



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

Core Subjects

English

OCR GCSE English Language (OCR J351)

- Evidence was gathered across all examined components for the vast majority of children. Most children have completed at least one paper 1 and at least one paper 2.
- The vast majority of evidence conforms to the question requirements as the students would have experienced in exam conditions (where there are exceptions – these are outlined in individual student variation sheets, or noted on the student's front sheet). The majority of evidence is from essays completed in exam conditions, or as formal assessment pieces of work after class discussion.
- The resit cohort have not sat papers in formal exam conditions, unlike some papers sat by year 11.
- Evidence has been gathered and clearly demarcated for each student. Raw scores have been recorded on a front sheet. In the case of multiple piece of work for a unit/question, the best score has been used.
- A combination of raw scores and the grade descriptors have been used to support in awarding the student their overall grade. Though individual pieces of work have been assessed on their own merits, the grade has been awarded across the entire evidence folder which covers all units of work (as described in point one).
- For students who have missing work, a grade has been awarded based on evidence of the AOs. If there are AOs which are missing, this is reflected by the grade.
- Each student's folder has been marked by the class teacher, moderated by another teacher, and then checked and ranked within the whole cohort by the HOD and team leaders.
- Moderation has involved both checking raw scores against the mark schemes, and holistic evidence folders against the grade descriptors.
- All students have been given a grade and then ranked within that grade – there is a student ranking for the entire cohort.

OCR GCSE English Literature (OCR J352)

- Evidence was gathered across all examined components for the vast majority of children. This included: Romeo and Juliet and Poetry (both paper 2) and An Inspector Calls (paper 1). Students did not complete work on a literary heritage text due to the changes announced in summer 2020, which outlined that students needed to complete only three of the four literature units.
- The vast majority of evidence conforms to the question requirements as the students would have experienced in exam conditions (there are exceptions – these are outlined in individual student variation sheets or noted on the student's front sheet). The majority of evidence is from essays completed in exam conditions, or as formal assessment pieces of work after class discussion.
- Evidence has been gathered and clearly demarcated for each student. Raw scores have been recorded on a front sheet. In the case of multiple pieces of work for a unit, the best score has been used.
- A combination of raw scores and the grade descriptors have been used to support in awarding the student their overall grade. Though individual pieces of work have been assessed on their own merits, the grade has been awarded across the entire evidence folder which covers all units of work (as described in point one).
- For students who have missing work, a grade has been awarded based on evidence of the AOs. If there are AOs which are missing, this is reflected by the grade.



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- Each student's folder has been marked by the class teacher, moderated by another teacher, and then checked and ranked within the whole cohort by the HOD and team leaders.
- Moderation has involved both checking raw scores against the mark schemes, and holistic evidence folders against the grade descriptors.
- All students have been given a grade and then ranked within that grade – there is a student ranking for the entire cohort.

Mathematics

OCR GCSE Mathematics (OCR J560)

- All students had the opportunity to complete 'mini' topic-based assessments in term 4 and holistic past paper assessments in term 5. Two of the 'mini' assessments were carried out during the working from home lockdown in late Feb/early March.
- All other assessments were completed under maths teacher supervision in exam conditions. All students had the opportunity to fill in gaps and ensure they had a complete evidence bundle of assessments. Exam board mark schemes were used and all papers were blind marked to avoid teacher bias.
- A process of marking moderation was carried out on approximately 25% of the assessments.
- Historic grade boundaries were applied to the scores on each assessment in order to provide a starting point to the final teacher assessed grade.
- Teachers reviewed each evidence folder and 'pencilled in' a proposed TAG.
- In the dept INSET, guidance on moderating was shared with the dept:
 - Sources of evidence should be consistent across the cohort, if other evidence has been provided the reasons for this being included should be documented.
 - Where there is a difference in performance within one folder the teacher should have noted which evidence most authentically represents attainment of the student.
 - Grade descriptors should have been applied fairly and appropriately, the grade awarded should depend upon the extent to which the student has met the assessment objectives, shortcomings in some aspects may be balanced by better performance in others.
- The final grade awarded should be a holistic objective judgement based on evidence of performance.
- Groups of two to three teachers were allocated to moderate folders within each grade.
- Moderators considered the evidence as a whole and determined if there was consistency across folders within in each grade. Where they agreed with the teacher recommended TAG, the form was signed and the TAG confirmed.
- Where the moderators disagreed the folder was brought to the central group following all groups completing their allocated moderation for the group to agree the final TAG.



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

Science

EDEXL GCSE Biology (EDEXL 1BI0)

- Since February students have completed 5 assessments under exam conditions and these assessments were all formed from past paper questions at their tier of entry. The topics covered were a full breadth and range from papers 1 and 2 but discounted the small amount of content not delivered due to lockdowns.
- One of these assessments was an edited version of the November 2020 paper 2, which was used to provide up to date evidence of student performance.
- Students have also completed a pack of questions which focussed on maths and experimental skills within their lessons under exam conditions.
- The marking of these assessments was completed by Biology teachers being randomly allocated a set number of assessments to mark. Therefore, removing any potential marking bias. The marking was then quality assured across all the teachers of Biology.
- Each teacher collated the evidence from these assessments for their own classes and reviewed the evidence they had in relation to the grade descriptors. This included a detailed review of the 6-mark answers given in each assessment. This was then used to provide their TAG.
- The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.

