



The Frances Bardsley Academy for Girls

Assessment Evidence Booklet

For A/AS levels - Summer 2021

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Summary Overview

The table below is a summary of the process for awarding grades this summer.

Centre Policy

Using the training and guidance from OFQUAL, the Department for Education and the JCQ, the school writes a Centre (school) Policy for awarding grades this summer

The Centre Policy is submitted to the exam boards for approval

Collection of Evidence

Teachers collect a range of evidence to show your performance in a subject.
Students will be informed of the evidence being used to make grading judgements.

Teacher Assessed Grades

Your teachers will use the evidence to make a holistic judgement of your grade based on your performance.

Moderation and Checking

Subject departments and the school leadership team will moderate and check that:

- Grading is fair and objective
- Grading is based on a range of evidence
- Grading took into account student access arrangements.

Grade Submission

The Head of School will sign off the grades and submit them to the exam boards by the 18th June

Results

The results will be released to students on:

- Year 13 – Tuesday 10th August
- Year 11 – Thursday 12th August

(The details on when and where you collect your results will be communicated closer to the time. Our plans will be informed by any Covid and social distancing measures which are still in place in August)

Appeals

There is an appeals process if you believe there has been:

- Stage 1: an administrative error
- Stage 2: the school has made an unreasonable exercise of academic judgement

Purpose of the booklet

The purpose of this booklet is to **outline the evidence being used to inform teachers in their decision making about the grades being awarded** in the different subject areas.

The JCQ regulations require schools and colleges to:

- Grade students on their performance based on the subject content they have been taught
- Ensure that before finalising grading decisions, teachers satisfy themselves that each student has been taught the content in line with the proposed evidence.
- Share with students what evidence is going to be used, so that students have the opportunity to raise any genuine and valid concerns.
- If a student has **genuine and valid concerns**, these views are recorded and documented along with reasons for the final decision. This will be explained on pages 3 and 4 in this booklet.

For further information about the grading process this summer, please refer to:

- The Centre Policy
- The Guidance for students, parents and guardians GCSEs and AS/A Levels in England Summer 2021
- The full guidance document, published on the JCQ website
<https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>
- The OFQUAL guidance to schools, colleges and teachers about the submission of teacher assessed grades, including the evidence that can be used can be found at
<https://www.gov.uk/government/publications/submission-of-teacher-assessed-grades-summer-2021-info-for-teachers/information-for-heads-of-centre-heads-of-department-and-teachers-on-the-submission-of-teacher-assessed-grades-summer-2021-html>

JCQ A guide to the special consideration process General and Vocational qualifications

<https://www.jcq.org.uk/wp-content/uploads/2021/04/Special-consideration-%E2%80%93-Summer-2021.pdf>

Why are we sharing this information?

There are a number of reasons why we have been asked to share the evidence being used to determine grades:

- a) So the process is transparent. Students and parents/carers know the basis on which grades are being decided
- b) So students can raise **valid and genuine concerns** if:
 - They have missed a section of teaching due to valid reasons such as bereavement or long-term illness
 - The reasonable adjustments and/or access arrangements to which some students are entitled were not in place for pieces of evidence e.g. if you were entitled to additional time and this was not provided

Special Considerations

Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration is not being applied this year

Why?

- Students are not taking external exams this year
- Students should only be assessed on the content of the specification they have been taught.
- Departments are deciding the evidence used which matches the courses taught to students.
- Teachers can address issues through the flexibility of the range of evidence which can be used to assign students' grades.
- Departments can tailor the evidence to an individual student according to coverage of the specification.

Raising Valid and Genuine Concerns

Although special consideration is not being applied, students can inform the department(s) and the school of circumstances where illness or other personal circumstances might have temporarily affected performance, for example in mock exams or an assessment. As a school, we will review this and take that into account, if appropriate, when making our grading judgements.

The list of criteria can be found on pages 3 & 4 and the full JCQ guidance at https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf

The JCQ guidelines outlines the sorts of personal circumstances that should be taken into account this year:

- temporary illness or accident/injury at the time of the assessment
- bereavement at the time of the assessment
- domestic crisis arising at the time of the assessment
- serious disturbance during an examination, particularly where recorded material is being used
- accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time
- participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in chess or football
- failure by the centre (school) to implement previously approved access arrangements for that specific examination series.

