



# The Frances Bardsley Academy for Girls

## Assessment Evidence Booklet

### For GCSE - 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 18<sup>th</sup> June

### Results

The results will be released to students on:

- Year 13 – Tuesday 10<sup>th</sup> August
- Year 11 – Thursday 12<sup>th</sup> 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](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 24<sup>th</sup> 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

- A GCSE English Language student has consistently been a Grade 7 student but achieves a Grade 5 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 7 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 7
- 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 11.

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

## Art

<b>Department</b>	Art and Photography	
<b>Subject title</b>	GCSE Art and Design	
<b>Subject Code and Exam Board</b>	Pearson Edexcel 1FA0 (Fine Art)	1PY0 (Photography)

Assessment information	When	Level of Control
Assessment 1: NEA coursework Coursework theme 'Past, Present and/or future'	March 2020-May 2021.	H/M
Assessment 2: Mock exam - 5 hour formal assessment under exam conditions. Closed observational recording task.	November 2020.	H
Assessment 3: In-class assessment. A 'personal response/ outcome' 5 hours of class time creating outcome for coursework.	May 2021	H

## Biology

<b>Department</b>	Biology
<b>Subject title</b>	GCSE Biology
<b>Exam Board and Subject Code</b>	AQA 8461

Assessment information	When	Level of Control
Assessment 1: In-class assessments for Paper 1 in Biology (First Half of 2019 Paper)	November or December 2020	H
Assessment 2: Online assessment for Paper 1 in Biology (Second Half of 2019 Paper)	January 2021	L
Assessment 3 Formal Assessment for Paper 2 in Biology (Paper 2 2019)	March 2021	H
Assessment 4: In-class assessment based on Paper 1 content. Mixed past examination questions used.	April 2021	H
Assessment 5: In-class assessment based on Paper 2 content. Mixed past examination questions used.	May 2021	H
Assessment 6: Informal assessment. Multiple-Choice Assessment based on content from Paper 1 and 2.	May 2021	H



## Business Studies

<b>Department</b>	Business Studies
<b>Subject title</b>	GCSE Business Studies
<b>Exam Board and Subject Code</b>	Eduqas C510QS

Assessment information	When	Level of Control
Assessment 1: Formal assessment. Papers 1 and 2 and covered Units 1 and 2.	March 2021	H
Assessment 2: In class assessment. GCSE Paper 2 – Full Paper, covering Units 1 - 6.	April 2021	H
Assessment 3: In class assessment. Papers 1 and 2 and covered Units 1 - 5.	May 2021	H

## Chemistry

<b>Department</b>	Chemistry
<b>Subject title</b>	GCSE Chemistry
<b>Exam Board and Subject Code</b>	AQA 8463

Assessment information	When	Level of Control
Assessment 1: In-class assessments for Paper 1 in Chemistry (First Half of 2019 Paper)	November or December 2020	H
Assessment 2: Online assessment for Paper 1 in Chemistry (Second Half of 2019 Paper)	January 2021	L
Assessment 3 Formal Assessment for Paper 2 in Chemistry (Paper 2 2019)	March 2021	H
Assessment 4: In-class assessment based on Paper 1 content. Mixed past examination questions used.	April 2021	H
Assessment 5: In-class assessment based on Paper 2 content. Mixed past examination questions used.	May 2021	H
Assessment 6: Informal assessment. Multiple-Choice Assessment based on content from Paper 1 and 2.	May 2021	H

## Child Development

<b>Department</b>	Technology
<b>Subject title</b>	Cambridge National Child Development
<b>Exam Board and Subject Code</b>	OCR J818

Assessment information	When	Level of Control
Assessment 1: In class mock examination Past Paper 2019	October 2020	H
Assessment 2: Online mock exam using past paper Past Paper 2018	January 2021	L
Assessment 3: Formal assessment Past Paper 2020	March 2021	H
Assessment 4: NEA Understand the equipment and nutritional needs of children from birth to five years	September 2019	M & H
Assessment 5: In class assessments covering Units LO1, LO2, LO3 ,LO4, LO5	May 2021	H

## Computer Science

<b>Department</b>	Information Technology
<b>Subject title</b>	GCSE Computer Science
<b>Exam Board and Subject Code</b>	OCR J276

Assessment information	When	Level of Control
Assessment 1: In class assessment. Paper 1 (Computer Systems) and Paper 2 (Computational thinking, algorithms and programming) from 2019	Jan 2020	H
Assessment 2: Formal assessment. Paper 1 (Computer Systems) and Paper 2 (Computational thinking, algorithms and programming) from 2020	March 2021	H
Assessment 3: In class assessment Paper 1 (Computer Systems) and Paper 2 (Computational thinking, algorithms and programming) from 2020	May 2021	H
Assessment 4: OCR NEA Task 1	April 2021	M
Assessment 5: In class assessment Paper 1 (Computer Systems) and Paper 2 (Computational thinking, algorithms and programming)	May 2021	H