EDEXL GCSE Chemistry (EDEXL 1CH0)

- Since February students have completed 5 assessments under exam conditions and these assessments were all formed from past paper questions at their tier of entry. The topics covered were a full breadth and range from papers 1 and 2 but discounted the small amount of content not delivered due to lockdowns.
- One of these assessments was an edited version of the November 2020 paper 2, which was used to provide up to date evidence of student performance.
- Students have also completed a pack of questions which focussed on higher level questions from the exam board assessment materials within their lessons under exam conditions.
- The marking of these assessments was completed by Chemistry teachers being randomly allocated a set number of assessments to mark. Therefore, removing any potential marking bias. The marking was then quality assured across all the teachers of Chemistry.
- Each teacher collated the evidence from these assessments for their own classes and reviewed the evidence they had in relation to the grade descriptors. This included a detailed review of the 6-mark answers given in each assessment. This was then used to provide their TAG.
- The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.

EDEXL GCSE Physics (EDEXL 1PH0)

- Since February students have completed 5 assessments under exam conditions and these assessments were all formed from past paper questions at their tier of entry. The topics covered were a full breadth and range from papers 1 and 2 but discounted the small amount of content not delivered due to lockdowns.
- One of these assessments was an edited version of the November 2020 paper 2, which was used to provide up to date evidence of student performance.
- The marking of these assessments was completed by Physics teachers being randomly allocated a set number of assessments to mark. Therefore, removing any potential marking bias. The marking was then quality assured across all the teachers of Physics.



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- Each teacher collated the evidence from these assessments for their own classes and reviewed the evidence they had in relation to the grade descriptors. This included a detailed review of the 6-mark answers given in each assessment. This was then used to provide their TAG.
- The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.

EDEXL GCSE Combined Science (EDEXL 1SC0)

- In order to produce a Combined Science TAG, the three teachers of Biology, Chemistry and Physics worked together in order to produce a holistic combined grade.
- Students were completing mock exams in Science prior to the lockdown in December, therefore only had the opportunity to complete the Physics paper 1 fully. This has been used in their portfolio of evidence.
- Since February students have completed a minimum of 5 assessments for each subject under exam conditions and these assessments were all formed from past paper questions at their tier of entry. The topics covered were a full breadth and range from papers 1 and 2 for each discipline but discounted the small amount of content not delivered due to lockdowns.
- One of these assessments for Biology, Chemistry and Physics was an edited version of the November 2020 paper 2, which was used to provide up to date evidence of student performance.
- The marking of these assessments was completed by subject specialist teachers being randomly allocated a set number of assessments to mark. Therefore, removing any potential marking bias. The marking was then quality assured across all the teachers of that subject.
- Each subject teacher collated the evidence from these assessments for their own classes and reviewed the evidence they had in relation to the grade descriptors. This included a detailed review of the 6-mark answers given in each assessment.
- For each class the teachers for Biology, Chemistry and Physics then met to look at the combined evidence they had for each student and produce an overall grade for Combined Science.
- The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.



Teacher Assessed Grades in Summer 2021 GCSE or Equivalent Subjects

Options

Visual Arts

AQA GCSE Art & Design (Fine Art) (AQA 8202)

In order to establish an evidence base on which to determine students GCSE Fine Art grades the following approach was followed:

- The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their portfolios for component 1 and these were delivered in the same manner consistently.
- The teachers and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of students' portfolios took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 GCSE art and design specifications.
- For the GCSE Fine Art specification for the 2021 cohort, students were to only complete component 1 the portfolio of work, which was to consist of one or more extended projects and possible other work. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

"To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students' level of attainment and ability" (AQA assessment resources art and design 2021).
- All students have produced a portfolio of work that covers all of the four assessment objectives holistically. All students have completed at least one extended project for their portfolio. Subsequent projects may have also been produced and will be used in gaining holistic evidence of student attainment, but these projects may not be completed in all cases, however incomplete work will not disadvantage any student in the gathering of their holistic grade.
- Most students will have a portfolio that consists of the following but this may vary:
 - Completed food themed extended project covering all 4 assessment objectives (in some cases this project is not based on food but is replaced with another extended project covering all 4 assessment objectives)
 - Most students have a, in-progress/various stages of completion, landscape themed unit showing coverage of all 4 assessment objectives.
 - Few students may have further supporting evidence.
- The nature of the GCSE specification means that students portfolios of evidence will be individual in the themes, outcomes, experimentations, and realisations of intentions. This is in line with the specification, but all students' portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.