Students will NOT be eligible for special consideration if preparation for, or performance in the examination is affected by:

- long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case; domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- the consequences of taking alcohol or recreational drugs;
- the consequences of disobeying the centre's internal regulations;
- the failure of the centre to prepare candidates properly for the examination for whatever reason;
- quality of teaching, staff shortages, building work or lack of facilities
- misreading the timetable and/or failing to attend at the right time and in the right place;
- misreading the instructions of the question paper and answering the wrong questions;
- making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- missing all examinations and internally assessed components/units;
- failure to cover the course because of joining the class part way through;
- a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue – (difficulties over and above those that previously approved access arrangements would have alleviated); failure by the centre to process access arrangements by the published deadline

What to do if you have valid and genuine concerns

If you have a valid and genuine concern which matches the criteria outlined in the table on page 3 you will need to complete **the Assessment Evidence – Raising Valid and Genuine Concerns Form online form**. This can be found at: <https://forms.gle/eLCJr7iM8KPv7LrB6>

On the form, you need to state and outline:

- Name and Candidate number
- Year group and form group
- Subject
- Level e.g. GCSE or A-level
- Assessment evidence e.g. formal assessment, mock exam
- Date when the evidence was collected
- The type and nature of the concern

This form needs to be completed and submitted by **May 24th 2021** so that the information can be reviewed and potentially used in the grading process.

What will happen to the information?

Once you have submitted the form, the information will be sent to the teacher and Head of Department for review against the JCQ publication *A guide to the special consideration process*

If the teacher and Head of Department believes the student experienced adverse circumstances at the time of the assessment, having checked the JCQ document, and this is supported by the relevant member of the senior leadership team, then they should record this

Heads of Department and teachers will decide whether to:

- a. **use the evidence** when assigning a grade on the basis that it is the most appropriate evidence available, and disregarding it would disadvantage the student – if this is the case, the impact must be accounted for and the rationale recorded;
- b. **use alternative evidence** to replace assessments that are not appropriately representative of individual students' performance and if so, document decisions appropriately.
- c. If the teacher is **unable to use an alternative evidence**, then a teacher may base their holistic judgement on the available evidence. The teacher may assign an overall subject grade which they believe broadly reflects the level of performance the student has demonstrated through the majority of the assessment evidence

The rationale for any exceptions will be documented by the school.

An example

- An A-level English Language student has consistently been a Grade B student but achieves a Grade D on a single piece of work due to adverse circumstances at the time of the assessment
- The teacher is unable to use an alternative piece of work
- The teacher assigns an overall Grade B having applied a holistic judgement based on the strength of the student's performance in other assessments
- The teacher records their rationale for assigning a Grade B
- The teacher notes that the student's adverse circumstances have been accounted for in the grading process
- The teacher's judgements will be subject to the school's internal quality assurance process

Special consideration cannot be applied due to lost teaching and learning through the pandemic as students will only be assessed on the materials taught.

Use of appropriate evidence

When determining the grades for students, departments will use a range of evidence to inform their judgements. The range of evidence used will be checked and approved by the Head of Centre (Mr Turrell).

The evidence used will vary from subject to subject and by the level of qualification.

Subjects will select a range of appropriate evidence from the following:

- Student work produced in response to assessment materials provided by our awarding organisations (exam boards), including past papers or sample papers.
- Non-exam assessment work (coursework), even if this has not been fully completed.
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- Substantial class or homework (including work that took place during remote learning).
- Internal tests.
- Mock exams taken over the course of study
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Additional assessment materials produced by the awarding organisations (exam boards).

Department evidence

The following pages show the evidence being used by each department for the awarding of grades for Year 13.

The tables show:

- The type of assessment and a description of the evidence
- The timing of the collection of evidence e.g. the time when the assessment was conducted
- The level of control under which the data was collected

High	Medium	Low
<ul style="list-style-type: none"> • Under direct supervision e.g. in-class assessments; formal assessments in the gym • Resources available to students are specified and the use of materials from other sources is tightly prescribed. • No assistance given to students 	<ul style="list-style-type: none"> • Work is mainly completed under informal teacher supervision in the classroom e.g. writing up coursework • Students produce their own work and responses 	<ul style="list-style-type: none"> • Work or assessments completed at home not under supervision by the teacher. • Guidance on the requirements of the assessment, including the use of methods and materials from other sources, are is specified.

