



# The Dukeries Academy

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CENTRE ASSESSED GRADES POLICY FOR A/AS LEVELS AND GCSES  
FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades in Summer 2021

### Background

This document is the Centre Policy for The Dukeries Academy for A/AS Levels and GCSEs for summer 2021.

This policy has been adapted from the Trust proforma to reflect our own practices and individual circumstances.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*.

Any queries should be directed in the first instance to:

James Robinson – Assistant Principal

Key Stage 4: Lindsey Maycock – Standards and Progress Lead

Key stage 5: Michelle Hackett – Head of 6<sup>th</sup> Form

## Centre Policy for determining teacher assessed grades – summer 2021: The Dukeries Academy

### **Statement of intent**

*The purpose of this policy is:*

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

## Roles and responsibilities

### **Head of Centre**

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

### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

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

### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

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

- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

**Examinations Officer**

*Our Examinations Officer will:*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

## Training, support and guidance

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Faculty Leads will meet with subject teachers/subject leaders in order to quality assure data entered for centre assessed grades and to discuss the evidence used to generate these.*
- *Raising Achievement meetings will be held by the Assistant Principal for data, along with the relevant standards and progress lead, in order for Faculty Leads to receive feedback on assessment plans.*

## Support for Newly Qualified Teachers and teachers less familiar with assessment

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

## Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

### Use of evidence

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. Faculty leaders are responsible for ensuring that all evidence is kept securely within their areas.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
- *Greater weighting will be given to assessments completed more recently.*

*We provide further detail in the following areas:*

### *Additional Assessment Materials*

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

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*Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:*

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college. In exceptional circumstances where assessments are completed at home, the exams officer will provide parents/carers with a form to complete in order to confirm that the assessment was completed in exam conditions.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*



## Determining teacher assessed grades

### Awarding teacher assessed grades based on evidence

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Faculty Leaders will direct teaching staff in terms of how the teacher assessed grade will be calculated for the main cohort of students. Faculty Leaders should ensure that tracking documents are kept up to date with all relevant data.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our faculty leaders will produce an Assessment plan for each subject cohort and will share this with their teams and SLT link. Any necessary variations for individual students will also be shared. All Assessment Plans are added at the end of this document as an appendix.*

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### *Head of Centre Internal Quality Assurance and Declaration*

#### Internal quality assurance

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

## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

### **Comparison of Teacher Assessed Grades to results for previous cohorts**

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

*This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.*

- *We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*  
*We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

*This section gives details of changes in our cohorts that need to be reflected in our comparisons.*

- *We will omit subjects that we no longer offer from the historical data.*

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

### **Reasonable adjustments and mitigating circumstances (special consideration)**

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*

*To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

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## Addressing disruption/differential lost learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

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

*Senior Leaders, Heads of Department and Centre will consider:*

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

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

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed; and*

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

## Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

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

## Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will include assessments taken place in exam conditions with invigilators and declarations signed by parents and carers, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*

*It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*



## Confidentiality, malpractice and conflicts of interest

### Confidentiality

*This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.*

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

### Malpractice

*This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.*

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

## Conflicts of Interest

*This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.*

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

## External Quality Assurance

*This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.*

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

## Results

*This section details our approach to the issue of results to students and the provision of advice and guidance.*

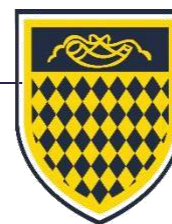
- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient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

## Appeals

*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

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

*Appropriate information on the appeals process will be provided to parents/carers.*



English Language and Literature assessment plan

Mock examinations

SUBJECT:		English		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1 (November)	<p><b>Literature</b>            An Inspector Calls</p> <p>Power and Conflict Poetry</p> <p><b>Language</b>            Paper 1: Creative Writing</p>	<p>Examinations took place in hall under strict exam conditions.</p> <p>Exam papers formulated on the basis of past papers.</p>	2019 boundaries using components from AQA.	<p>Departmental moderation during DLC</p> <p>FL moderated a small selection of papers from all Y11 teachers.</p> <p>Exam papers formulated on the basis of previous papers.</p>
Y11 mock 2	<p><b>Literature</b>            An Inspector Calls</p> <p>Power and Conflict Poetry</p> <p><b>Language</b>            Paper 1: Creative Writing</p>	<p>Examinations took place in hall under strict exam conditions.</p> <p>Exam papers formulated on the basis of past papers.</p> <p>Previous mark schemes applied to responses.</p>	2019 boundaries using components from AQA.	<p>DLC dedicated to understanding all aspects of the appropriate mark scheme for this mock.</p> <p>SD to moderate 1 Lit and 1 Lang paper from each English teacher prior to marking.</p> <p>Departmental moderation during DLC 19/04</p>

				Trust-wide collaboration with Bristnall Hall to quality assure marking.
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	An Inspector Calls Language Paper 1 Section A	Level Up feedback
15.03.21	Poetry Language Paper 1 Section B	Level Up feedback
22.03.21	Revision of topics listed above.	
29.03.21	Mock 2	
19.04.21	English Language Paper 1 Section A Q1-3	Mini-assessment using past paper structure and components from AQA to award appropriate grade. SD and ES to moderate 2 papers from each teacher.
26.04.21	Macbeth	Mini-assessment using past paper and components from AQA to award appropriate grade. Dedicated DLC time to moderate papers as a faculty.
03.05.21	English Language Paper 1 Q5	Mini-assessment using past paper and components from AQA to award appropriate grade. SD and ES to moderate 3 papers from each teacher.
10.05.21	Unseen Poetry	Mini-assessment using past paper and components from AQA to award appropriate grade.
17.05.21	English Language Paper P1 Q4	TBC based in gaps in knowledge according to mock and prior mini-assessment

24.05.21	Macbeth	TBC based in gaps in knowledge according to mock and prior mini-assessment
07.06.21	Poetry	TBC based in gaps in knowledge according to mock and prior mini-assessment
14.06.21	English Language Paper 1 Q5	TBC based in gaps in knowledge according to mock and prior mini-assessment

### Maths assessment plan

#### Mock examinations

SUBJECT:		Maths		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1	Paper 1 (non-calc) Paper 2 (calc) from 2017  Full topic break down <u>content assessed mock 1.xlsx</u>	Pupils sit examination in the examination hall	For both higher and foundation two thirds of the grade boundaries for 2017 were used (to reflect doing 2 of 3 papers)	Moderated within the department. Key questions selected by JSA and SP marked and checked against teachers marking.
Y11 mock 2	Each Group is completing a different paper of questions chosen from the Nov 2020 paper to reflect class teaching  Full topic break down <u>content assessed mock 2.xlsx</u>	Pupils sit examination in the examination hall  Students will sit two assessment one 30-minute (non-calc) and 1-hour (calc). Due to the content on the November 2020	JSA SP and JRO will need to sort these post mock once raw data is collected, due to the variety of question in each groups paper	Sample of marking from each teacher on potentially ambiguous questions, moderated by SP



		<p>assessment not covering content taught face to face a paper has been created. Since the November mocks all groups have been working on different topics so papers were created to reflect this</p>		
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	<p>11m1 SDT, Compound Measure</p> <p>11m2 SDT, Compound Measure</p> <p>11m3 Exam style questions from past paper on topic in content list</p> <p>11m4 Rounding, fractions, percentages, solving and simplifying</p> <p>11m4a Linear graphs, plotting, function machines, gradient, and y-intercept from equation</p>	
15.03.21	<p>11m1 Prime factorisation, hcf, lcm, cumulative frequency, probability</p> <p>11m2 Prime factorisation, hcf, lcm, probability, function machine, best buy</p>	

