

# 2021 GCSE ASSESSMENTS

## **Rationale**

External national examinations have been cancelled this year due to the global pandemic. Instead of externally assessed examinations, students will receive GCSE grades based on their teacher assessments. Teacher assessed grades will be sent to the exam boards to be processed.

The national process defined by the Department for Education and the exams' regulator, Ofqual is as follows:

1. Teachers will **assess students against a national standard**, which will be defined by the exam boards before the Easter break.
2. Departments will submit grades which will be **quality assured by the school / college**. This internal quality assurance process will have to be signed off by the exam board to ensure it is rigorous and in line with national standards.
3. Our school or college results will be **quality assured externally** by the exam boards, which may include random sampling of our school or college's evidence.
4. If the exam boards are confident in our submitted results, **then the exam boards will award students their final grades**.
5. If students do not think their results are accurate, they will have the right to **appeal**.

## **Do teachers award the GCSE grade?**

The grade students achieve will start with their teacher's assessment of their performance across a range of evidence. This is against a nationally-defined standard, not the teacher's own opinion. This assessment is then subject to both internal and external quality assurance before the final grade is awarded by the exam body as usual.

## **How will teachers assess performance?**

- Teachers will use a range of evidence of students' work, like coursework, practice papers and classwork, to inform their decisions
- Teachers will let students know what evidence they'll use before submitting grades to the exam board. This is so students can confirm it's their own work, and let teachers know of any mitigating circumstances that might have affected it
- Teachers will only assess students based on what they've been taught

## **What about loss of learning / impact of Covid?**

This year, teachers will only assess students on content they have been taught – because of the continued disruption of the pandemic. This means students will not be disadvantaged if they individually, their whole class or whole year group have been unable to complete their full course. However, grades can only be submitted on the basis of the evidence we have of students' performance, even if that evidence covers less of the course than usual. Students who would usually have extra time in the exams will benefit from the same arrangements in teacher assessment.

## **Will grades be different between different schools and colleges?**

No, the standard against which teachers will be assessing students is set nationally by the exam boards. This is the standard that will be used during external quality assurance and appeals to ensure consistency and fairness across the system.

## **How will we know grades are awarded fairly?**

- Our school will have an internal quality assurance process in place that will take into consideration our results in previous years. This is to make sure teachers' judgements aren't too harsh or lenient
- Exam boards will also have their own quality assurance process. They will check that our internal procedure is fair before they process any grades, and they might also visit our school to review evidence from some subjects
- We will submit a declaration to the exam board confirming that we have followed the requirements for our internal quality assurance process

## **Does this mean grades are decided by an algorithm?**

Unlike last year, students' grades will not be changed by a formula. The internal and external quality assurance measures will all be done by humans, not an algorithm. There is no limit on the achievement of students, providing they have evidence that they are working at that grade.

## **The exam boards are only giving out past papers, how is this fair?**

Most of the assessments provided by the exam boards will be drawn from past papers, although there will be new questions as well. There is significant research that even if students have seen assessment questions before, it does not reduce the validity of the assessment. Furthermore, exam board questions are only one of the many pieces of evidence we will use to assess students this summer.

## **When will we get our results?** Thursday 12 August

## **Can students discuss their grades with teachers?**

Teachers will be able to discuss which evidence they are using to inform their judgement with students, including marked or graded pieces of work.

However, we are not allowed to disclose their final submitted grade we give to the exam board.

Students should not attempt to second-guess the grade submitted, as teachers will be using a range of evidence to inform their final judgement. Students must not pressure teachers to reveal the grades they are submitting, or to increase the grades, as doing so may be considered exam malpractice.

## **Can students and parents make the case for why a student should get a higher grade?**

Our teachers are already using their professional expertise to assess students on the content they have been taught. Teachers are unable to submit higher grades for students unless they have the evidence that they are consistently working at this level. If teachers submit higher grades without evidence they are committing exam malpractice.