Art

Department	Art and Photography
Subject title	A-level Art and Design
Subject Code and Exam Board	Pearson Edexcel Fine Art (9FA0) Photography (9PY0)

Assessment information	When	Level of Control
Assessment 1: NEA coursework	March 2020-May 2021	H/M
Assessment 2: NEA personal study A 1000-3000 word contextual essay written to accompany the NEA coursework.	March 2020 – May 2021	H/M
Assessment 3: MOCK exam 15 hour formal assessment	November 2020	H
Assessment 4: Present a 'personal response/ outcome' 15 hours of class time creating outcome for coursework.	April – May 2021	H

Biology

Department	Biology
Subject title	A-level Biology
Exam Board and Subject Code	AQA 7402

Assessment information	When	Level of Control
Assessment 1: Online mock exam Unit 1	January 2021	L
Assessment 2: In-class assessment on Mass Transport	March 2021	H
Assessment 3: In-class assessment for Populations, Genetics and Ecosystems	March 2021	H
Assessment 4: Formal Assessment for A Level Paper 2 in Biology	April 2021	H
Assessment 5: In-class assessment on Biological Molecules, Cells, Respiration, and Inheritance	May 2021	H

Business Studies

Department	Business Studies
Subject title	A-level Business Studies
Exam Board and Subject Code	AQA 7132

Assessment information	When	Level of Control
Assessment 1: In-class assessment (Year 12) covering Units 1 - 4. Questions from Papers 1 and 2.	March 2020	H
Assessment 2: Online mock exam covering 2 papers. Units 1 - 7 from Papers 1 - 3.	January 2021	L
Assessment 3: In-class assessment - 70 mark exam. Case Study covering Units 1 - 8 from Papers 1 - 3.	March 2021	H
Assessment 4: Formal assessment covering Units 1 - 8 from Papers 1 - 3.	March 2021	H
Assessment 5: In-class assessment. A 25 mark question covering Unit 9 from Paper 2 & 3	April 2021	H
Assessment 6 – In-class assessment. A 55 mark Case Study covering Units 9, 6 and 5.	May 2021	H
Assessment 7 – In-class assessment. A 25 mark question covering Unit 9 from Paper 2 & 3	May 2021	H

Chemistry

Department	Chemistry
Subject title	A-level Chemistry
Exam Board and Subject Code	OCR H432

Assessment information	When	Level of Control
Assessment 1: Online mock exam. Combined paper 1 and 2 content 2019	January 2021	L
Assessment 2: In-class assessment based on Inorganic content – end of topic test comprised of past paper questions	March 2021	H
Assessment 3: In-class assessment based on Organic content – end of topic test comprised of past paper questions	March 2021	H
Assessment 4: In-class assessment based on Physical content. – end of topic test comprised of past paper questions	March 2021	H
Assessment 5: Formal Assessment based on content from Paper 1 and 2 2020	April 2021	H
Assessment 6: In-class assessment based on content from Paper 1 and 2	May 2021	H
Assessment 7: In-class multiple-choice assessment based on content from Paper 1 and Paper 2	May 2021	H

Economics

Department	Economics
Subject title	A-level Economics
Exam Board and Subject Code	Pearson Edexcel (9EC0)

Assessment information	When	Level of Control
Assessment 1: Online mock exam Edexcel Paper 1 (2019): Markets and Business Behaviour	Jan 2021	L
Assessment 2: In-class assessment Edexcel Paper 2: (2019) The National and Global Economy	Feb 2021	H
Assessment 3: In-class assessment Edexcel Paper 3: (2019) Microeconomics and Macroeconomics	March 2021	H
Assessment 4: Formal assessment. The paper covered aspects of Paper 1, 2 and 3	April 2021	H

English Language

Department	English
Subject title	A-level English Language
Exam Board and Subject Code	AQA 7702

Assessment information	When	Level of Control
Assessment 1: Online mock exam Paper 1 Textual analysis and Child Language Acquisition June 2019	Jan 2021	L
Assessment 2: Formal assessment Paper 2 Section B- June 2019	April 2021	H
Assessment 3: In-class assessment Paper 1 Section A	April 2021	H
Assessment 4: In-class assessment Paper 2 Language discourses Section A	May 2021	H
Assessment 5: Coursework (NEA) Language investigation	Sept 2020 – Feb 2021	L/M

English Literature

Department	English
Subject title	A-level English Literature
Exam Board and Subject Code	Pearson Edexcel 9ET0