	<p>11m3 Exam style questions from past paper on topic in content list Paper completed in exam conditions</p> <p>11m4 Probability, perimeter, best buys, plans and elevation, 11m4a Probability, outcomes, sample space, basic</p>	
22.03.21	<p>11m1 Algebraic manipulation, algebraic fractions</p> <p>11m2 Algebraic manipulation, vector, bar charts,</p> <p>11m3 Exam style questions from past paper on topic in content list</p> <p>11m4 Pictograms, coordinates, algebra</p> <p>11m4a Fdp conversions, fractions of amount</p>	
29.03.21	Mock 2	
19.04.21	<b>QLA of mock 2 will determine topics being taught this week</b>	Mini Assessment 1 Wednesday Score will be used to identify if pupils are weak, secure or progressing on the topics taught this week
26.04.21	<b>QLA of mock 2 will determine topics being taught this week</b>	Mini Assessment 2 Friday Score will be used to identify if pupils are weak, secure or progressing on the topics taught this week
03.05.21	<b>QLA of mock 2 will determine topics being taught this week</b>	Mini Assessment 3 Wednesday Score will be used to identify if pupils are weak, secure or progressing

		on the topics taught this week
10.05.21	<b>QLA of mock 2 will determine topics being taught this week</b>	Mini Assessment 4 Friday Score will be used to identify if pupils are weak, secure or progressing on the topics taught this week

### Combined Science assessment plan

#### Mock examinations

SUBJECT: <u>Combined Science</u>				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1 (October 2020)	<b>Paper 1:</b> Chemistry Physics Biology	Pupils sit examination in the examination hall	Higher: 99 – 69% 98- 64% 88-60% 87-55% 77- 51% 76- 46% 66 – 41% 65 – 37% 55 – 32% 54 – 28% 44- 23%  Foundation: 55- 60% 54- 56% 44 – 52% 43 – 46% 33- 40% 32- 34% 22- 28% 21- 23% 11- 17%  (AQA 2018 Boundaries)	Moderated within the department. Papers marked and checked in pairs, cleared for marking.
Y11 mock 2	<b>Paper 2:</b> Biology: <ul style="list-style-type: none"> <li>• Genetic and inheritance</li> <li>• Adaptations</li> <li>• Hormonal control</li> <li>• Nervous systems</li> </ul>	Pupils sit examination in the examination hall  Students will sit one 1 hour 30-minute	Higher: 99 – 69% 98- 64% 88-60% 87-55% 77- 51% 76- 46%	Moderated within the department. Papers marked, checked in pairs, and then passed to MB and LC for final

	<p>Chemistry:</p> <ul style="list-style-type: none"> <li>• Chemical analysis</li> <li>• Rates of reaction</li> <li>• The Earths Atmosphere</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>• EM spectrum</li> <li>• Forces and acceleration</li> <li>• Speed and velocity time graphs</li> <li>• Magnets and electromagnets</li> </ul>	<p>assessment. Due to the content on the November 2019 assessment not covering content taught face to face a paper has been created. The question levels have been aligned with the 2018 paper with a 70% level 1 questions and 30% level 3 questions on the foundation paper and 45% level 2 questions and 65% level 3 questions on the higher paper</p>	<p>66 – 41% 65 – 37% 55 – 32% 54 – 28% 44- 23%</p> <p>Foundation: 55- 60% 54- 56% 44 – 52% 43 – 46% 33- 40% 32- 34% 22- 28% 21- 23% 11- 17%</p> <p>(AQA 2018 Boundaries) – The Mock set will be based on the 2018 Paper levelling)</p>	<p>check then cleared for marking.</p> <p>25 papers to be selected at random by MB to be moderated in DLC 29<sup>TH</sup> April</p> <p>Contact made with BHA to organise cross-trust moderation</p>
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
	<input type="checkbox"/>	
	<input type="checkbox"/>	
22.03.21	<p>In week 1 of the timetable students have 10 lessons of science</p> <ul style="list-style-type: none"> <li>• Chemistry of the atmosphere</li> <li>• Rates of reaction</li> <li>• Earths atmosphere</li> <li>• Carbon footprint</li> </ul>	No assessments

	<ul style="list-style-type: none"> <li>• Rate of reaction and collision theory</li> <li>• chromatography, describe and explain, reading graphs</li> <li>• EM spectrum and parts of waves</li> <li>• motion and stopping distances, distance time graphs</li> <li>• contraception, diabetes</li> <li>• adaptations and natural selection</li> <li>• magnetic fields and electromagnets</li> <li>• waves, rearranging formulas</li> <li>•</li> </ul>	
29.03.21	Mock 2	
19.04.21	Question led analysis of mock 2 will determine topics being taught this week	Mini assessment at the end of 8 block of lessons on the Friday pm
26.04.21	Question led analysis of mock 2 will determine topics being taught this week	No assessment
03.05.21	Question led analysis of mock 2 will determine topics being taught this week	10 lessons in this week, aim to teach 4 lessons and mini assessment, teach 4 lessons and mini assessment
10.05.21	Assessment based on prior learning	Possibility for one final assessment

### Triple Science assessment plan

#### Mock examinations

SUBJECT: <u>Triple Science</u>				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1 (October 2020)	<b>Paper 1:</b> Chemistry Physics Biology	Pupils sit examination in the examination hall	Biology 9- 66% 8- 59% 7-51% 6-43% 5-35% 4-27%  Chemistry: 9-75% 8-66% 7-56^ 6-46% 5-36% 4- 26%  Physics: 9- 68% 8- 60% 7- 52% 6- 43% 5 – 34% 4 - 26%  (AQA 2018 Boundaries)	Moderated within the department. Papers marked and checked in pairs, cleared for marking.
Y11 mock 2	<b>Paper 2:</b> Biology: <ul style="list-style-type: none"> <li>• Deforestation and biodiversity</li> <li>• Selective breeding</li> </ul>	Pupils sit examination in the examination hall  Students will sit one 1 hour 30 minute	Biology 9- 66% 8- 59% 7-51% 6-43% 5-35% 4-27%	Moderated within the department. Papers marked, checked in pairs, and then passed to MB and LC

	<ul style="list-style-type: none"> <li>• Competition and adaptations of plants and animals</li> <li>• Genetic crosses</li> <li>• Diabetes</li> </ul> <p>Chemistry:</p> <ul style="list-style-type: none"> <li>• Using the Earths resources</li> <li>• Earth's atmosphere</li> <li>• Rates of reaction</li> <li>• Alkanes and alkenes</li> <li>• Potable water</li> </ul> <p>Physics:</p> <ul style="list-style-type: none"> <li>• moments</li> <li>• distance time graphs</li> <li>• work done calculations</li> <li>• red shift and formation of the universe</li> <li>• resultant force</li> <li>• Acceleration</li> </ul>	<p>assessment.</p> <p>Due to the content on the November 2019 assessment not covering content taught face to face a paper has been created.</p> <p>The question levels have been aligned with the 2018 paper with all level 3 questions used where possible</p>	<p>Chemistry:</p> <p>9-75%</p> <p>8-66%</p> <p>7-56^</p> <p>6-46%</p> <p>5-36%</p> <p>4- 26%</p> <p>Physics:</p> <p>9- 68%</p> <p>8- 60%</p> <p>7- 52%</p> <p>6- 43%</p> <p>5 – 34%</p> <p>4 - 26%</p> <p>(AQA 2018 Boundaries)</p>	<p>for final check then cleared for marking.</p> <p>25 papers to be selected at random by MB to be moderated in DLC 29<sup>TH</sup> April</p> <p>Contact made with BHA to organise cross-trust marking and moderation.</p>
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
	<input type="checkbox"/>	
	<input type="checkbox"/>	
22.03.21	<ul style="list-style-type: none"> <li>• moments</li> <li>• distance time graphs</li> </ul>	No assessments