In 2020, any undue pressure by a student or parent who placed undue pressure on teachers to increase grades was also considered exam malpractice. It is likely to be the same for 2021. If students or parents are found to be putting teachers or leaders under undue pressure to increase grades, then this matter will be referred to the exam boards and an investigation into malpractice may ensue. This may result in the student's certificate being removed entirely if malpractice is deemed to have taken place.

## **What should students do to improve their grades?**

The best thing students can do is to continue to attend classes, learn, act on feedback from their teachers, revise, and read around their subject. Their grade will be based on their performance, and so their outcomes are ultimately in their hands.

## **Can we still appeal?**

- Yes, all students will have the right to appeal their grade. If you wish to appeal you must submit a letter of appeal to Mrs Watts by Friday 27<sup>th</sup> August
- If you appeal, we will carry out a review to make sure we've followed all processes correctly and that we have not made an error in your grade
- If we do find an error, we will submit your revised grade to the exam board. If the board is satisfied, it'll issue a revised grade
- If we don't believe an error has been made, you can ask us to appeal to the board on your behalf. We will share the evidence your teacher used to set your grade, and the board will review it to see if we made the right judgement. If they find the grade we set is not reasonable, they will provide an alternative grade
- If you disagree with the school's or the exam board's decision, you can refer the issue to Ofqual's Exams Procedure Review Service (EPRS). The exam board will have the final say unless the EPRS finds that it has made an error

## **Acle Academy Arrangements**

We have worked closely with Heads of Department to ascertain content that has been fully taught and identify any content that may have been impacted by lockdown. Heads of Department have adapted the course coverage to ensure that students are fully prepared for internal assessments. Heads of Department will set internal assessments in line with Exam board recommendations using questions which have been prepared by exam boards. These assessments will take the form of high level control internal assessments, medium level control (where students may be able to access pre prepared notes), coursework and practical assessments.

Ofqual have stated the final assessment grade should be heavily weighted on students' most recent work, therefore at least 60 % of the overall assessment will be based on assessments completed after Easter. Heads of Department will also use existing assessments and class coursework to contribute to the overall grade submission. Further details can be viewed in the subject assessment overview enclosed in this booklet.

**Access Arrangements-** We will ensure that all students who are eligible for access exam arrangements will have the appropriate additional time and support needed in order to complete their internal assessments

**Dispensation-** Any special dispensation will be reviewed using the usual exam boards criteria. Applications for dispensation should be submitted in writing to Mrs Gerrity- lgerrity@acle.norfolk.sch.uk

**Additional measures:**

- Internal assessments which require a high level of control will be completed under examination conditions
- All assessments will be completed using individual candidate numbers only- this will ensure anonymity during the marking process
- Assessments will be distributed across the entire Department for marking purposes. Internal moderation and external moderation across the Trust and other schools and with exam boards will ensure the accuracy of assessment judgements.

**Assessment Timetable**

Week commencing	Monday	Tuesday	Wednesday	Thursday	Friday
12 <sup>th</sup> April- Week 2		Sports Studies- R051 1 hr/ Gym	Drama- Component 1 1hr 45 mins Gym	English Paper 1 1hr 45 mins Gym	English Paper 2 1hr 45 mins Gym
19 <sup>th</sup> April- Week 1			Maths Paper 1 90 mins Gym	German Reading and Writing exam- pd 1&2 (Rm13)	
26 <sup>th</sup> April- Week 2		Biology unit 1 Combined 1 hr 15 Triple 1hr 45 Gym			Biology Unit 2 Combined 1 hr 15 Tripe- 1hr 45 Gym
3 <sup>rd</sup> May- Week 1		Maths paper 2 90 mins Gym	GCSE PE Theory 1 hr 15 Gym	H&C Practical- pd 1-3 food room Art Practical- pd 1-3 Art room French Reading Exam 1 hour- AM- Rm 14	H&C Practical- period 1-3 Food room Art Practical- Periods 1- 3 Art room Hand in deadline for Sports Studies coursework
10 <sup>th</sup> May Week 2	D&T Industrial Processes 2 hour NEA- Room 8		Geography Paper 1- 90 mins Gym		Geography Paper 2- 90 mins Gym  Final hand in date for all Literature coursework