Teacher Assessed Grades in Summer 2021 GCSE or Equivalent Subjects

AQA GCSE Art & Design (Graphic Communication) (AQA 8203)

In order to establish an evidence base on which to determine students GCSE Graphic Communication grades the following approach was followed:

- The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their portfolios for component 1 and these were delivered in the same manner consistently.
- The teachers and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of student's portfolios took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 GCSE art and design specifications.
- For the GCSE Graphic Communication specification for the 2021 cohort, students were to only complete component 1 the portfolio of work, which was to consist of one or more extended projects and possible other work. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

“To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students' level of attainment and ability” (AQA assessment resources art and design 2021).

- All students have produced a portfolio of work that covers all of the four assessment objectives holistically.
- All students have completed at least one extended project for their portfolio.
- Subsequent projects may have also been produced and will be used in gaining holistic evidence of student attainment, but these projects may not be completed in all cases, however in completed work will not disadvantage any student in the gathering of their holistic grade.

Student Projects:

1. students have completed (mostly completed) an extended project based on Alice in Wonderland illustration. This brief covered all 4 assessment objectives.
2. All students have in progress/completed/ part completed an extended project based on branding for a Food company. This brief covers all 4 assessment objectives.
3. Some students may have other supporting evidence.

The nature of the GCSE specification means that students portfolios of evidence will be individual in their development, outcomes, experimentations, and realisations of intentions even if the same starting point or graphic design project brief was used as a stimulus by the teacher. This is in line with the specification, but all students' portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.

It must be noted that access to some of the specialized digital equipment was limited during this course and therefore some of the evidence portfolios do not show as much development in skills as would usually be expected.



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

AQA GCSE Art & Design (3D Design) (AQA 8205)

In order to establish an evidence base on which to determine students GCSE three dimensional design grades the following approach was followed:

- The teacher involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their portfolios for component 1 and these were delivered in the same manner consistently.
- The teacher and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of student's portfolios took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 GCSE art and design specifications.
- For the GCSE 3D design specification for the 2021 cohort, students were to only complete component 1 the portfolio of work, which was to consist of one or more extended projects and possible other work. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

“To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students' level of attainment and ability” (AQA assessment resources art and design 2021).

- All students have produced a portfolio of work that covers all of the four assessment objectives holistically.
- All students have completed at least one extended project for their portfolio.
- Subsequent projects may have also been produced and will be used in gaining holistic evidence of student attainment, but these projects may not be completed in all cases, however in completed work will not disadvantage any student in the gathering of their holistic grade.

Students have evidence that will have all or some of these projects:

1. A Natural form themed extended project covering all 4 assessment objectives.
2. A unit In-progress/various stages of completion a size and scale themed unit showing coverage of all 4 assessment objectives.
3. Most students have in progress/various stages of completion an individual themed project
4. Some students may have further supporting evidence.

The nature of the GCSE specification means that students portfolios of evidence will be individual in the themes, outcomes, experimentations, and realisations of intentions. This is in line with the specification, but all students' portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.

It must be noted that students have had very disrupted access to specialist materials, equipment and access to the Ceramics studio and Kiln. This has impacted on their ability to make and develop further some of their work.



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

AQA GCSE Art & Design (Photography) (AQA 8206)

In order to establish an evidence base on which to determine students GCSE Photography grades the following approach was followed:

- The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their portfolios for component 1 and these were delivered in the same manner consistently.
- The teachers and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of student's portfolios took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 GCSE art and design specifications.
- For the GCSE photography specification for the 2021 cohort, students were to only complete component 1 the portfolio of work, which was to consist of one or more extended projects and possible other work. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

“To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students' level of attainment and ability” (AQA assessment resources art and design 2021).

- It must be noted that some of the evidence of students NEA is not as thorough in its development due to the impact of COVID 19 as access to specialised photographic equipment and editing software has been dramatically impacted.
- All students have produced a portfolio of work that covers all of the four assessment objectives holistically. All students have completed at least one project for their portfolio.
- Subsequent projects may have also been produced and will be used in gaining holistic evidence of student attainment, but these projects may not be completed in all cases, however in completed work will not disadvantage any student in the gathering of their holistic grade.
- Due to the nature of this course, there will be more evidence of teacher led starting points in some of the portfolios.

Students will have evidence of all four assessment objectives found in their portfolios with projects in development or completed based on the following but in some cases, students will have different projects but will have shown evidence of all 4 assessment objectives.

- Multiple images and/ or Fantastic and Strange
- Portraiture elements
- Some students will have other supporting evidence.



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GCSE or Equivalent Subjects

Design & Technology

EDEXL GCSE Computer Science (EDEXL 1CP1)

Students completed a range of assessments. These were generated from resources provided by the exam board, revision resources in the exam board recommended textbook and from other exam boards who offer computer science as a qualification. As summary is as follows:

- 1) Multiple choice questions on forms
- 2) Exam questions have been generated from a range of different sources – some from Edexcel, OCR, AQA exam boards and some from the textbook. These have been completed online via MS Forms.
- 3) Edexcel textbook and revision guide/workbook have been used. Questions and activities have been completed from this book.
 - Problem-solving (paper 2)
 - Programming (paper 2)
 - Data types (paper 1)
 - Hardware/software and computers – a self-assignment

One full Edexcel paper 1 has been given.