	<ul style="list-style-type: none"> <li>• Earth's atmosphere - early and how it has changed</li> <li>• Recycling of resources</li> <li>• Rates of reaction</li> <li>• Alkanes and alkenes</li> <li>• Deforestation and biodiversity</li> <li>• Selective breeding</li> </ul>	
29.03.21	Mock 2	
19.04.21	Question led analysis of mock 2 will determine topics being taught this week	Mini assessment at the end of 8 block of lessons on the Friday pm
26.04.21	Question led analysis of mock 2 will determine topics being taught this week	No assessment
03.05.21	Question led analysis of mock 2 will determine topics being taught this week	10 lessons in this week, aim to teach 4 lessons and mini assessment, teach 4 lessons and mini assessment
10.05.21	Assessment based on prior learning	Possibility for one final assessment

Art Craft and Design GCSE Assessment Plan

SUBJECT:		Art Craft and Design		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
GCSE Yr11	<p>Practical assessment -clay skills and developing a personal piece of work independently.</p> <p>The assessment is an element of the project being completed for this year TAGs. It is a full GCSE project with reduced content.</p>	<p>Assessment using GCSE criteria for AO2 and AO3.</p> <p>Assessment using the AQA GCSE Art and Design marking criteria matrix for each learning objective 1-4.</p>	Grade 1-9 – using the AQA moderator report 2019 to set grade boundaries.	Moderation with <b>GS</b> – both staff mark a sample and compare
GCSE Yr11	<p>Practical assessment – Completion of final piece.</p> <p>The assessment is an element of the project being completed for this year TAGs. It is a full GCSE project with reduced content.</p>	<p>Assessment using GCSE criteria for AO4</p> <p>Assessment using the AQA GCSE Art and Design marking criteria matrix for each learning objective 1-4.</p>	Grade 1-9 – using the AQA moderator report 2019 to set grade boundaries.	Moderation with <b>GS</b> - both staff mark a sample and compare

Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Using digital editing software – setting digital mini project for home learning	AO2 experimenting with different techniques
15.03.21	Start large clay final pieces	Continuous assessment and feedback -WA grade
22.03.21	Continue large clay final pieces	Continuous assessment and feedback _WA grade
29.03.21	Mock 2	
19.04.21	Continue large clay final pieces	Continuous assessment and feedback _WA Grade
26.04.21	Painting maquettes and experimental tiles while	Continuous assessment and feedback _WA Grade
03.05.21	Painting maquettes and experimental tiles while large work is fired	Continuous assessment and feedback _WA Grade
10.05.21	Painting final pieces	Continuous assessment and feedback _WA Grade
17.05.21	A04 realisations	
24.05.21	A04 realisations	
31.05.21	A04 realisations	Formal assessment using the AQA GCSE marking matrix.

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**BTEC Art & Design Assessment Plan**

**Unit1** is complete and internally verified. This unit is currently being SV through Pearson (completed by end of April 2021).

Due to Covid Pearson has stopped the exam unit.

We can also choose not to assess an optional unit. We have decided not to assess Unit 6.

SUBJECT:		BTEC Art		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
BTEC Art and Design Year 11	Unit 4 – 3D practitioners	Assessment using <b>Pearson marking matrix</b> for Unit 4 and level descriptors.	<b>L1P-L2D</b> Use Pearson exemplar materials and report from <b>SV</b> for standards.	Sample-Lead Verifier <b>AH</b> Exemplar materials from Pearson standards training 2021 completed by <b>GS/AH</b>

**Weekly plan-BTEC Art and Design**

Please provide a weekly outline of your subject delivery prior to assessment and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

We are following the assessment plan for UNIT 4 3D and aim to meet the current deadline for the unit.

Business assessment plan

Mock examinations

SUBJECT:	Business			
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1 November 2020.	Comp3: Personal and business finance  AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise AO3 Make connections between different factors influencing a given enterprise AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance	Full past paper from the exam board with issued mark scheme	L1P- 15 L1M- 20  L1D- 25  L2P- 30  L2M- 38  L2D- 47  Issued by the exam board	
Y11 mock 2	Comp3: Personal and business finance  AO1 Demonstrate knowledge and understanding of elements of promotion and financial records AO2 Interpret and use promotional and financial information in relation to a given enterprise	Full past paper from the exam board with issued mark scheme 2021 Paper	L1P- 15 L1M- 20  L1D- 25  L2P- 30  L2M- 38  L2D- 47  Issued by the exam board	A.H to I.V papers

	AO3 Make connections between different factors influencing a given enterprise AO4 Be able to advise and provide recommendations to a given enterprise on ways to improve its performance			
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
15.03.21	Unit 2.1- developing a marketing ideas A1 Generating ideas for a micro-enterprise activity	N/A- due to BTEC regulations- Q+A given and verbal feedback of generic concepts within class discussions and activities
22.03.21	Unit 2.1- creating a marketing plan for one idea A2 Plan for a micro-enterprise activity	N/A N/A- due to BTEC regulations- Q+A given and verbal feedback of generic concepts within class discussions and activities
29.03.21	Mock 2- Exam board issued paper	

19.04.21	Completing assignment 1 unit 2- BTEC issued assignment	<b>Criteria covered by this task:</b>	
		<b>Criteria reference</b>	To achieve the criteria you must show that you are able to:
		<b>A.2D1</b>	Prepare a comprehensive and realistic plan for a final micro-enterprise activity, supported by clear individual research.
		<b>A.2M1</b>	Prepare a detailed, realistic and well-structured plan for a final micro-enterprise activity, giving detailed reasons for choice of idea supported by individual research.
		<b>A.2P2</b>	Prepare a realistic plan for a final micro-enterprise activity, fully explaining reasons for choice of final idea.
		<b>A.2P1</b>	Describe three potential ideas for micro-enterprise activities obtained using market research.
		<b>A.1M2</b>	Prepare an outline plan for a final micro-enterprise activity, giving some reasons for choice of final idea.
		<b>A.1M1</b>	Outline three potential ideas for micro-enterprise activities, using market research.
		<b>A.1P2</b>	Prepare an outline plan for a final micro-enterprise activity.
		<b>A.1P1</b>	Identify three potential ideas for micro-enterprise activities, using market research.
26.04.21	Creating a pitch for the micro activity planned in assignment 1	N/A due to BTEC regulations- Q+A given and verbal feedback of generic concepts within class discussions and activities.	