## Design Technology

<b>Department</b>	Technology
<b>Subject title</b>	Design Technology
<b>Exam Board and Subject Code</b>	AQA 8552

Assessment information	When	Level of Control
Assessment 1: Formal assessment AQA June 2019 Paper 1	March 2021	H
Assessment 2: In class assessment Past paper 2019	December 2020	H
Assessment 3: NEA controlled assessment	Deadline May 2021	M & L
Assessment 4: In class assessments 1-4 i) Use of wood, metals and polymers. Designers and product analysis ii) Understanding user needs. Sustainability, metals and polymers iii) Properties of metals. Development in new materials; working safely iv) AO4 Technology in manufacturing, scale of production and market research	(i) April 2021 (ii) April 2021 (iii) May 2021 (iv) May 2021	H

## Drama

<b>Department</b>	Drama
<b>Subject title</b>	GCSE Drama
<b>Exam Board and Subject Code</b>	OCR J316

Assessment information	When	Level of Control
Assessment 1: Practical Performance and Portfolio Unit 1&2 Devising Drama	March 2020 April – June 2020	<ul style="list-style-type: none"> <li>• Practical Performance H</li> <li>• Portfolio H</li> </ul>
Assessment 2: In-class assessment Unit 4 Performance and Response	December 2020	H
Assessment 3: Formal assessment Unit 4 Performance and Response	March 2021	H
Assessment 4: Concept Pro-forma Practical Performance Unit 3 Presenting and Performing Texts  Practical performance to be completed under exam conditions and recorded. Concept Pro-forma completed at home under normal coursework guidelines.	January 2021     May 2021	<ul style="list-style-type: none"> <li>• Practical Performance H</li> <li>• Portfolio H</li> </ul>

## English Language

<b>Department</b>	English
<b>Subject title</b>	GCSE English Language
<b>Exam Board and Subject Code</b>	AQA 8700

Assessment information	When	Level of Control
Assessment 1: Formal assessment Paper 1 from 2019	March 2021	H
Assessment 2: In class assessment Paper 2 Questions 4 and 5	May 2021	H

## English Literature

<b>Department</b>	English
<b>Subject title</b>	GCSE English Literature
<b>Exam Board and Subject Code</b>	AQA 8702

Assessment information	When	Level of Control
Assessment 1: In class assessment Paper 1 Macbeth	October 2020	H
Assessment 2: Formal assessment Paper 1 June 2019	March 2021	H
Assessment 3: In class assessment. Unseen poetry from the 2020 examination	April 2021	H

## Food and Nutrition

<b>Department</b>	Technology
<b>Subject title</b>	GCSE Food and Nutrition
<b>Exam Board and Subject Code</b>	Eduqas C560

Assessment information	When	Level of Control
Assessment 1: In class assessment Past paper 2019 focusing on Unit 1	October 2020	H
Assessment 2: In class assessment Questions taken from past paper 2018 focusing on Unit 1	December 2020	H
Assessment 3: Formal assessment Past paper 2019	March 2021	H
Assessment 4: NEA (includes practical assessment) Controlled assessment.	April 2021	H
Assessment 5: In class assessment. Questions from the exam board Unit 1	May 2021	H
Assessment 6: In class assessment. Questions from the exam board Unit 1	May 2021	H
Assessment 7: In class assessment. Questions from the exam board Unit 1	May 2021	H

## French

<b>Department</b>	Modern Foreign Languages
<b>Subject title</b>	GCSE French
<b>Exam Board and Subject Code</b>	AQA 8658

Assessment information	When	Level of Control
Assessment 1: In-class assessment. Specimen Paper. Listening and Reading	October 2020	H
Assessment 2: In-class assessment. 2018 Paper. Listening and Reading and Writing	December 2020	H
Assessment 3: Formal Assessment June 2019 Paper. Writing	March 2021	H
Assessment 4: In-class assessment. 2019 Paper. Listening and Reading	April 2021	H
Assessment 5: In-class assessment. Listening and Reading and Writing	May 2021	H

## Geography

<b>Department</b>	Geography
<b>Subject title</b>	GCSE Geography B
<b>Exam Board and Subject Code</b>	Pearson Edexcel IGB0

Assessment information	When	Level of Control
Assessment 1: In class assessment. Paper 3 topics 7&8	October 2020	H
Assessment 2: In class assessment Mixture of <i>questions from Papers 1,2 and 3</i>	November 2020	H
Assessment 3: Formal assessment. Paper 1 2019	March 2021	H
Assessment 4: In class assessment Paper 2 questions set across two mini assessments	April 2021	H
Assessment 5: In class assessment. Paper 3 full paper	May 2021	M