Assessment information	When	Level of Control
Assessment 1: Online mock exam Paper 1 Section A and Paper 2	Jan 2021	L
Assessment 2: In-class assessment Paper 3 Section B	March 2021	H
Assessment 3: Formal assessments Paper 1 Section A and Paper 2	April 2021	H
Assessment 4: In-class assessment Paper 1 Section B	May 2021	H
Assessment 5: Coursework (NEA) Extended comparative essay referring to two texts- 2500-3000 words	Sept 2020 – Feb 2021	L/M

Geography

Department	Geography
Subject title	A-level Geography
Exam Board and Subject Code	Pearson Edexcel 9GE0

Assessment information	When	Level of Control
Assessment 1: Online mock exam Physical and Human questions from Paper 1 and Paper 2	Jan 2021	L
Assessment 2: Formal Assessment Physical and Human questions from Paper 1 and Paper 2	April 2021	H
Assessment 3: In-class assessment Questions from Paper 3	May 2021	H
Assessment 4: NEA Independent investigation	Jan 2021 – May 2021	L/M

History

Department	History
Subject title	A-level History
Exam Board and Subject Code	Pearson Edexcel 9HI0

Assessment information	When	Level of Control
Assessment 1: In-class assessment Question from Paper 3 British Empire	November 2020	H
Assessment 2: In-class assessment Questions from Paper 1 & 3 British Empire and Germany and West Germany	March 2021	H
Assessment 3: Formal assessment Hybrid paper consisting of questions from Paper 1 & Paper 2. Germany and West Germany & The rise and fall of fascism in Italy	April 2021	H
Assessment 4: In-class assessment Question from Paper 3 British Empire and Germany and West Germany	May 2021	H
Assessment 5: NEA - coursework assignment on either the Causes of the Cold War or the Causes of the end of the Cold War.	Year 13	L/M

Law

Department	Law
Subject title	A-level Law
Exam Board and Subject Code	OCR H015, H415

Assessment information	When	Level of Control
Assessment 1: Online mock exam Paper 1 June 2019 The Legal System and Criminal Law	Jan 2021	L
Assessment 2: Formal assessment Paper 2 Sources of Law and Tort Law	April 2021	H
Assessment 3: In-class assessment Paper 1 The Legal System	March 2021	H
Assessment 4: In-class assessment Paper 1 Sources of Law	April 2021	H
Assessment 5: In-class assessment Paper 3 Contract Law	May 2021	H

Mathematics

Department	Mathematics
Subject title	A-level Mathematics
Exam Board and Subject Code	Pearson Edexcel 9MA0

Assessment information	When	Level of Control
Assessment 1: In-class assessment A Level Statistics Assessment	December 2020	H
Assessment 2: In-class assessment A Level Pure (Units 1-7) Assessment; A Level Statistics Assessment	March 2021	H
Assessment 3: Formal assessment. A Level Pure (Units 8-10) Assessment; A Level Mechanics Assessment	April 2021	H
Assessment 4: In-class assessment. A Level Pure (Units 11-12) Assessment; A Level Mechanics Assessment	May 2021	H

Media Studies

Department	Media Studies
Subject title	A-level Media Studies
Exam Board and Subject Code	Eduqas A680QS

Assessment information	When	Level of Control
Assessment 1: In-class assessment focusing on Component One products	November 2019	H
Assessment 2: Year 12 summer online exam	July 2020	L
Assessment 3: NEA (coursework) including the statement of aims	March – May 2021	L&M
Assessment 4: Online mock exam. Component One (Tide & representation comparison with an unseen print advert, the Daily Mirror & the newspaper industry, The Times & the newspaper industry, and the Daily Mirror & audiences).	January 2021	L
Assessment 5: End of unit assessments conducted in class. Component One and Two	End of each term 2019 - 2021	H&L
Assessment 6: Formal assessment Component One and Two	April 2021	H
Assessment 7: In-class assessment Component Two	May 2021	H

Music

Department	Music
Subject title	A-level Music
Exam Board and Subject Code	Eduqas A660PA

Assessment information	When	Level of Control
Assessment 1 Year 13 Composition NEA	Sept 2021 – May 2021	M
Assessment 2: Year 13 Performance NEA	Sept 2021 – May 2021	M
Assessment 3: Formal assessment (October 2020 paper) Full paper including Western Classical, 20th Century and Musicals	April 2021	H
Assessment 4: Year 12 online mock exam Section 2	July 2020	L
Assessment 5: In-class assessment - Exam question on Musical Theatre	May 2021	H
Assessment 6: In-class assessment - Exam question Into the 20 th Century	May 2021	H