03.05.21	Creating a pitch for the micro activity planned in assignment 1	N/A due to BTEC regulations- Q+A given and verbal feedback of generic concepts within class discussions and activities										
10.05.21	Creating a pitch for the micro activity planned in assignment 1	N/A due to BTEC regulations- Q+A given and verbal feedback of generic concepts within class discussions and activities										
17.05.21	Creating a pitch for the micro activity planned in assignment 1	<p>Completion off assignment 2 for unit 2 Grading criteria</p> <table border="1" data-bbox="549 891 1235 1747"> <tr> <td data-bbox="549 891 660 1055"><b>B.2D1</b></td> <td data-bbox="665 891 1235 1055">Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills.</td> </tr> <tr> <td data-bbox="549 1061 660 1225"><b>B.2M2</b></td> <td data-bbox="665 1061 1235 1225">Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills.</td> </tr> <tr> <td data-bbox="549 1232 660 1395"><b>B.2P3</b></td> <td data-bbox="665 1232 1235 1395">Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills.</td> </tr> <tr> <td data-bbox="549 1402 660 1588"><b>B.1M3</b></td> <td data-bbox="665 1402 1235 1588">Deliver a pitch of the outline plan, demonstrating appropriate communication and presentation skills.</td> </tr> <tr> <td data-bbox="549 1594 660 1758"><b>B.1P3</b></td> <td data-bbox="665 1594 1235 1758">Deliver a pitch of the outline plan, demonstrating communication and presentation skills.</td> </tr> </table>	<b>B.2D1</b>	Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills.	<b>B.2M2</b>	Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills.	<b>B.2P3</b>	Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills.	<b>B.1M3</b>	Deliver a pitch of the outline plan, demonstrating appropriate communication and presentation skills.	<b>B.1P3</b>	Deliver a pitch of the outline plan, demonstrating communication and presentation skills.
<b>B.2D1</b>	Deliver an effective pitch of the plan to an audience, demonstrating excellent communication and presentational skills.											
<b>B.2M2</b>	Deliver a confident pitch of the plan to an audience, demonstrating good communication and presentation skills.											
<b>B.2P3</b>	Deliver a pitch of the plan, demonstrating a range of appropriate communication and presentation skills.											
<b>B.1M3</b>	Deliver a pitch of the outline plan, demonstrating appropriate communication and presentation skills.											
<b>B.1P3</b>	Deliver a pitch of the outline plan, demonstrating communication and presentation skills.											
24.05.21		Completion of the course- successful S.V achieved- All learners completed coursework										



### Construction assessment plan

#### Mock examinations

SUBJECT:				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1  Unit 1 Coursework to completed.	Unit 3 – example exam paper provided by WJEC.  Completed coursework marked against each assessment criteria of the four learning outcomes.	Graded against marking scheme provided by awarding body.  Completed coursework marked against each assessment criteria of the four learning outcomes.	Marked out of 60 marks.  <b>U=00-11 marks.</b> <b>P1=12-24 marks.</b> <b>P2=25-32 marks.</b> <b>M2=33-41 marks.</b> <b>D2=42-60 marks.</b>  Completed coursework needs to cover the content criteria against each assessment criteria of the four learning outcomes.	MV and MI to mark and grade students exam against mark scheme provided by awarding body.  MV and MI to moderate sample work against assessment criteria.
Y11 mock 2	Unit 1 past exam paper – safety and security (paper from January 2021).	Graded against marking scheme provided by awarding body.	Paper marked out of 60 marks.  <b>U=00-17 marks</b> <b>P1=18-32 marks</b> <b>P2=33-39 marks</b> <b>M2=40-47 marks</b> <b>D2=48-60 marks.</b>	MV and MI to mark and grade students exam against mark scheme provided by awarding body.

Unit 2 – Developing construction projects	Controlled assessments completed, this is to also include write-ups and photographic evidence.	Controlled assessments marked against criteria sheets, see attached example.	Fail – Level 2 Distinction, see example for brickwork.	MV and MI to moderate sample work against assessment criteria.
Unit 3 – Planning construction projects.	Completed coursework marked against each assessment criteria of the four learning outcomes.	Completed coursework marked against each assessment criteria of the four learning outcomes.	Completed coursework needs to cover the content criteria against each assessment criteria of the four learning outcomes.	MV and MI to moderate sample work against assessment criteria.

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Unit 2 – to continue practical controlled assessments (Tiling, joinery, brickwork and painting)	Marking criteria sheets (Fail – level 2 distinction)
15.03.21	Unit 1 Coursework to be completed	Completed against assessment criteria.
22.03.21	Unit 2 – to continue practical controlled assessments (Tiling, joinery, brickwork and painting)	Marking criteria sheets. (Fail – level 2 distinction)
29.03.21	Mock 2	
19.04.21	Unit 2 – to continue practical controlled	Marking criteria sheets. (Fail – level 2 distinction)

	assessments (Tiling, joinery, brickwork and painting)	
26.04.21	To complete any outstanding work for the three units.	Completed against assessment criteria.
03.05.21	To complete any outstanding work for the three units.	Completed against assessment criteria.
10.05.21	To complete any outstanding work for the three units.	Completed against assessment criteria.

### Engineering assessment plan

#### Mock examinations

SUBJECT:		Engineering						
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process				
Y11 mock 1 November 2020	Unit 3: Solving Engineering Problems Exam	Using the mark scheme.	Using the 2018 grade boundaries (out of 60) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>L2 Distinction = 47</td></tr> <tr><td>L2 Merit = 41</td></tr> <tr><td>L2 Pass = 35</td></tr> <tr style="background-color: #e1eef6;"><td>L1 Pass = 17</td></tr> </table>	L2 Distinction = 47	L2 Merit = 41	L2 Pass = 35	L1 Pass = 17	Use of mark schemes/ asking a 2 <sup>nd</sup> member of staff (BT) to moderate.
L2 Distinction = 47								
L2 Merit = 41								
L2 Pass = 35								
L1 Pass = 17								
Y11 mock 2	Unit 3: Solving Engineering Problems Exam	Using the mark scheme.	Using the 2018 grade boundaries (out of 60) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>L2 Distinction = 47</td></tr> <tr><td>L2 Merit = 41</td></tr> <tr><td>L2 Pass = 35</td></tr> <tr style="background-color: #e1eef6;"><td>L1 Pass = 17</td></tr> </table>	L2 Distinction = 47	L2 Merit = 41	L2 Pass = 35	L1 Pass = 17	Use of mark schemes/ asking a 2 <sup>nd</sup> member of staff (BT) to moderate.
L2 Distinction = 47								
L2 Merit = 41								
L2 Pass = 35								
L1 Pass = 17								

Y11 Coursework	Unit 1: Design NEA  Unit 2: Making NEA	Using the assessment criteria provided by the exam board.	Marking criteria set out by the WJEC exam board.	Use of mark schemes/ asking a 2 <sup>nd</sup> member of staff (BT) to moderate.

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Unit 2 – Producing Engineering Products  Practical Making - Completing the practical element of the lamp.	To finish as much of the course work as possible. Assessment will be the marking criteria set out by the WJEC.
15.03.21	Unit 2 – Producing Engineering Products  Practical Making - Completing the practical element of the lamp.	
22.03.21	Unit 3 – Solving Engineering Problems.  Exam Preparation Using exam styled questioning to practice mock exam.	Exam questions marked and levelled up using the exam mark schemes.
29.03.21	<b>Mock 2</b>	
19.04.21	Unit 1 – Engineering Design  Students to work on the 7 A3 pages of the assessment criteria.	To finish as much of the course work as possible. Assessment will be the marking criteria set out by the WJEC.

