from two companies, a supermarket and a travel agent.</p> <p>B. Big Data Analysis: P3 – P4 – M2 – D2</p>	<ul style="list-style-type: none"> Component 2 – Part C. This is incomplete for some students due to attendance issues. This was the final part of the 2-year course to be delivered. Small number of cases outlined in section B of this document.

Students created a data dashboard on excel to analyse a large data set and present it to a specific audience. Information included was Fifa, Spotify and a movie database.

C. Dashboard Review:

P5 – P6 – M3 – D3

Students reviewed their dashboard evaluating the skills they have used and making specific recommendations from the data.

Component 3: Effective Digital Working

Practices.

Examined component. Exam cancelled in February 2021. Exam board provided the actual paper and mark scheme. Students sat this paper in March 2021 under exam conditions.

January 2020 mark boundaries applied.

1 hr 30 minutes exam – 60 marks.

Full coverage of all content and full paper completed.

Content:

- A1 Modern technologies
- A2 Impact of modern technologies
- B1 Threats to data
- B2 Prevention and management of threats to data
- B3 Policy
- C1 Responsible use
- C2 Legal and ethical
- D1 Forms of notation

Summary of Evidence Base:

Evidence Base 1: Component 1: Exploring User Interface Design Principles and Project Planning Techniques

- Coursework unit – Internally assessed and externally verified (July 2019).
- All evidence retained on Teams.
- Teacher Assessed Grades enter in July 2020. Component had been delivered but indicative teacher assessed grade for completion entered as instructed by exam board at the time.

Evidence Base 2: Component 2: Collecting, Presenting and Interpreting Data.

- Part A and Part B fully delivered.
- Part C is partially delivered and variable by student and set.
- Outlined on page 2
- All evidence retained on Teams.

Component 3: Effective Digital Working Practices. Full coverage & full paper completed.

- Examined component. Exam cancelled in February 2021.
- Exam board provided the actual paper and mark scheme. Students sat this paper in March 2021 under exam conditions.
- All evidence retained in student assessment records file.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Sets 1 & 2 Component 3 – Part A 24 th March	36 Min	Comp 3: Feb 21 Questions 1 & 2	24	Exam Hall
Sets 1 & 2 Component 3 – Part A 25 th March	54 Min	Comp 3: Feb 21 Questions 1 & 2	46	Exam Hall

BTEC Music Pearsons

Summary of content coverage:	Summary of omitted content:
<p>Units Assessed:</p> <ul style="list-style-type: none"> • Unit 1 – Working in the Music Industry External Examination (For Year 11 – delivered & CAG awarded in summer of Year 10.) • Unit 4 - Introduction to Music Composition Coursework Unit (Year 11 only – delivered and CAG in Year 10) • Unit 2 – Delivering a Musical Product (For Year 10 & 11 – delivered and due to be QTAG this year) <p>Overall 75% of the course will be assessed.</p>	<p>For both Year 10 & 11 pupils: Unit 3: Introduction to Live Sound - Taught remotely – do not want to disadvantage students by assessing this content.</p>
Summary of Evidence Base:	
<p>Evidence Base:</p> <p>Unit 1 – Year 11 were awarded CAG in Summer 2020 by previous HOD. This grade will stand and act as evidence for QTAG.</p> <p>Unit 2 – Coursework will be completed for this unit. BTEC Internal verification will take place as well as SV checks will be completed.</p> <p>Unit 3 – QTAG to be awarded. Taught remotely, some pupils have accessed this unit, some have not. This unit will be partially completed by all Year 10/11 pupils therefore, holistic grade will be awarded based on coursework completed for unit.</p> <p>Unit 4 - (Only for Year 11): CAG awarded by pervious HOD in Summer 2020.</p>	

Cambridge National Sports Studies - OCR

Summary of content coverage:	Summary of omitted content:
<p>All four units of the sports studies course are each worth 25% of the students overall grade</p> <p><u>Unit 1- Contemporary studies (25%) (60UMS)</u> Students were taught the content for this unit between Sept-Dec face to face and where ready to sit their first attempt of the external moderation in January.</p> <p><u>Unit 2- Developing sports skills (25%) (60UMS)</u> Students have had opportunities over the course to develop the practical sports skills in both a team and an individual event.</p> <p><u>Unit 3- Sports Leadership. (25%) (60UMS)</u> Students completed this unit in September 2021. Completion of the unit was delayed due to Lockdown 1.</p> <p><u>Unit 4- Sport in the media (25%) (60UMS)</u> Students have had this unit interrupted through both lockdowns and are due to complete the coursework element by April 2021</p>	<p>Content from all units will be assessed- however adaptations to the content for units 1 and units 2(RO52) have been made and OCR guidance has been followed.</p> <p>For Unit 1 Contemporary studies- Exemplar additional assessment material will be used as released by OCR April 2021.</p> <p>For Unit 2 Developing Sports Skills- LO3 Refereeing and umpiring sports fixtures has been completed following OCR guidance and students have completed Individual scenario questionnaires to show their knowledge and understanding.</p> <p>Unit 2- LO4- evaluating sports performance. OCR guidance has been used and students have begun to analyse sets of player data and develop improvement plans as suggested by the awarding body.</p> <p>For unit 2 LO1 and LO2- Student practical performance has been assessed using written witness statements from SC accumulated from performance across the course due to student absence, lockdowns and enforced removal of certain sporting activities.</p>

Summary of Evidence Base:

The evidence to support student TAGs will developed as close to 'normal' assessment procedure as possible. Students will have evidence for units 1, 2,3 and 4.