Paper 2

Evidence was collected which included a series of questions relating to topics covered.

A past paper from Edexcel was used for generating questions

Extra resources from exam board were received the day before the Easter break by time resources had been planned, delivered etc.

The work was assessed and moderated by a team of teachers lead by the Head of Department.

OCR GCSE Design and Technology (OCR J310)

The evidence gathered includes:

NEA Coursework – which all the students completed and was marked as per a normal year. Students produced prototypes that were also assessed.

Exam – The students have sat 5 assessments all have been based around passed papers from OCR Product Design, Graphics and the papers released later in the year for this specification. The Head of Department carried out a quality assessment and moderation process where all top end graded students would sit the Maths and drawing elements of the exam this did make a difference and the grades were adapted accordingly.

WJEC Engineering Vocational L1/2 Award (WJEC 9790)

The WJEC course for engineering has 3 units.

Our students at Herne Bay High School were entered for the exam in year 10 as per normal practice. Therefore, all students already have an approved CAG for UNIT 3:

UNIT 1: Students did not have to complete AC1.2

UNIT 2: Students did not have to complete AC3.2

UNIT 3: All students have a grade.

Students have completed the NEA/coursework element as normal practice like every other year, minus the 2 elements stated above. All students have been marked in line with previous years and no allowance has been made due to all students completing the coursework. As per normal practice from previous years.



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WJEC GCSE Hospitality & Catering L1/2 (WJEC 5569QA)

In order to establish an evidence base on which to determine students' hospitality and catering grades the following approach was followed:

The three teachers who teach the qualification worked collaboratively in order to establish a common approach for the coursework and the unit 1 grade for retake students in year 1. Discussions were held at regular intervals to moderate student work.

The three teachers worked together in order to quality assure the students' work and both ensured that the entire specification was taught. There was a detailed moderation period planned to ensure a consistent application of grades.

Students had a Unit 1 Centre Assessed Grade in 2020. All students completed Unit 2 – NEA task in 2021.

Business

OCR Cambridge National Certificate in Enterprise and Marketing (OCR J819)

Individual units – RO64, RO65 and RO66.

Unit RO64 – 'Enterprise and marketing concepts' – 1hr 30 min written paper. OCR-set and marked exam was to have been taken in June 2020 however, this was then cancelled by OCR prior to the summer exams.

Unit RO65 – 'Design a business proposal' – Centre-assessed task, OCR moderated.

- This unit has been taught and students have produced work.
- Work has been moderated by Business teachers using OCR framework.

Unit RO66 – 'Market and pitch a business proposal' - Centre-assessed task, OCR moderated.

- RO66 has not been submitted since OCR confirmed their decision on 14 January 2021 that only RO65 would be submitted by students. See attached.

Additional evidence – mini-assessments

Additional evidence produced by OCR Enterprise and Marketing students comprising a series of MCQ and mini-assessments.

These were prepared by OCR for students to complete to provide additional evidence, in particular, of their RO64 knowledge of exam content by answering 1,2,3,4,6 and 8 mark questions:

Set 1: MCQs: pricing; sales; product development; variable costs; tax; business plan; product lifecycle; ownership; market segmentation; internal finance; functions; marketing mix; promotion. Out of 16.

Set 2: MCQs: ownership; market research; product lifecycle; business grants and crowdfunding; functions; goals and objectives; break-even; pricing. Out of 16.

Set 3: MCQs: functions; strategies; ownership; costs; tax; break-even; customer feedback Out of 16.

Set 4: Market research; pricing; customer service; ownership; loans; recession; business planning; break-even; functions; extension strategies and advertising. Out of 64.

Set 5: Market research; design mix; revenue + profit; fixed/variable costs; external finance; economic cycle; HR activities and customer service and feedback. Out of 64.

Completion of the mini-assessments allowed students to provide evidence of their knowledge and understanding of RO64's content.

Weighting: We used OCR Exam Set 1-5 with a combined weighting of 50% of the final TAG. We then used a weighting of 50% for students' RO65 coursework. This weighting



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was selected because the OCR Enterprise and Marketing course had a 50% weighting for coursework in a 'normal' non-Covid year.

Dance

EDEXL BTEC Performing Arts (Dance) (EDEXL LJ800)

The content of this course covers and is assessed through 3 strands: Performance, Choreography, and Appreciation.

Our teacher assessed (evidence based) grade will be based upon the following evidence:

Course element	Evidence to be used	Evidence Collected
Performance – 30%	Performance of set solo 'Flux' ALL year 11 dance students completed in Year 10 – just rehearsals needed & evidence of this.	Solos were performed and filmed on following dates: 11B – 26/4/21 11C – 29/4/21 11E – 29/4/21 Each student's solo is in their digital file.
Choreography – 30%	All students will have filmed evidence of a choreographic task of between 1-3 mins in length. This is a response to a question set by AQA received in September 2020.	Choreographic studies were performed and filmed on the following dates: 11B – 10/5/21 11C – 13/5/21 11E – 13/5/21 Each student's choreographic study is in digital file.
Dance Appreciation: Written component - 40%	Short starter questions and revision homeworks have been completed since September 2020. Marks kept as evidence.	Grades entered onto master and hard copies have been collected and put into each students 'Written evidence file'.