26.04.21	Unit 1 – Engineering Design  Students to work on the 7 A3 pages of the assessment criteria.	To finish as much of the course work as possible. Assessment will be the marking criteria set out by the WJEC.
03.05.21	Unit 1 – Engineering Design  Students to work on the 7 A3 pages of the assessment criteria.	To finish as much of the course work as possible. Assessment will be the marking criteria set out by the WJEC.
10.05.21	Unit 1 & 2 NEA	Ensuring all the loose ends of the NEA has been completed.
17.05.21	Unit 1 & 2 NEA	
24.05.21	Unit 1 & 2 NEA	

### Hospitality assessment plan

#### Mock examinations

SUBJECT:		Hospitality & Catering							
Assessment	Content assessed	Method of assessment	Grade boundaries			Departmental quality assurance process			
Y11 mock 1	Unit 1 – The hospitality & catering industry.  Paper made up of questions from past papers	Use of mark scheme relevant to each question	Grade	D	M	2	1	U	To use LC if possible.  If not available then MV/ or AH.
			Grade Boundary	63	53	44	23	00	
			June 2019 Boundaries						

Y11 mock 2	Unit 1 – The hospitality & catering industry – June 2019 paper	Exam paper marked using the mark scheme	<table border="1"> <tr> <td>Grade</td> <td>D</td> <td>M</td> <td>2</td> <td>1</td> <td>U</td> </tr> <tr> <td>Grade Boundary</td> <td>63</td> <td>53</td> <td>44</td> <td>23</td> <td>00</td> </tr> </table> <p>June 2019 Boundaries</p>	Grade	D	M	2	1	U	Grade Boundary	63	53	44	23	00	<p>To use LC if possible.</p> <p>If not available then MV/ or AH.</p>
Grade	D	M	2	1	U											
Grade Boundary	63	53	44	23	00											

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Unit 1 – January '21 exam paper used for class work as revision and exam practice in preparation for the mock.	Exam questions marked and levelled up using the Jan '21 mark scheme.
15.03.21	Unit 2 NEA practical (LO3 – be able to cook dishes) Unit 1 theory in period 7.	Students to prepare and cook bread rolls to be used in their burger dish – assessed against the LO3 criteria
22.03.21	Unit 2 NEA Practical (LO3 – be able to cook dishes)  Unit 1 – January '21 exam question used as memory recall	Students to prepare and present burger and potato wedges – assessed against the LO3 criteria  Marked using the Jan '21 mark scheme

	Unit 2 NEA write up (LO1 – Understand the importance of nutrition when planning a menu) ( 3 hours in total)	Students to write up LO1 of their NEA – assessed against the criteria provided.
29.03.21	Mock 2	
19.04.21	Unit 2 NEA LO1 - Understand the importance of nutrition when planning a menu - class discussion on common misconceptions – students continue with LO1 write up	Assessment criteria for LO1 looked at as a whole group – then used to mark completed work
26.04.21	Unit 2 NEA LO2 (understand menu planning) (3 hours in total) introduction and write up using previous knowledge taught during remote lessons.  Unit 2 NEA practical LO3 (be able to cook dishes)	Assessment criteria for LO2 looked at as a whole group – then used to mark completed work.  LO3 criteria to be used as students make and present vegetable curry to build and practice preparation skills.
03.05.21	Unit 2 NEA LO2 - Understand menu planning - class discussion on common misconceptions – students continue with LO2 write up and plan & produce a time plan for their own dish to cook. (remainder of the 3 hours)	Assessment criteria for LO2 looked at as a whole group – then used to mark completed work
10.05.21	Unit 2 NEA LO3 be able to cook dishes. Students to prepare and make the dish they have planned during LO2 as their final practical piece which will be graded towards their TAG	Unit 2 LO3 assessment criteria used to mark their final practical work to form part of their unit 2 TAG
17.05.21	Unit 2 NEA LO1,LO2,LO3 – complete any outstanding work to assist with TAG grade  Past paper questions on Unit 1 topics which have been taught across Y10 & 11.	Unit 2 complete assessment criteria used to inform marking of the unit.  Specific exam mark scheme used for the matching questions. Grade boundaries from that years exam will also be used to provide grades.
24.05.21	Unit 1 – The hospitality and catering industry. Past paper questions used to	Specific exam mark scheme used for the matching

	provide TAG evidence based on knowledge taught across years 10 & 11.	questions. Grade boundaries from that years exam will also be used to provide grades.
31.05.21	Unit 1 – The hospitality and catering industry. Past paper questions used to provide TAG evidence based on knowledge taught across years 10 & 11.	Specific exam mark scheme used for the matching questions. Grade boundaries from that years exam will also be used to provide grades.



### Photography Assessment Plan

SUBJECT:		Photography		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
GCSE Photography Year 11	Component 1 Coursework Portfolio	Assessment using the AQA GCSE Art and Design marking criteria matrix for each learning objective 1-4.	1-9 – using the AQA moderator report 2019	Moderation with JF –staff mark a sample and compare. AQA exemplar materials and assessment tools.

#### Weekly plan-Photography (Portfolio)

Please provide a weekly outline of your subject delivery prior to assessment and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	A02+3 refine developing ideas and	
15.03.21	A02+3 refine developing ideas an plan final piece	Verbal feed and targets identified and set to enable students to make improve.
22.03.21	A01,2,3 and 4 realisations	Some students may be given additions support with their practical work. (Will be recorded using AQA protocols).
29.03.21	A01,2,3 and 4 realisations	
19.04.21	A01,2,3 and 4 realisations	
26.04.21	A01,2,3 and 4 realisations	Verbal feed and targets identified and set to enable students to make improve.
03.05.21	A01,2,3 and 4 realisations	
10.05.21	A01,2,3 and 4 realisations	Verbal feed and targets identified and set to enable students to make improve.
17.05.21	A04 realisations	
24.05.21	A04 realisations	

31.05.21	A04 realisations	Formal assessment using the AQA GCSE marking matrix.
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## Geography Assessment Plan

### Mock examinations

SUBJECT: Geography				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1	<ul style="list-style-type: none"> <li>• Living world</li> <li>• Nigeria – a NEE</li> <li>• The urban world</li> <li>• Rivers</li> </ul>	<p>Standardised assessment questions from previous exam papers with moderated mark schemes</p> <p>Paper undertaken in strict exam conditions in the hall to ensure consistency in message and application</p>	2019 boundaries.	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Random sample of papers selected and blind marked with peers</li> </ul>
Y11 Mini – Assessment	<ul style="list-style-type: none"> <li>• Urban change in the UK</li> <li>• Living world</li> <li>• Nigeria – a NEE</li> <li>• The urban world</li> <li>• Rivers</li> </ul>	<p>Standardised assessment questions from previous exam papers with moderated mark schemes</p> <p>Paper undertaken in strict exam conditions in the classroom.</p>	2019 boundaries.	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Random sample of papers selected and blind marked with peers</li> </ul>
Y11 mock 2	<ul style="list-style-type: none"> <li>• Hazards</li> <li>• Coasts</li> <li>• Urban challenges</li> <li>• Resources</li> </ul>	<p>Standardised assessment questions from previous exam papers with moderated mark schemes</p>	2020 boundaries	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> </ul>

		Paper undertaken in strict exam conditions in the hall to ensure consistency in message and application		<ul style="list-style-type: none"> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Discussion with peers over any issues with answers/questions during marking process.</li> </ul>
Y11 Mini assessment 2	<ul style="list-style-type: none"> <li>• TBD (based on QLA from Mock 2)</li> </ul>	<p>Standardised assessment questions from previous exam papers with moderated mark schemes will be used.</p> <p>Paper undertaken in strict exam conditions in the classroom.</p>	2020 boundaries	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Discussion with peers over any issues with answers/questions during marking process.</li> </ul>
Y11 Mini assessment 2	<ul style="list-style-type: none"> <li>• Based on resource section from AQA unit 2 paper</li> </ul>	<p>Provided central govt. meet deadlines, this will be based upon some of the released resources that are due. These will have been moderated and standardised at national level to ensure integrity in assessment.</p>	2020 boundaries	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Centrally provided materials</li> <li>• Moderation of marking among the Geography team.</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Discussion with peers over any issues with answers/questions during marking process.</li> </ul>