## German

<b>Department</b>	Modern Foreign Languages
<b>Subject title</b>	GCSE German
<b>Exam Board and Subject Code</b>	AQA 8668

Assessment information	When	Level of Control
Assessment 1: In-class assessment. Specimen Paper. Listening and Reading	October 2020	H
Assessment 2: In-class assessment. 2018 Paper. Listening and Reading and Writing	December 2020	H
Assessment 3: Formal Assessment June 2019 Paper. Writing	March 2021	H
Assessment 4: In-class assessment. 2019 Paper. Listening and Reading	April 2021	H
Assessment 5: In-class assessment. Listening and Reading and Writing	May 2021	H

## History

<b>Department</b>	History
<b>Subject title</b>	GCSE History
<b>Exam Board and Subject Code</b>	Pearson Edexcel 1HI0

Assessment information	When	Level of Control
Assessment 1: Formal assessment. Paper 3 Weimar and Nazi Germany (March 2021)	March 2021	H
Assessment 2: In-class assessment. Questions from Paper 1 Medicine through Time ()	April 2021	H
Assessment 3: In-class assessment. Questions from Paper 1 Medicine through Time	May 2021	
Assessment 4: In-class assessment. Questions from Paper 2 Early Elizabethan England	October 2020	H
Assessment 5: In-class assessment. Questions from Paper 2 Early Elizabethan England	November 2020	H & L
Assessment 6: Online assessment via Exam.net. Questions from Paper 2 Early Elizabethan England	(January 2021)	L

## Information Technology

<b>Department</b>	Information Technology
<b>Subject title</b>	<b>OCR Level 1/2 Cambridge National Certificate in Information Technologies</b>
<b>Exam Board and Subject Code</b>	OCR J808

Assessment information	When	Level of Control
Assessment 1: In-class assessment Questions taken from Paper 1 RO12 June18	December 2020	H
Assessment 2: Formal assessment. Questions taken from Paper 1 RO12 June19	March 2021	H
Assessment 3: In-class assessment. Questions taken from exam board materials	May 2021	M
Assessment 4: NEA	May 2021	L
Assessment 5: Mock Paper May 2018	Dec 2020	H

## Mathematics

<b>Department</b>	Mathematics
<b>Subject title</b>	GCSE Mathematics
<b>Exam Board and Subject Code</b>	Higher Pearson Edexcel 1Ma1H Foundation AQA 8330F

Assessment information	When	Level of Control
Assessment 1: In-class assessment Paper 1 non-calculator from past paper and specimen material	October 2021	H
Assessment 2: Formal Assessment Paper 2 & 3 calculator from past paper and specimen material	March 2021	H
Assessment 3: Formal Assessment Paper 1 non-calculator from past paper and specimen material	March 2021	H
Assessment 4: In-class assessment Paper 1 non-calculator from past paper and specimen material	May 2021	H
Assessment 5: In-class assessment Paper 2 & 3 calculator from past paper and specimen material	May 2021	H

## Media Studies

<b>Department</b>	Media Studies
<b>Subject title</b>	GCSE Media Studies
<b>Exam Board and Subject Code</b>	Eduqas C680QS

Assessment information	When	Level of Control
Assessment 1: formal assessment, sat March 2021 Questions taken from Component One and Two	March 2021	H
Assessment 2: In-class assessment Questions taken from Eduqas sample papers for both Component Two	December 2020	H
Assessment 3: In-class assessment NEA (coursework): statement of aims		M
Assessment 4: various end of unit assessments Questions taken from the Component One and Two	April 2020 – May 2021	H & L
Assessment 5: various mid- unit assessments Questions taken from the Component One and Two	2019 - 2021	M & H



## Music

<b>Department</b>	Music
<b>Subject title</b>	GCSE Music
<b>Exam Board and Subject Code</b>	Pearson Edexcel 1MU0

Assessment information	When	Level of Control
Assessment 1 Year 11 Composition NEA	September 2020 – May 2021	M
Assessment 2: Year 11 Performance; NEA	2020 - 2021	H
Assessment 3: Online exam Listening and Appraising 2019 paper	February 2021	L
Assessment 4: In-class assessment Listening and Appraising 2018 paper	April 2021	H
Assessment 5: In-class assessment. Two extended answer questions based on Section 2	May 2021	M

## Physical Education

<b>Department</b>	Physical Education
<b>Subject title</b>	GCSE Physical Education
<b>Exam Board and Subject Code</b>	OCR J587