Drama

WJEC GCSE Drama (WJEC C690QS)

Component 1 – 40% Internal coursework	Component 2 – 20% External coursework	Component 3 – 40% External Exam
<ol style="list-style-type: none"> Performance /15 2020 paper Portfolio /30 2020 paper Evaluation /15 2020 paper 	<ol style="list-style-type: none"> Performance /50 (working with others section of the grading has been removed, accounting for the reduction of 10 marks), 2021 paper Students also performed a vocal performance as an assessment. 	<ol style="list-style-type: none"> 3a questions on set text /45. The set text was introduced during the first lockdown, engagement was very poor! NOT BEING INCLUDED 3b a single question on a live piece of theatre /15. 2018 paper AND 2020 paper
This unit was started in year 10, so it made sense and we were able to complete performance work as initially required. The evaluation and portfolio presentation/commentary could also be completed, given the amended spec requirements and the fact that the performance was completed/started in year 10.	The amended spec allowed students to work on this independently from home, but with support and guidance. CO and KS were able to find a variety of different and appropriate (as per exam board requirements) monologues for students to choose from/be guided towards. Rehearsals and feedback could be given in	A live theatre recording from The National was sourced, enabling students to watch the performance remotely as well as in school (pre Christmas and post lockdown 2). The selected sections were also shared with specific students on Stream, allowing them additional access to the performance if needed. SAMS and two years previous exam



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	school and remotely, with performances being recorded whenever students were in school.	papers with marking support/feedback were also available, allowing students to sit 'actual' exam board questions and giving teachers support with marking exam questions. Owing to the amount of time 'missed' and time to complete work, it was felt that students would be significantly disadvantaged if they were required to complete this aspect of the course and this was removed inline with guidance from the board.
Usually - Comp 1 marks all multiplied by 2	Usually - Comp 2 marks all multiplied by 1	Usually - Comp 3 marks all multiplied by 2

1. Course is 70% written and 30% practical and we are going to adhere to this.

Practical 30%	Written 70%
Group Performance /15	Portfolio /30
Monologue Performance /50 (Usually marked out of 60, but a mark out of 10 is given for interaction with other performers, which has been cut due to the nature of the performances)	Evaluation /15
	Live Review /15
Raw Mark /65	Raw Mark /60
Multiplied by 1	Multiplied by 2.5
Overall Raw Mark /215, comprised of 30% practical marks and 70% written marks. Final overall mark /215 will be turned into a percentage, then this will then be compared against 2019 grade boundaries for the final grade. This in turn will be compared against the general descriptors provided by Eduqas and JCQ.	

Eduqas JCQ Descriptors	Evidence provided by the centre (Exam board links to AOs)
Develop ideas for performance outcomes that communicate meaning (A01)	<ul style="list-style-type: none"> • Portfolio presentation • Grp performances • Scripted monologue performance
Apply theatrical skills to realise artistic intentions (A02)	<ul style="list-style-type: none"> • Grp performance • Scripted monologue performance
Demonstrate knowledge and understanding of developing and performing drama (A03)	<ul style="list-style-type: none"> • Live review • Portfolio presentations • Grp performance evaluations
Produce analysis and evaluation of drama seen and made (A04)	<ul style="list-style-type: none"> • Live review • Grp performance evaluations

2. EDUQAS PUBLISHED GRADE DESCRIPTORS WERE USED AS REQUIRED, HOWEVER THE MATHEMATICAL APPROACH WAS ALSO APPLIED BY TEACHERS AS AN EXTRA RIGOROUS LEVEL OF MODERATION TO REINFORCE THE STANDARD OF EVIDENCE BEING GENERATED
3. For Component 1 we have completed all 'normal' work.
4. We have completed all required practical work for component 2, however this is now a single scripted monologue, instead of the usual 2 scripted group performances (exam board changes).
5. For component 3 we will have completed the live review requirements but NOT the set text.



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6. Additional support for the students was provided to provide ICT access.
7. MODERATION & STANDARDISATION – all final performances have been marked by the class teachers. Written work has been marked by the lead class teacher, with a sample of 6 students (top, middle and bottom, plus queries) which equates to approx. 1/3 of each class having their work marked and moderated by both teachers.

French

AQA GCSE French (AQA 8658)

In order to establish an evidence base on which to determine students' French grades the following approach was followed:

In normal time students would be given a holistic grade based on their performance in a listening, reading, speaking and writing exam. This year, the speaking component is separate from the final grade and is being assessed separately. Students have been given the opportunity to demonstrate their skills in spoken French and will get a pass, merit or distinction grade for this component which will sit separately to their TAG. Students' TAG will only be based on evidence collected for their listening, reading and writing performance in assessments conducted in class. The content of these mini assessments and paper includes the full range of topics for the course as detailed below.