17th May Week 1			History- Superpowers/ Elizabethans- 55 mins Gym	French Writing 1 hr 15 Room 14	History Paper 3 80 mins Gym
24 <sup>th</sup> May Week 2	Chemistry c1 Combined 1 hr 15 Triple 1hr 45 Gym			Chemistry Combined 1hr 15 Triple 1 hr 45 Gym	Drama Practical- all day. Drama Studio
31st May	Half Term	Half Term	Half Term	Half Term	
7th June Week 1	Maths Paper 3 90 mins Gym		Physics p1 1hr 15 1hr 45 Gym		Physics p2 1hr 15 1hr 45 Gym

**Subject Assessment information**

<b>English Language GCSE</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>
	<b>Traditional Assessment structure</b>	Two 1 hour 45 minute examinations, with two sections: one for reading and one for writing.  Paper One-Explorations In Creative Reading and Writing  Paper Two-Writers' Viewpoints and Perspectives
	<b>Parts of specification not covered due to pandemic</b>	Spoken Language (which is a non-assessed component).
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course</li> <li>• Additional in-class assessments completed throughout the two year course</li> <li>• Assessment material produced by the exam board, completed during the assessment window- Paper One and Paper Two completed in high control conditions.</li> </ul>
<b>English Literature GCSE</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>
	<b>Traditional Assessment structure</b>	Two closed book examinations.  Paper One-Shakespeare and 19th Century Novel (1 hour 45 minutes) Paper Two-Modern Text and Poetry (2 hours 15 minutes)
	<b>Parts of specification not covered due to pandemic</b>	Due to published changes to the examinations for this cohort, teachers chose one Literature component for their class not to be examined on. 11x1-no 19th Century text 11x2-no 19th Century text 11x3-no Poetry Anthology

	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course.</li> <li>• In class mock paper completed November 2020</li> <li>• Assessment material produced by the exam board, completed during the assessment window, in class. This will be medium control and students will have access to pre prepared notes.</li> </ul>
<u>GCSE Maths</u>	AQA	<a href="https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance">https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification-at-a-glance</a>
	<b>Traditional Assessment structure</b>	<b>3 Exam papers:</b> Paper 1 - non-calculator - 90 minutes, 80 marks; Paper 2 - calculator - 90 minutes, 80 marks; Paper 3 - calculator - 90 minutes, 80 marks.
	<b>Parts of specification not covered due to pandemic</b>	All content will be covered
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• Assessment material produced by exam board, completed during assessment window- All three papers completed in high control conditions</li> <li>• Mock paper completed November 2020</li> <li>• Class work and assessments completed throughout the course</li> </ul>
<u>GCSE Combined Science</u>		<a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>
	<b>Traditional Assessment structure</b>	6 x 1hr 15min exam papers Students would be entered for either Higher or Foundation tier for both papers The maximum mark for each paper is 70 Paper 1 - Biology Paper 1 - Cell Biology; Organisation; Infection and response; and Bioenergetics.  Paper 2 - Chemistry Paper 1 - Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

		<p>Paper 3 - Physics Paper 1 - Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Paper 4- Biology Paper 2 - Homeostasis and response; Inheritance.</p> <p>Paper 5 - Chemistry Paper 2 - The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.</p> <p>Paper 6 - Physics Paper 2 - Forces; Waves; and Magnetism and electromagnetism.</p>
	<b>Parts of specification not covered due to pandemic</b>	<p><u>Biology</u> In unit 4.6 Section 4.6.2 Variation and evolution Section 4.6.3 The development of understanding of genetics and evolution Section 4.6.4 Classification of living organisms All of unit 4.7 Ecology</p> <p><u>Chemistry</u> All of section 5.10 Using resources</p> <p><u>Physics</u> All of section 6.7 Magnetism and electromagnetism</p>
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course.</li> <li>• In class mock paper completed November 2020</li> <li>• Assessment material produced by exam board- 3 x 1 hour 15 high control assessments</li> <li>• Past Paper completed during assessment window</li> </ul>
<b>GCSE Biology</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
	<b>Traditional Assessment structure</b>	<p>2 x 1hr 45min exam papers Students would be entered for either Higher or Foundation tier for both papers The maximum mark for each paper is 100</p>