Physical Education

Department	Physical Education
Subject title	A-level Physical Education
Exam Board and Subject Code	OCR H555

Assessment information	When	Level of Control
Assessment 1: Formal assessment Past paper questions from Papers 1, 2 and 3	April 2021	M/H
Assessment 2: Practical performance via video evidence and in-school performance	September 2019 – September 2020	M = School L = Video evidence
Assessment 3: Oral exam videoed via Zoom. Evaluation and performance for improvement. Mock preparation	February 2021	L
Assessment 4: In-class assessment. End of unit exam - Unit 1 Anatomy and Physiology/Exercise physiology/Biomechanics	March 2021	H
Assessment 5: In-class assessments for Paper 1 Physical Factors affecting Performance and Paper 2 Psychological factors affecting performance and Paper 3 Socio-cultural issues in physical activity and sport	April 2021	H
Assessment 6: Evaluation and performance for improvement Final oral assessment to improve upon Mock result	May 2021	H

Physics

Department	Physics
Subject title	A-level Physics
Exam Board and Subject Code	Pearson Edexcel 9PH0

Assessment information	When	Level of Control
Assessment 1: In-class assessment Paper 2 from June 2018	March 2021	H
Assessment 2: In-class Assessment Paper 1 from June 2019	March 2021	H
Assessment 3: Formal assessment: 21/04/21 A level Physics June 2019 Paper 2	April 2021	H
Assessment 4: In-class assessment Paper 1 from June 2018	April 2021	H
Assessment 5: In-class assessment. Paper 2	May 2021	H
Assessment 6: Online mock exam	January 2021	L
Assessment 7: In-class assessment. Paper 1	May 2021	H

Psychology

Department	Psychology
Subject title	A-level Psychology
Exam Board and Subject Code	AQA 7182

Assessment information	When	Level of Control
Assessment 1: In-class assessment – Social influence. Examination style questions from Paper 1 Social Influence	March 2021	H
Assessment 2: In-class assessment Examination style questions from Paper 1 Attachment	March 2021	H
Assessment 3: Formal assessment. Memory & Psychopathology Examination style questions from Paper 1 Memory and Psychopathology	April 2021	H
Assessment 4: In-class assessment Paper 2 Approaches, Biopsychology & Research Methods	April and May 2021	H
Assessment 5: In-class Issues and Debates, Examination style questions from Paper 3 Issues & Debates	March 2021	H
Assessment 6: Online End of topic test – Gender Examination style questions from Paper 3 Gender	February 2021	L
Assessment 7: End of topic test – Schizophrenia Examination style questions from Paper 3 Schizophrenia	December 2020	H

Religious Studies

Department	Religious Studies
Subject title	A-level Religious Studies
Exam Board and Subject Code	Eduqas A120PA

Assessment information	When	Level of Control
Assessment 1: In-class assessment. <ul style="list-style-type: none"> • Christianity: B question from Theme 3 • Philosophy: B question from Theme 2 • Ethics: A question from Theme 3 	March 2021	H
Assessment 2: Formal assessment. Christianity: A and B questions Themes 1, 2 and 4 <ul style="list-style-type: none"> • Philosophy: A and B questions Themes 1, 2 and 3 • Ethics: A and B questions Themes 2 and 3 • B question from Theme 3 	April 2021	H
Assessment 3: In-class assessment. <ul style="list-style-type: none"> • Christianity: Theme 3 • Philosophy: Theme 3 • Ethics: Theme 1 	April 2021	H

Sociology

Department	Sociology
Subject title	A-level Sociology
Exam Board and Subject Code	AQA 7192

Assessment information	When	Level of Control
Assessment 1: Online mock exam. Paper 1 Education and Methods in context November 2020	January 2021	L
Assessment 2: In-class assessment. Paper 2 Topics in Sociology Part A Families & Households 20 marks question	March 2021	H
Assessment 3: In-class assessment. Paper 2 Topics in Sociology Part B Beliefs in Society 20 marks	March 2021	H
Assessment 4: Formal assessment. Paper 1 Education and Methods	April 2021	H
Assessment 5: In-class assessment. Paper 3 Crime and Deviance with Theory and Methods (50 marks)	November 2020	H
Assessment 6: In-class assessment. Paper 3 Crime and Deviance with Theory and (4,6 and 10 marks)	April 2021	H
Assessment 7: In-class assessment. Paper 3 Crime and Deviance essay (30 marks)	May 2021	H