The GCSE French course is divided into 3 themes and each theme has a variety of topics as follow:

- Theme 1: Identity and Culture
 - Unit 1 – Me, my family and friends
 - Unit 2 – Technology in every day life
 - Unit 3 – Free-time activities
 - Unit 4 – Customs and festivals
- Theme 2: Local, national, international and global areas of interest
 - Unit 5 – Home, town, neighbourhood and region
 - Unit 6 – Social issues
 - Unit 7 – Global issues
 - Unit 8 – Travel and tourism
- Theme 3 – Current and future study and employment
 - Unit 9 – My studies
 - Unit 10 – Life at school and college
 - Unit 11 – Education post-16
 - Unit 12 – Jobs, career choices and ambition

In order to allow students to demonstrate their listening, reading and writing skills across the above topics, they have been given a series of mini assessment based on selected questions from specific topics from the 2018, 2019 and 2020 past papers as well as the sample paper from the AQA website. Each mini assessment has covered either listening, reading or writing questions across a range of topics. Students have completed 6 of those mini assessments in term 4 (2x Listening, 2x Reading and 2x Writing). The results of these mini assessments have been converted and scaled up to be compared with the 2019 grade boundaries for each exam (listening, reading and writing) to give us an idea of the estimated grade they have performed in in those specific listening, reading and writing assessments.

To consolidate our judgement and enable students to have further evidence towards their TAG we have also undertaken a series of full past paper assessments conducted in exam conditions in class – as such the 2018, 2019 and 2020 listening, reading and writing past paper have been completed. Each paper was marked using the exam mark scheme and a holistic grade was generated for each



Teacher Assessed Grades in Summer 2021 GCSE or Equivalent Subjects

set of listening, reading and writing paper using the grade boundaries from the year of the past paper as well as the AQA guidance on how to work out a grade without the speaking component. With regards to past papers, we haven't just taken the best performance of a student on one the 3 past papers they did but we looked at an average grade of their performance across all three papers.

The grade given to the student is based on a holistic view of their performance in all the mini assessments as well as the past papers they have done.

We are confident that the type of evidence collected is helping us make the best possible decision as to what grade each student deserves according to their performance across every mini assessments and past paper exams.

Please see below the schedule of mini assessments and past paper exams put in place during term 4 and 5. The amount of marks the assessment is out of is specified at the end of the title.



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

Geography

AQA GCSE Geography (AQA 8035)

The Geography department collaborated to ensure that a common approach was taken for all classes, in terms of lessons, resources and the range of exam questions (1, 2, 4, 6 and 9 mark questions were used throughout).

Staff worked closely to quality assure, moderate, and standardise student work, to ensure fairness in marking and therefore the awarding of grades.

The department ensured that students were assessed on all units of the course, bar the fieldwork element (students had not had the opportunity to undertake fieldwork).

This resulted in students having the opportunity to sit the following assessments which were used to make up an evidence portfolio:

Ref	GCSE Specification content	Paper	Questions	Term
1	Unit 1 Section A – Natural Hazards	2018	Section A - ALL	T1/T2/T3
2	Unit 1 Section B – Living World	2018	Section B – ALL	T1/T2/T3
3	Unit 1 Section C – Physical Landscapes	2018	Section C - ALL	T1/T2/T3
4	Unit 2 Section A - Urban Challenges	2018	Questions 1.1 – 1.6 + 1.9	T4
5	Unit 2 Section B - Changing Economic World	2020	Questions 2.1 – 2.7 (-2.3)	T4
6	Unit 2 Section C – Managing Resources (Energy)	2018	Questions 6.1 – 6.8	T4
7	Unit 3 – Geographical Applications	2019	Questions 1-3	T5
8	Unit 3 – Geographical Applications	2020	Questions 1-3	T5

All evidence portfolio assessments were sat in exam conditions, using hard copies, where possible, except those where students had to undertake them at home, either due to lockdown or due to self-isolation/COVID related situations. In this situation electronic copies were created on Microsoft Forms. This allowed all students the opportunity to sit every evidence assessment.

All assessments included a range of shorter 1, 2 and 4 mark questions as well as longer 6 and/or 9 mark questions to simulate the broad and challenging nature of their real exams.

All assessments undertaken for the evidence portfolios were marked to existing published exam board grade boundaries, for each unit/exam year.

These results and grades for the eight evidence assessments were then used to create a final TAG for each student. This final TAG was based against grade boundaries extrapolated from existing grade boundaries across a number of years, and then altered using our professional judgement to better reflect the outcomes of the last cohort to sit GCSE exams (2019).

Health & Social Care

OCR Cambridge National Certificate in Health & Social Care (OCR J811)

The OCR Level 1/2 Cambridge National Certificate in Health and Social Care course has 4 units:

Unit R021: Essential Values of care for use with individuals in care settings – mandatory examination unit.

- Students were due to sit the exam in summer 2020 – the exam was cancelled.
- There are 4 learning outcomes covered in the examination unit.
- Students have sat 2 Mini Assessments to assess their knowledge and application. The questions for the Mini Assessments have been taken from the “additional assessment material” provided by OCR Cambridge Nationals.
- Mini Assessment 1 is based on questions from question set 8 and 6, these are scenario-based questions which cover Learning Outcome 1 and Learning Outcome 3. This paper is out of 15 marks.