		<p>Paper 1 - Cell biology, Organisation; infection and response; and Bioenergetics</p> <p>Paper 2 - Homeostasis and response; Inheritance.</p>
	<b>Parts of specification not covered due to pandemic</b>	<p>In unit 4.6</p> <p>Section 4.6.2 Variation and evolution</p> <p>Section 4.6.3 The development of understanding of genetics and evolution</p> <p>Section 4.6.4 Classification of living organisms</p> <p>All of unit 4.7 Ecology</p>
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course.</li> <li>• In class mock paper completed November 2020</li> <li>• Assessment material produced by exam board- 1 hr 45 minutes- high control</li> <li>• Past Paper completed during assessment window</li> </ul>
<b>GCSE Chemistry</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>
	<b>Traditional Assessment structure</b>	<p>2 x 1hr 45min exam papers</p> <p>Students would be entered for either Higher or Foundation tier for both papers</p> <p>The maximum mark for each paper is 100</p> <p>Paper 1 - Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.</p> <p>Paper 2 - The rate and extent of chemical change; Organic chemistry; Chemical analysis</p>
	<b>Parts of specification not covered due to pandemic</b>	<p>All of section 4.9 - Chemistry of the atmosphere</p> <p>All of section 4.10 - Using Resources</p>

	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course.</li> <li>• In class mock paper completed November 2020</li> <li>• Assessment material produced by exam board- 1 hr 45 minutes- high control</li> <li>• Past Paper completed during assessment window</li> </ul>
<b>GCSE Physics</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a>
	<b>Traditional Assessment structure</b>	<p>2 x 1hr 45min exam papers Students would be entered for either Higher or Foundation tier for both papers The maximum mark for each paper is 100 Paper 1 - Energy; Electricity; Particle model of matter; and Atomic structure.</p> <p>Paper 2 - Forces; Waves.</p>
	<b>Parts of specification not covered due to pandemic</b>	<p>From Section 4.6 Waves 4.6.2 Electromagnetic Waves 4.6.3 Black Body Radiation</p> <p>All of section 4.7 Magnetism and electromagnetism All of section 4.8 Space Physics</p>
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<ul style="list-style-type: none"> <li>• End of unit assessments completed throughout the two year course.</li> <li>• In class mock paper completed November 2020</li> <li>• Assessment material produced by exam board- 1 hr 45 minutes- high control</li> <li>• Past Paper completed during assessment window</li> </ul>
<b>GCSE History</b>	<b>Edexcel</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
	<b>Traditional Assessment structure</b>	4 exam papers:

		<p>Paper 1 (Option 11): Medicine in Britain c1250-present and The British Sector of the Western Front, 1914-1918, injuries, treatment and the trenches; 1hour 15 minutes (52 marks)</p> <p>Paper 2: P4 Superpower Relations; 55 minutes; (32 marks)</p> <p>Paper 2: B4 Early Elizabethan England 1558-1588; 55 minutes;(32 marks)</p> <p>Paper 3 (Option 31) Weimar and Nazi Germany, 1918-39; 1hour 20 minutes; (52 marks)</p>
	<b>Parts of specification not covered due to pandemic</b>	Paper 1 Medicine 1250-present and The British Sector of the Western Front, 1914-1918, injuries, treatment and the trenches
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<p>Exam specification assessment material/exam questions/classwork throughout the two year course</p> <p>In class mock exams completed November 2020 on both units in Paper 2</p> <p>Internal assessments</p>
<b>GCSE Geography</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>
	<b>Traditional Assessment structure</b>	<p><b>Paper 1- Living with the Physical Environment-</b> 35%, 90 min exam.</p> <p>Section A: The challenge of natural hazards</p> <p>Section B: The Living world</p> <p>Section C: Physical landscapes in the UK</p> <p><b>Paper 2- Challenges in the Human Environment-</b> 35%, 90 min exam</p> <p>Section A: Urban issues and challenges</p> <p>Section B: The changing economic world</p> <p>Section C: The challenge of resource management</p> <p><b>Paper 3- Geographical Applications-</b> 30%, 75 min exam</p> <p>Section A: Issue evaluation</p> <p>Section B: Fieldwork</p> <p>Geographical skills</p>
	<b>Parts of specification not covered due to pandemic</b>	All of paper 3.