Unit 1- Evidence will be students' completion of the additional assessment materials released by OCR for this unit. Questions set 2 and Question set 3 in exam conditions- students overall grade will be their average score for the 2 papers.

Unit 2- Evidence will be 2 witness statements produced by SC on student performance in a team sport and an individual sport. LO3 is covered through completion of a Referee or umpire questionnaire as suggested by OCR. LO4 is covered through completion of a data analysis task as suggested by OCR.

Unit 3- Evidence will be students fully completed coursework

Unit 4- Evidence will be student's completion of LO1, LO2, LO3 and LO4- LO5 is omitted due to reduced teaching time.

The overall grade students receive will be the total UMS they receive from all 4 units and will be issued as per the awarding body specification.

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Additional assessment materials Set 2	60	Unit 1 -Contemporary studies in sport	60	Dance Studio
Additional assessment materials Set 3	60	Unit 1 -Contemporary studies in sport	60	Dance Studio

GCSE Religious Education - AQA

Summary of content coverage:	Summary of omitted content:
<p><u>Summary</u></p> <p>75% of the overall curriculum will be assessed formally.</p> <p>100% of the course has been delivered, however 25% was delivered during lockdown where there was very little engagement from students. The aspects covered during lockdown include:</p> <ul style="list-style-type: none"> • Christianity- Practices • Judaism- Practices <p><u>Content</u></p> <p><u>Paper 1: The study of religions: beliefs, teaching and practices</u></p> <p><u>Christian beliefs (25%)</u></p> <ul style="list-style-type: none"> • The nature of God: • God as omnipotent, loving and just, and the problem of evil and suffering • the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. <p><u>Jesus Christ and salvation</u></p> <ul style="list-style-type: none"> • Beliefs and teachings about: • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. <p><u>Jewish beliefs (25%)</u></p> <p>The nature of God:</p> <ul style="list-style-type: none"> • God as one • God as Creator • God as Law-Giver and Judge, loving and merciful. • The divine presence (Shekhinah). • Beliefs about life after death, including judgement and resurrection. • The nature and role of the Messiah, including different views on the role and importance of the Messiah. 	<p><u>Summary</u></p> <p>Christian and Jewish practices was delivered during the lockdown and therefore we do not wish to disadvantage students by assessing them formally on these topics. Attendance to lessons throughout lockdown varied and therefore it would be unfair to assess students.</p> <p><u>Omitted content includes:</u></p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • Religious festivals • The role of the church in the local and worldwide community <p><u>Judaism</u></p> <ul style="list-style-type: none"> • The Synagogue and worship • Family life and festivals

The Covenant and the mitzvot

- The promised land and the Covenant with Abraham, Genesis 12:1-3.
- The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17.
- Key moral principles including justice, healing the world, charity and kindness to others.
- The importance of the sanctity of human life, including the concept of 'saving a life' (Pikuach Nefesh).
- The relationship between free will and the 613 mitzvot.

Paper 2: Thematic Studies

Content covered:

Theme A: Relationships and Families

Theme B: Religion and Life

Theme D: Religion, peace and conflict

Theme E: Religion, crime and punishment

Summary of Evidence Base:

Paper 1: The study of religions: beliefs, teaching and practices

- Nov 2021 Paper
- The paper has been adapted and the Christian and Jewish practices have been omitted from the paper
- Students will complete the full section on Christian and Jewish beliefs
- All question from these sections have been included, which includes answers worth 1,2,4,5 and 12 marks.
- Students would usually get a mark out of 3 for their SPAG, as this is half a paper they will get a mark out of 2.

Paper 2: Thematic Studies

- November 2021 Paper
- No adaptations made to this paper as students covered 100% of the paper

Assessment/Papers:	Duration:	Content & Assessment Outcome:	Marks:	Location:
Paper2 (Theme A & B)	45 mins	Students will be assessed fully on theme A and B from paper 2 using a past paper.	48	Sports Hall
Paper 2 (Theme D & E)	45 mins	Students will be assessed fully on theme D and E from paper 2 using a past paper.	48 (+3SPAG)	Sports Hall
Paper 1: Christian beliefs & Judaism beliefs	45 mins	Students will be fully assessed on Christian and Jewish Beliefs using a past paper.	48 (+ 2 SPAG)	Sports Hall