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Hazards revision	SENECA Revision based on weeks lesson (Hazards) + 9mark Q
15.03.21	Coasts revision (P7 – Skills based)	SENECA Revision based on weeks lesson (Coasts) + 6 mark Q
22.03.21	L1 - Urban issues and challenges revision L2 – Resource Management revision	SENECA Revision based on weeks lesson (Urban issues and challenges)
29.03.21	Mock 2	
19.04.21	Mock exam feedback	SENECA revision based on QLA as well as personalised revision.
26.04.21	Revision based upon the feedback from the mock exam (TBD following QLA)	SENECA revision based on QLA.
03.05.21	Revision based upon the feedback from the mock exam (TBD following QLA)	SENECA revision based on QLA.
10.05.21	Mini-Assessment 2	In-class mini-assessment based on weaker areas from mock papers. This will be based on previous exam questions.
17.05.21	Resources section from Unit 2 – General overview.	SENECA set based upon Resources section from AQA GCSE
24.05.21	Resources section from Unit 2 – Focus on Energy resources and sustainability	SENECA questions set based upon Energy Resources section.
31.05.21	Half-Term	
07.06.21	Resources section from Unit 2 – Focus on Food resources and sustainability	SENECA questions set based upon Food Resources section.
14.06.21	Mini Assessment 3	In-class mini-assessment based on Resource section from previous exam papers/exam board supplied resources.

## H&S Assessment Plan

### Mock examinations

SUBJECT: HSC				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y10 Mock (2019)	Comp 3- Health and wellbeing	Past Paper	2019 BTEC paper	LM- I.V paper
Y10 Mock (2020)	Comp 3- Health and wellbeing	Comp 3- Health and wellbeing	2018 BTEC paper	L.M- I.V Paper
Y11 Mock- Sept (2020)	Comp 3- Health and Wellbeing	Past Paper	2019 BTEC Paper	LM- I.V paper
Y11 mock 1	Comp 3- Health and wellbeing	Exam- <b>Sitting exam March 2021</b>	2021 Grade boundaries	BTEC issued exam- I.V within department ( support needed) and MH.
Unit 1 Tracker sent to the SV	Completed last year- tracker being sent to SLT	S.V- will ask for learners from this unit- SV has been sent the assessment plans	N/A	RAM Meeting around data
Unit 2- complete	Currently completing will be completed by May half term	Coursework- I.V	N/A	I.V of pupil work with MH and other subject leads.

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
15.03.21	Primary and secondary sector	
22.03.21	Barriers within health and social care	<b>Complete Mock exam for Comp 3- March 2021</b>
29.03.21	Complete unit 2 assignment 1	

19.04.21	<p><b><u>Care values:</u></b></p> <ul style="list-style-type: none"> <li>o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered</li> <li>o respect for the individual by respecting service users' needs, beliefs and identity</li> </ul>	<p>Work completed will be tasks that help understanding of care values</p> <p>Linked to BTEC assignment criteria, completion of interview style tasks with feedback given using BTEC criteria and template</p>
26.04.21	<p><b><u>Care values</u></b></p> <ul style="list-style-type: none"> <li>o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</li> <li>o preserving the dignity of individuals to help them maintain privacy and self-respect</li> </ul>	<p>Work completed will be tasks that help understanding of care values</p> <p>Linked to BTEC assignment criteria, completion of interview style tasks with feedback given using BTEC criteria and template</p>
03.05.21	<p><b><u>Care values</u></b></p> <ul style="list-style-type: none"> <li>o effective communication that displays empathy and warmth</li> <li>o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</li> <li>o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul>	<p>Work completed will be tasks that help understanding of care values</p> <p>Linked to BTEC assignment criteria, completion of interview style tasks with feedback given using BTEC criteria and template</p>
10.05.21	<p><b><u>Key aspects of a review:</u></b></p> <ul style="list-style-type: none"> <li>o identifying own strengths and areas for improvement against the care values</li> <li>o receiving feedback from teacher or service user about own performance</li> <li>o responding to feedback and identifying ways to improve own performance.</li> </ul>	<p>Once completed the interview tasks, pupils will use their feedback to complete a review of their interviews- using BTEC assignment and submission in line with BTEC guidelines</p>

17.05.21	Complete unit 2 assignment 2	
24.05.21	Finish the course: SV Successful	
31.05.21	Half-Term	
07.06.21		
14.06.21		



## History Assessment Plan

### Mock examinations

SUBJECT: History				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Series of mocks completed in Year 10 can be used as part of process (some gaps)	<b>Germany and Normans</b>	Exam papers in the hall	Dukeries grade boundaries-grades recorded on department tracker	<ul style="list-style-type: none"> <li>Moderation took place within department and all papers were QA'd by SLT</li> </ul>
Y11 mock 1 (October 2020)	<b>Paper 1 Whitechapel section</b> <ul style="list-style-type: none"> <li>Living Conditions</li> <li>Workhouses</li> <li>Poverty</li> <li>Crime</li> </ul>	Standardised assessment questions from 2019 paper with moderated mark scheme Paper undertaken in strict exam conditions in the examination hall	See below. We use our own boundaries which are higher than the exam board.	<ul style="list-style-type: none"> <li>Mock exam paper and mark schemes QA'd by FL and LM</li> <li>Exam developed and standardised by Ofqual 2019</li> <li>Mark scheme shared amongst staff and discussed areas of misinterpretation</li> <li>Varied sample of quality of papers selected and marked with peers</li> <li>Moderation within department</li> </ul>
Y11 mock 2	<b>Paper 3 Germany second section</b> <ul style="list-style-type: none"> <li>The impact of the depression on Germany 1929-33</li> <li>The Weimar Government' unpopular policies</li> <li>Growth of the Nazi Party</li> <li>Political manoeuvring</li> </ul>	Standardised style of questions from Pearson resources with standard mark schemes and exemplar answers from Pearson	2020 grade boundaries	<ul style="list-style-type: none"> <li>Mock exam and mark schemes QA'd by FL and LM</li> <li>Exam questions developed by Pearson</li> <li>Head of Department sole marker so marking will be consistent</li> <li>Moderation within faculty/ someone from another Academy after training with mark scheme and discussion of areas of possible misinterpretation</li> </ul>

Y11 mini assessment 1	Germany after the war. Weimar government and the Treaty of Versailles	Standardised assessment question from previous exam paper with moderated mark schemes will be used. Paper undertaken in strict exam conditions in the classroom.	2020 boundaries	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Discussion with peers over any issues with answers/questions during marking process.</li> </ul>
Y11 mini assessment 2	Crime and Punishment Medieval law enforcement	Standardised assessment question from previous exam paper with moderated mark schemes will be used. Paper undertaken in strict exam conditions in the classroom.	2020 boundaries	<ul style="list-style-type: none"> <li>• Developed by exam boards which are moderated and standardised nationally by Ofqual to ensure integrity of assessment practice.</li> <li>• Papers were developed together with clear understanding of purpose</li> <li>• Mark scheme shared among staff and discussed areas of possible misinterpretation</li> <li>• Discussion with peers over any issues with answers/questions during marking process.</li> </ul>