	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	November mocks 2020 Internal assessments May 2021 In class exams/assessments, exam questions over the past 2 years Lockdown work/assessment
<b>GCSE French</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/languages/gcse/french-8658">https://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>
	<b>Traditional Assessment structure</b>	<b>4 exam papers:</b> Speaking Listening Reading Writing  Weighted 25% per paper.
	<b>Parts of specification not covered due to pandemic</b>	Speaking
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	2019 GCSE Listening, Reading and Writing papers November 2020 Mock exams
<b>GCSE German</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/languages/gcse/german-8668">https://www.aqa.org.uk/subjects/languages/gcse/german-8668</a>
	<b>Traditional Assessment structure</b>	<b>4 exam papers:</b> Speaking Listening Reading Writing  Weighted 25% per paper.
	<b>Parts of specification not covered due to pandemic</b>	Speaking

	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	2019 GCSE Listening, Reading and Writing papers November 2020 Mock exams
<b>GCSE PE</b>	<b>OCR</b>	<a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a>
	<b>Traditional Assessment structure</b>	<p>Four assessed units:</p> <p>Component 1 - Physical factors affecting performance (60 minute examination paper worth 60 marks and 30% of the course)</p> <p>Component 2 - Socio-cultural issues and sports psychology (60 minute examination paper worth 60 marks and 30% of the course)</p> <p>Component 3 - Performance in physical education</p> <ul style="list-style-type: none"> <li>• Three performances in sports from an approved list worth 20 marks and 10% for each of the three sports (60 marks and 30% in total)</li> <li>• Analysis of performance coursework worth 20 marks and 10% of the course</li> </ul>
	<b>Parts of specification not covered due to pandemic</b>	<p>Due to published changes to the examinations for this cohort, students only have to be assessed in two sports opposed to the original three sports. These can be any combination of team and/or individual performances.</p> <p><u>Component 2:</u></p> <ul style="list-style-type: none"> <li>• Socio-cultural factors</li> <li>• Health, fitness and well-being</li> <li>• Sports Psychology (except skill classification as this was taught due to its requirement in the analysis of performance coursework)</li> </ul>
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<p><b>Component 1 - Physical factors affecting performance</b></p> <ul style="list-style-type: none"> <li>• One 75 minute, 74 mark examination paper will be completed in school. This will consist of a range of short and extended response past paper questions from the content covered throughout the course.</li> </ul>

		<p><b>Component 2 - Socio-cultural issues and sports psychology</b></p> <ul style="list-style-type: none"> <li>• A small amount of content will be included in the examination paper above and will be on classification of skills only.</li> </ul> <p><b>Component 3 - Performance in physical education</b></p> <ul style="list-style-type: none"> <li>• Practical assessments will be conducted in school</li> <li>• The analysis of performance coursework will be submitted and marked by the teacher</li> </ul>
<b>Sports Studies</b>	<b>OCR</b>	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/</a>
	<b>Traditional Assessment structure</b>	<p>Four assessed units:</p> <p>R051 Contemporary Issues in Sport (60 minute examination based on four LOs)</p> <p>R052 Developing Sports Skills (four LOs made up from practical assessment and coursework)</p> <p>R053 Sports Leadership (four LOs made up from practical assessment and coursework)</p> <p>R056 Developing Skills in Outdoor and Adventurous Activities (four LOs made up from practical assessment and coursework)</p> <p><i>NB: LO is an abbreviation of 'learning outcome'</i></p>
	<b>Parts of specification not covered due to pandemic</b>	<p>Due to published changes to the examinations for this cohort, students were able to be assessed in one less unit and the department chose to exclude R056 Developing Skills in Outdoor and Adventurous Activities.</p> <p>Please see content from other units not covered below:</p> <p><u>R052 Developing Sports Skills</u></p>