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- Mini Assessment 2 is based on questions from question sets 4, 3 and 11. Question set 4 is scenario based and covers Learning Outcomes 1 and Learning Outcome 4. Question set 3 is also scenario based and covers Learning Outcome 1. Question set 11 is topic based and covers Learning Outcome 2.

Unit R022: Communicating and working with individuals in health, social care and early years settings – mandatory coursework unit.

- Students started this unit of coursework in year 10, we covered learning outcomes 1 and 2. Some students have been able to improve their work and complete part of learning outcome 3. This work is incomplete because we have not been able to carry out the last task which involved a role play.

Unit R023: Understanding body systems and disorders – coursework optional unit.

- This unit of work should be complete for most learners.

Unit R027: Creative activities to support individuals in health, social care and early years settings

- Reduction in units – this unit has not been taught due to the reduction in units.

The Teacher Assessed Grades have been formulated by taking into account the students' performance in the following:

- R023: Understanding body systems and disorders – this should be complete for most learners
- R022 Communicating and working with individuals in health, social care and early years settings – this work is not complete due to the role play
- Mini Assessments

History

AQA GCSE History (AQA 8145)

As a department we wanted to give the students an opportunity to still sit an exam but in a different way. Therefore, we have split the papers into assessments which cover the three topics that they would have covered if the exam were to go ahead.

The first assessments were then completed at home in exam conditions, without notes and timed during lockdown. When students returned to school they were completed under the same conditions but within the classroom.

Moderation

To ensure consistency in marking across the department extensive moderation has been carried out. Each member of staff has sent examples of marked answers for assessment 1 to the Head of Department. The HoD has re-marked them and then held a department meeting where all the members of the department have been involved in the moderation process.

Making Decisions on each students' TAG:

For every student we have detailed data on their previous and more recent performance. We have made a decision on each grade based on the six assessments they have completed since February. This includes questions from three papers, covering every A.O and 12 past exam questions overall. (Two papers and 10 questions for groups 11A3&4)

We also took into consideration other data such as their grade from their end of Year 9 exam and two GCSE assessments they completed in Year 10.

When awarding the grades the most recent assessments were given the most weighting. When deciding on a final grade we also looked at their previous data to judge whether the grade we were awarding was supported E.g. was the student showing signs of progress towards their final grade



Teacher Assessed Grades in Summer 2021

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elsewhere in the data. Every student was discussed in detail and every member of the department played a part in awarding the final grade to try to ensure the final grade decision was as objective as we could make it

Media Studies

WJEC GCSE Media Studies (WJEC C680QS)

In order to establish an evidence base on which to determine students' Media Studies L2 grades as part of the Stepping-Stone Pathway the following approach was followed:

The two L2 teachers within the Media department worked collaboratively to ensure that there was consistency and commonality when setting and selecting evidence for student evidence portfolios. The two teachers teaching this course worked together in order to quality assure the students' work marking and moderating both the theoretical Component 1 and the practical work Component 3.

Students have sat a large number of assessment questions in class both teacher developed and taken/adapted from previous exam questions. Where taken from an exam paper the source for each question set are credited on our scheme of work. The results for each assessment have been recorded on student's individual portfolio cover sheets and the department tracker.

Students evidence portfolio include:

		Unit, Task and Assessment Objectives <i>All Evidence is saved to assignments</i>
1	Term 2	Mock Paper 1 (40) AO1 <i>Teacher developed</i>
2	Term 2	Component 1 Section B- Media Industry Archers (17) <i>Taken from MONDAY, 3 JUNE 2019</i>
3	Term 2	Component 1 Section B- Media Audience Archers (12) 12/12/20 <i>Taken from SAM'S 2017</i>
4	Term	Component 3 NEA (60) <i>Assessment in 2021</i>
5	Term 3	Component 1 Section A- Media Language This Girl Can (TGC) (5) <i>Teacher developed</i>
6	Term 4	Component 1 Section A- Media Language GQ (15) <i>Taken from MONDAY, 3 JUNE 2019</i>
7	Term 4	Component 1 Section A- Media Language Pride (15) <i>Teacher developed</i>
8	Term 4	Component 1 Section A- Media Language MWTGG (15) <i>Teacher developed</i>
9	Term 4	Mock Paper 2 (40) <i>Teacher developed</i>
10	Term 5	Component 1 Section B- Media Audience Archers (12) <i>Adapted from MONDAY, 3 JUNE 2019</i>
11	Term 5	Summative Assessment Component 1 Section A&B (68) <i>Exam paper references-</i> <i>Q.1 Adapted from MONDAY, 3 JUNE 2019</i> <i>Q.2 Adapted from SAM'S 2017</i> <i>Q3. Taken from SAM'S 2017</i>

As detailed in the assessment requirements for EDUQAS GCSE Media Studies Component 3, adaptations were made to allow a range of adjustments to the assessment arrangement for the non-exam assessment in order to accommodate public health requirements.