Assessment information	When	Level of Control
Assessment 1: Online exam via Exam.net Paper 1 and Paper 2	December 2020	L
Assessment 2: Formal assessment Paper 1 and Paper 2	March 2021	H
Assessment 3: Practical performance assessed All activities assessed. Best two are selected for Moderation. Video evidence provided for assessed activities outside of school	September 2019 – September 2020	M-school L-video evidence
Assessment 4: Analyse and evaluating improvement Controlled assessment Unit 5 Skills classification and action plan completed at home during self-isolation and lockdown Practical performance completed under exam conditions and recorded. Concept Pro-forma completed at home under normal coursework guidelines.	2020 – 2021	M-school L-home
Assessment 5: In-class assessment - end of year exam. Written paper 1 and 2	May 2019	H
Assessment 6: In-class assessment for Paper 1 and Paper 2	May 2021	H

## Physics

<b>Department</b>	Physics
<b>Subject title</b>	GCSE Physics
<b>Exam Board and Subject Code</b>	AQA 8461

Assessment information	When	Level of Control
Assessment 1: In-class assessments for Paper 1 in Physics (First Half of 2019 Paper)	November or December 2020	H
Assessment 2: Online assessment for Paper 1 in Physics (Second Half of 2019 Paper)	January 2021	L
Assessment 3 Formal Assessment for Paper 2 in Physics (Paper 2 2019)	March 2021	H
Assessment 4: In-class assessment based on Paper 1 content. Mixed past examination questions used.	April 2021	H
Assessment 5: In-class assessment based on Paper 2 content. Mixed past examination questions used.	May 2021	H
Assessment 6: Informal assessment. Multiple-Choice Assessment based on content from Paper 1 and 2.	May 2021	H

## Religious Studies

<b>Department</b>	Religious Studies
<b>Subject title</b>	GCSE Religious Studies
<b>Exam Board and Subject Code</b>	Pearson Edexcel B 1RB0 ZN

Assessment information	When	Level of Control
Assessment 1: In-class assessment Past paper questions Religion and Ethics (Evidence only used if other assessments were unavailable)	December 2020	L
Assessment 2: Formal assessment Past paper questions from Religion and Ethics and Religion, Peace and Conflict	March 2021	H
Assessment 3: In-class assessment Edexcel additional assessment materials Religion and Ethics	April 2021	H
Assessment 4: In-class assessment Edexcel additional assessment materials Religion and Ethics	May 2021	H

## Sociology

<b>Department</b>	Sociology
<b>Subject title</b>	GCSE Sociology
<b>Exam Board and Subject Code</b>	AQA 8192

Assessment information	When	Level of Control
Assessment 1: In-class assessment. Paper 2 The Sociology of Crime and Deviance and Social Stratification SAMs	October 2020	H
Assessment 2: Paper 2 Crime and Deviance Key Term topics test and end of topic test focusing on Paper 2	November 2020	H
Assessment 3: Formal assessment. Paper 1 The Sociology of Families and Education	March 2021	H
Assessment 4: In-class assessment. Paper 2 The Sociology of Crime and Deviance	April 2021	H
Assessment 5: In-class assessment. Paper 2 The Sociology of Crime and Deviance	May 2021	H

## Statistics

<b>Department</b>	Mathematics
<b>Subject title</b>	GCSE Statistics
<b>Exam Board and Subject Code</b>	Pearson Edexcel 1ST0H

Assessment information	When	Level of Control
Assessment 1: Formal Assessment Calculator assessment Paper 1 2019	March 2021	H
Assessment 2: In class assessment Calculator assessment. Questions from Paper 1 and 2	May 2021	H
Assessment 3: In class assessment Calculator assessment. Questions from Paper 1 and 2	May 2021	H

## Trilogy Science

<b>Department</b>	Science
<b>Subject title</b>	GCSE Trilogy Science
<b>Exam Board and Subject Code</b>	AQA 8464

Assessment information	When	Level of Control
Assessment 1: In-class assessments for Paper 1 in Biology, Chemistry and Physics (First Half of 2019 Paper)	November/ December 2020	H
Assessment 2: Online assessment for Paper 1 in Biology, Chemistry and Physics (Second Half of 2019 Paper)	January 2021	L
Assessment 3 Formal Assessment for Paper 2 in Biology, Chemistry and Physics (Whole of Paper 2 from 2019)	March 2021	H
Assessment 4: In-class Assessment based on Paper 1 content.	April 2021	H
Assessment 5: In-class assessment based on Paper 2 content. Mixed past examination questions used.	May 2021	H
Assessment 6: Informal Multiple Choice Assessment based on content from Paper 1 and 2. Mixed past examination questions used.	May 2021	H