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments

08.03.21	Impact of the Wall Street Crash and Growth of the Nazi Party	Recall test
15.03.21	Political manoeuvring	Recall test
22.03.21	Revision of 'How the Nazi got to power' and exam skills	Practice exam skills
29.03.21	Mock 2	
19.04.21 wk 1	Mock exam feedback. Fill in the gaps.	Assessment based on outcome from mock. In lesson.
26.04.21 wk 2	Revision of Germany after WW1	Recall test
03.05.21 wk 1	Revision of the Treaty of Versailles	Practice Explain question
10.05.21 wk 2	Mini Assessment 1	In-class mini-assessment from Edexcel exemplar paper. 'Explain why there was opposition in Germany to the Treaty of Versailles (1919). You may use the following in your answer: <ul style="list-style-type: none"> <li>• military terms</li> <li>• territorial terms</li> </ul>
17.05.21 wk 3	Revision of Crime and Punishment Anglo/Saxons and Normans	Recall test
24.05.21	Revision of law enforcement later Middle Ages	Practice HFDYA question
31.05.21	Half-Term	
07.06.21	Mini Assessment 2	In-class mini-assessment from Edexcel exemplar paper. 'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.' HFDYA
14.06.21	TBD	



## RE Assessment Plan

### Mock examinations

<b>SUBJECT:</b> <u>Religious Studies</u>				
<b>Assessment</b>	<b>Content assessed</b>	<b>Method of assessment</b>	<b>Grade boundaries</b>	<b>Departmental quality assurance process</b>
Y11 mock 1 (October 2020)	<b><u>Paper 2: Christianity</u></b> Key words Creation Afterlife Festivals Sacraments Worship	Standardised assessment questions from previous exam papers with moderated mark scheme. Pupils sat examination in the examination hall under strict exam conditions.	G9 – 59/66 (90%) G8 – 53/66 (80%) G7 – 46/66 (70%) G6 – 40/66 (60%) G5 – 33/66 (50%) G4 – 26/66 (40%) G3 – 20/66 (30%) G2 – 13/66 (20%) G1 – 7/66 (10%)  These boundaries were based around the 2019 'Christianity' grade boundaries but were increased for extra rigour.	Papers were developed using previous papers and so exam was rigorous and purposeful. Moderated within the department. Random sample of three papers and checked for accuracy. Discussion had about grade boundaries/markings where there was a difference in interpretation. All agreed on final grading.
Y11 mock 2 (March 2021)	<b><u>Paper 3: Judaism</u></b> Key words God Messiah Afterlife Festivals Home Kosher	Exam taken from the 2018 Judaism Paper with mark scheme. Pupils sat examination in the examination	G9 – 48/66 (73%) G8 – 44/66 (67%) G7 – 40/66 (61%) G6 – 34/66 (52%)	Papers were developed using previous paper and so exam will be rigorous and purposeful. To be moderated within the department and

		hall under strict exam conditions.	<p>G5 – 28/66 (42%)  G4 – 23/66 (35%)  G3 – 17/66 (26%)  G2 – 12/66 (18%)  G1 – 7/66 (11%)</p> <p>(Based around the 2018 grade boundaries. These have been modified for increased rigour.</p>	with other Academies within the Trust to ensure accuracy and consistency. Random sample of three papers to be sent and checked. Meeting to discuss grading and discrepancies that may occur.
Mini Assessment 1	<p><b><u>Paper 1: (One theme) Issues of Relationships</u></b>  Family Life  Marriage  Sex and contraception  Divorce  Remarriage  Same-sex marriage</p>	Theme 1 from the 2019 Philosophical and Ethical Issues Paper to be completed in class under strict exam conditions	<p>G9 – 28/33  G8 – 25/33  G7 – 22/33  G6 – 19/33  G5 – 16/33  G4 – 13/33  G3 – 10/33  G2 – 7/33  G1 – 4/33</p> <p>(Based around the 2019 Philosophical and Ethical Issues boundaries but modified for increased rigour)</p>	Portion of paper taken from the 2019 examination with accompanying mark scheme. To moderate within the department. Papers were developed using previous paper and so exam will be rigorous and purposeful.
Mini Assessment 2	<p><b><u>Paper1: (two themes) Issues of Relationships and Issues of Life and Death</u></b>  Family Life  Marriage  Sex and contraception  Divorce</p>	Theme 1 and 2 taken from the 2020 Philosophical and Ethical Issues Paper to be completed in	<p>G9 – 55/63  G8 – 50/63  G7 – 42/63  G6 – 36/63  G5 – 28/63  G4 – 22/63</p>	Papers were developed using previous paper and so exam will be rigorous and purposeful. To be moderated within the department and

	Remarriage Same-sex marriage Abortion Euthanasia Afterlife/funeral Creation/environment	class under strict exam conditions	G3 – 16/63 G2 – 10/63 G1 – 5/63  (Based around the 2019 Philosophical and Ethical Issues boundaries but modified for increased rigour)	with other Academies within the Trust to ensure accuracy and consistency. Random sample of three papers to be sent and checked. Meeting to discuss grading and discrepancies that may occur.
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	<input type="checkbox"/> Eight key words <input type="checkbox"/> Beliefs about God <input type="checkbox"/> Covenant (Abraham/Moses) <input type="checkbox"/> Orthodox and Reform views on the Messiah	No Assessment
15.03.21	<input type="checkbox"/> Afterlife and how important is a belief in the afterlife in Judaism <input type="checkbox"/> Home Life – Why is it important? <input type="checkbox"/> Festivals	No Assessment
22.03.21	Kosher – Do you have to keep it to be Jewish? Exam strategy and recap major themes	Set knowledge recall test and record
29.03.21	Mock 2 – Paper 3 Judaism	
19.04.21	Dependent on Mock performance. WTM to be done highlighting gaps in knowledge.	Set Knowledge recall test and record
26.04.21	Paper 1: Theme 1 Relationships <input type="checkbox"/> Family life and Marriage <input type="checkbox"/> Divorce and Remarriage	No assessment
03.05.21	<input type="checkbox"/> Same-sex Relationship <input type="checkbox"/> Sex and Contraception	GCSE question(s) on Theme 1 and record
10.05.21	Assessment (1) on Theme 1	In class test
17.05.21	Paper 1: Theme 2 Life and Death <input type="checkbox"/> Creation/Environment <input type="checkbox"/> Animal Rights	No assessment
24.05.21	<input type="checkbox"/> Abortion <input type="checkbox"/> Euthanasia	Set knowledge recall test and record

31.05.21	Half-Term	
07.06.21	<input type="checkbox"/> Life after death/funeral rights <input type="checkbox"/> Recap of key themes from topics 1/2	No assessment
14.06.21	Assessment (2) on Themes 1/2	In class test



## BTEC Sport assessment plan

### Mock examinations

Please note the table below describes mocks and completed attempts of the on-screen, on-demand exam for unit 1 only. Other units to be delivered and assessed in our qualification are detailed in the second table (weekly plan). The overall assessment plan for BTEC Sport is also available.