As students were unable to complete productions fully students were permitted to evidence their productions in the form of prototypes or mock-ups. These were marked and moderated internally by all three teachers in the Media department.



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The following weightings were taken into account when determining students TAG's.

	AO1	AO2	AO3	Total
Component 1	17.5%	17.5%	-	35%
Component 2	17.5%	17.5%	-	35%
Component 3	-	-	30%	30%
Total	35%	35%	30%	100%

On the basis of students' evidence portfolios for Component 1 and their completed NEA's for Component 3, a holistic GCSE Media Studies grade was determined for each student.

Music

BTEC Level 3 National Extended Certificate in Music Performance (EDEXL BLNJ9)

This is the first cohort to be taken through this course as it was only run here for the first time in September 2019. It was new to BTEC in September 2018.

Three components to the whole course.

One of which is external and to be run in Year 11 however, this was cancelled due to the changes to exams in Summer 2021.

Component 1 was banked as a Centre Assessed Grades (CAG) in the Summer of 2020.

Component 2 was delivered and the BTEC Standards Verifier (SV) took a sample of this work in May 2021 and the report came back with praise for the well-designed templates provided to learners to help them focus their work towards the target criteria.

The moderation across the cohort was taken from the methods applied to the students involved in the SV sample to assist with quality assurance.

Component 3 evidence was also able to be used as part of the learners evidence as although this was removed as an external unit, the learners were able to plan or create a project to respond to a commercial music brief.

Religious Studies

AQA GCSE Religious Studies A (AQA 8062)

In order to establish an evidence base on which to determine students' grades the following approach was adopted:

The three teachers who deliver the qualification worked collaboratively to establish a common approach. To determine grades each student completed a significant evidence portfolio across Y11 utilising historic past exam questions and sample assessment material. All of the five styles of exam question were assessed. The primary evidence consists of modular unseen question papers. All 8 units were assessed, and full modular papers completed under timed conditions.

In addition, secondary evidence consisting of cohort and individual class 4, 5, and 12 mark questions completed across the course was also cross referenced. The list of questions used are identified on the Evidence Portfolio sheets.

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and based on the entire course.



Teacher Assessed Grades in Summer 2021

GCSE or Equivalent Subjects

Sociology

AQA GCSE Sociology (AQA 8192)

In order to establish an evidence, base on which to determine students' Sociology L2 grades as part of the Stepping-Stone Pathway the following approach was followed:

The two L2 teachers within the Sociology department worked collaboratively to ensure that there was consistency and commonality when setting and selecting evidence for student evidence portfolios.

The two teachers teaching this course worked together in order to quality assure the students' work marking and moderating Paper 1.

Students have sat a large number of assessment questions in class both teacher developed and taken/adapted from previous exam questions. Where taken from an exam paper the source for each question set is credited on our scheme of work. The results for each assessment have been recorded on student's individual portfolio cover sheets and the department tracker.

Sport Studies

OCR Cambridge National Award in Sport Studies (OCR J813)

In January 2020 the students sat RO51 'Contemporary Issues in Sport' which is an exam-based unit that was externally moderated and pre COVID-19 providing us with our first piece of high-quality evidence. They then started RO52 'Developing sports skills' and completed one of four components, the next two components were practical based and therefore put on hold while component four was attempted during the summer lockdown.

In September 2020 we started RO56 'Developing knowledge and skills in outdoor activities' and managed to get it completed and externally moderated in January 2021. During the final lockdown the students started the first component of their final unit RO53 'Sports leadership' and then completed the other three components once back in school. The three pieces of work completed in school have also provided high quality evidence. RO52 component four was then revisited to allow students support and quality time to continue working on the piece of work started during the very first lockdown. The practical assessments for RO52 were then taken from performances throughout the course again providing high quality evidence.

Quality assurance and standardisation took place for all units following OCR guidelines, this took place throughout the course. Once all work had been quality assured, we held a meeting to discuss how we would decide on the students TAG grades, the majority of which coming from externally assessed units and work completed with minimal disruption. The staff teaching the students then met with the PE leadership team where we discussed and quality assured the TAG grades. The feedback from the coursework externally moderated was extremely positive and no grades were changed, the exam board were happy with our marking and the QA procedures in place.



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Travel and Tourism

EDEXL BTEC First Award in Travel and Tourism (2018) (EDEXL BPSB8)

The BTEC Level 1/2 First Award in Travel and Tourism course has 4 units:

Unit 1: The UK Travel and Tourism sector – examination

- Students were due to sit the exam in summer 2020 – the exam was cancelled. Students were re-entered for January 2021, 9 out of the 13 students sat the exam.
- Students also sat a mock exam on 15 December 2020, the grade boundaries used were based on the January 2021 examination.

Unit 2: UK Travel and Tourism destinations - coursework

- Students were awarded interim claims for this unit in summer 2020.

Unit 3: The Travel and Tourism Customer Experience - coursework

- Reduction in units – this unit has been taught but not assessed.

Unit 4: International Travel and Tourism Destinations - coursework

- This unit was selected for standards verification by Pearson and has been passed with some excellent feedback.