		<p>Content for LO3 (Learning Outcome) which is students performing as an official in a sport has not been covered sufficiently enough for assessment.</p> <p><u>R053 Sports Leadership</u> Content for LO3 whereby students would coach a planned sports session to younger students has not been possible to undertake. LO4 is an evaluation of their performance as a coach during this session so this is unable to be completed</p>
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	<p><b>R051 Contemporary Issues in Sport</b> - 60 minute internal assessment- high control.</p> <p><b>R052 Developing Sports Skills</b> - practical assessments for each child's individual sport (LO1) and team sport (LO2). Students will also complete their evaluation of performance (LO4).</p> <p><b>R053 Sports Leadership</b> - Coursework on types of leaders, their personal qualities and roles (LO1) and both the coaching session plan (LO2a) and risk assessment (LO2b).</p> <p><b>R052 Developing Sports Skills:</b></p> <p>Due to contact versions of rugby not being permitted at present, we will have to assess students using an adapted, non contact version of the sport.</p>
<b>GCSE Drama</b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/drama/gcse/drama-8261">https://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a>
	<b>Traditional Assessment structure</b>	<p>Component 2: Practical Exam (date set internally, already completed)</p> <p>Component 3: Practical Exam (date set internally)</p> <p>Component 1: Written Exam</p>
	<b>Parts of specification not covered due to pandemic</b>	All content will be covered

	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	Component 2 (both the devising logs and practical exam) Component 3 (practical exam) Component 1 (written internal assessment- high control)
<b><u>GCSE Design &amp; Technology</u></b>	<b>AQA</b>	<a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse">https://www.aqa.org.uk/subjects/design-and-technology/gcse</a>
	<b>Traditional Assessment structure</b>	50% Exam 50% NEA
	<b>Parts of specification not covered due to pandemic</b>	50% NEA: Analysing & evaluating: Realising design ideas (20 marks)
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	November 2020 Mock results NEA completed to date 26.03.2021 Industrial Process Assessment
<b><u>GCSE Art</u></b>	<b>Pearson Edexcel</b>	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>
	<b>Traditional Assessment structure</b>	60% Personal Portfolio 40% Externally Set Assignment
	<b>Parts of specification not covered due to pandemic</b>	Externally Set Assignment
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	Personal Portfolio completed to date 26.03.2021 Practical Art assessment
<b><u>Hospitality &amp; Catering Level 1/2</u></b>	<b>WJEC</b>	<a href="https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview">https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview</a>
	<b>Traditional Assessment structure</b>	40% Exam (Unit 1) 60% NEA (Unit 2)
	<b>Parts of specification not covered due to pandemic</b>	Majority of Coursework Incomplete
	<b>Evidence that will be used to generate the Teacher-Assessed grade</b>	MOCK results NEA completed to date 26.03.2021 Practical Assessment

## Final message for Year 11 Students

We fully understand that you have been hit hard by the pandemic both in the first and second lockdown. You have worked exceptionally hard in very challenging circumstances and you have shown resilience, determination and great independent learning skills. These last 8 weeks of your school career will give you the opportunity to bring all of those skills together and really shine. Your assessment timetable has been designed to maximise your ability to perform in each subject. Rather than add additional pressure to create a two week assessment window, we have spaced these assessments out over an 8 week period and tried to combine subjects together to help you focus on one subject at a time.

We have allowed additional time within the assessment period to allow students who may miss an internal assessment due to illness or isolation, time to catch up. Therefore, if something happens and you miss an assessment, we will find the time and allow you another opportunity to complete the assessment.

Your grades have not been decided yet in any subject. The majority of your final grade will come from your performance in each subject during this 8 week assessment window. There is still everything to play for and everyone has an equal chance of achieving your personal best.

If you have any questions regarding internal assessments, please speak to your subject teacher or Head of Department.

Good luck, we are very proud of you all.

Mrs Watts