SUBJECT:		BTEC Sports Studies		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1 February 2020  EXAM PAPERS MISSING FROM OLD CR (NOW AB) GROUP	Entire unit 1 spec	Department-built exam paper / 51  1hr	0-17 Ungraded 18-22 L1P (35%) 23-31 L2P (45%) 32-41 L2M (62%) 42-51 L2D (82%)	Blind moderation – 3 learners from each class. JS to pick a random sample of papers and each teacher to mark the compare grades and discuss.
REAL ATTEMPT 1 September 2020  The following either were absent or scored ungraded:  Dylan Goodman (U) Leah Masciopinto (U) Jade Thomson (U) Lewis Boddy (ABS) Mitchell Cornwell (U) Emma Dolman (U) Warren Price (U)  All others have a grade but would have had the opportunity to improve it if the 2 <sup>nd</sup> real attempt was available.	Entire unit 1 spec	On-screen, on-demand test /60  1hr 15mins	0-18 Ungraded 19-26 L1P (32%) 27-34 L2P (45%) 35-45 L2M (58%) 46-60 L2D (77%)  These are estimates as multiple exams are issued to different learners on the exam day.	Externally assessed

Y11 mock 2 WC 29/3/21  The following students achieved L2M in attempt 1 of the real exam and will be given the option of completing the mock: Sam Baker Connor Garland Laini Hickman Zoe Palermo Logan Robson Dexter Jones	Entire unit 1 spec	Past paper – retired on-screen exam / 50  The only available full mocks are 50 marks, 1hr papers instead of the new 60 mark, 1hr15 papers.	0-15 Ungraded 16-20 L1P (32%) 21-29 L2P (42%) 30-39 L2M (60%) 40-50 L2D (80%)	Triple blind moderation – 3 learners from each class – MS, AW, AB. JS to pick a random sample of papers and each teacher to mark the compare grades and discuss.
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### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Where “mini-assessments” are referred to, these are built from past papers that have been published by Pearson. Grade boundaries mirror the typical grade boundaries from recent exams (see table above) but are made more challenging where fewer higher-order questions are available or included in the mini-assessment. For example if there are limited 4 and 8 mark questions available on a learning aim and more multi-choice or 2-mark questions are used, the grade boundaries are less generous and vice-versa. All mini assessments will be QAs by the team.

Week beginning	Content	Assessments
08.03.21	Unit 3 coursework (SV sample)	Unit 3 assignments
15.03.21	Unit 3 coursework (SV sample) Unit 1 revision for homework	Unit 3 assignments and video footage during core PE
22.03.21	Unit 3 coursework (SV sample) Unit 1 revision for homework	Unit 3 assignments
29.03.21	Mock 2	
19.04.21	Unit 3 coursework (SV sample)	Unit 3 assignments and video footage during core PE.

	Unit 1 LA.A revision at period 7	
26.04.21	Unit 2 coursework Unit 1 LA.A revision for homework	Unit 2 assignment 1
03.05.21	Unit 2 coursework Unit 1 LA.B revision at period 7 & for homework	Unit 2 assignment 1 Unit 1 Learning Aim A mini assessment (if required)
10.05.21	Unit 2 coursework Unit 1 LA.B revision for homework	Unit 2 assignments 1&2
17.5.21	Unit 2 coursework Unit 1 LA.C revision at period 7 & for homework	Unit 2 assignment 2 Unit 1 Learning Aim B mini assessment (if required)
24.5.21	Unit 2 coursework Unit 1 LA.C revision for homework	Unit 2 assignments 2&3
7.6.21	Unit 2 coursework	Unit 2 assignment 3 Unit 1 Learning Aim C mini assessment (if required)
14.6.21	Unit 2 coursework	Unit 2 assignment 3

## French assessment plan

### Mock examinations

SUBJECT: FRENCH				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1	Mixed – all topics (candidates have a choice of questions from different topics for the writing)	2018 Reading PAPER  2018 Writing paper  (Higher / Foundation)	2018 Published grade boundaries for these papers	Use of mark-schemes / moderation with other ATT Academies
Y11 mock 2	Mixed – all topics (choice of topics for writing questions)	2019 Reading Paper  2019 Writing Paper  2019 Listening Paper (to be completed in class)	2019 Grade Boundaries	Use of mark-schemes / moderation with other ATT Academies

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	School / Education	
15.03.21	School / Education / writing skills	
22.03.21	Exam Skills / Mixed Topics	Listening 2019 Papers

29.03.21	Mock 2	
19.04.21	Feedback from exams	MODERATION with other ATT schools / in department.
26.04.21	Writing prep / mixed topics	Writing – 90 word questions
03.05.21	Writing prep / mixed topics Listening skills practice	Writing – 150 word question 2018 listening paper – pupils keep the higher mark from the 2018 / 2019.
10.05.21	Translation Skills / mixed topics	Translation – individual questions (9 marks) from past papers to replace this, if pupils underperformed on this question in the mocks.

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**BTEC Drama assessment plan**

**Mock examinations**

SUBJECT:		BTEC TECH Performing Arts		
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1	NO MOCK – used as opportunity to complete coursework. The drama ‘exam’ (a practical performance based on a brief provided by the exam board) is not released until January.			
Y11 mock 2	No MOCK needed as the exam has been cancelled – time used to rehearse for C3 performance which will be assessed and used towards a TAG grade			

- **3 components**
- Component 1 – PowerPoint presentation on a play studied. Done, and have results for all students. This will be sent to the SV by 1<sup>st</sup> April who will look at the work from 3 students (pass, merit and distinction) and either agree the grades or make suggestions. All work is saved electronically.
- Component 2 – Performance of a published play text. Done, have results (needs a few tweaks for certain students - give them the opportunity to re do a performance) This was live marked and moderated in lesson by JS and LR using the mark scheme from the exam board. Performances are all recorded and saved electronically.
- Component 3 – External exam (a practical performance based on a brief provided by the exam board) has been cancelled. I am getting the students to create a short devised

performance based on the brief with reduced written work to calculate a grade for this which can be used towards TAG.

### **Weekly plan**

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

Week beginning	Content	Assessments
08.03.21	Rehearsal for C3 performance	
15.03.21	Rehearsal for C3 performance	
22.03.21	Rehearsal for C3 performance	
29.03.21	NO MOCK EXAM NEEDED Component 1 sent off to be SVd by 2 <sup>nd</sup> April.	
19.04.21	Rehearsal for C3 performance	
26.04.21	Rehearsal for C3 performance	
03.05.21	Performances of C3	C3 performances – mark scheme provided by Pearsons. Moderation of all performances live in lessons by JS and LR. Performances recorded.
10.05.21	Completion of accompanying written work for C3	Mark scheme for written work provided (adapted due to covid) Blind moderation of 3 pieces of work

## Rock school music assessment plan

### Mock examinations

SUBJECT:				
Assessment	Content assessed	Method of assessment	Grade boundaries	Departmental quality assurance process
Y11 mock 1	No mock exam – used as time to complete coursework.			
Y11 mock 2	No mock exam – used as time to complete coursework			

### Weekly plan

Please provide a weekly outline of your subject delivery prior to mock 2 and a plan to build on any areas identified from this mock, including how you will evidence progress made from mock 1 to final TAG.

- **3 components**
- Unit 1 – done and marked. Feedback given to students
- Unit 2 and 3 are being combined – this is currently being delivered by INSPIRE
- There is no formal SV process for Rock School this year, however there will be meeting between INSPIRE and Rock School where evidence will be presented, and grades agreed.
- All work will be marked and moderated by the 3 teachers from Inspire using the mark schemes and grading criteria from Rock School.

Week beginning	Content	Assessments
08.03.21	2 and 3 coursework	
15.03.21	2 and 3 coursework	
22.03.21	2 and 3 coursework	
29.03.21	NO MOCK EXAM NEEDED	
19.04.21	2 and 3 coursework	
26.04.21	2 and 3 coursework	
03.05.21	Improvements to unit 1 coursework	
10.05.21	Improvements to unit 1 coursework	
17.05.21	Improvements to unit 1 coursework	



