



TEACHER ASSESSED GRADES 2021: A GUIDE FOR FAMILIES

Contents

Introduction	2
How GCSEs, AS and A levels will be awarded in summer 2021: a summary	3
Timeline.....	4
Evidence.....	5
Subject specific guidance – Year 11	5
Subject specific guidance – Year 13	14
Quality assurance.....	22
What to do if you think a grade is wrong	23
Autumn exam series	24
Accessing more information and support	25

Introduction

This year the government has said that many exams and assessments cannot be held fairly as a result of the disruption students have faced due to the Covid-19 pandemic. Instead of taking the usual set of exams, teachers will submit grades to the exam boards, based on their assessment of what students have shown they know and can do, enabling them to progress to the next stage of their education, training, or employment.

This guide outlines the arrangements in place for awarding grades in summer 2021, how our school has come to the decisions about grades and where you can go for additional information.

We realise that the turbulence in education this year has been a challenge for our students and families to deal with and the lack of clarity about the exams process has been difficult for schools, families and students. This guide is intended to clear up the finer details about how we have used the evidence we have in school to award a grade that is fair, reliable and based upon the evidence we have seen throughout our students' time on their courses. The range of evidence used is standardised where possible but there are variations for some students, this is related to their experience during the last year – it would be unfair to penalise a student if they missed an assessment or teaching due to C-19 so, in that case, a different form of evidence may have been used instead of the standardised assessment.

Our staff have worked incredibly hard to ensure that students have sufficient evidence that is reflective of their ability. They have marked a much greater volume of assessment material than would normally have been expected to and have provided opportunities for students to improve their understanding through additional sessions or materials prior to assessments. For teachers it has been a challenge to award grades based on evidence alone. They intrinsically want students to achieve their best possible grade but our process has been driven by the evidence. There have been internal and external moderation processes and additional quality assurance in place to improve the overall validity and reliability of the grades awarded.

We hope this guide helps you to understand fully how we have awarded fair grades, reflective of our students' ability. If you do have questions, please contact school through our info@derbymoore.derby.sch.uk email address so we can direct your query as appropriate.

How GCSEs, AS and A levels will be awarded in summer 2021: a summary

Our students' grades are awarded by their teachers and are based solely upon the evidence they have been able to gather on what students know and can do. The evidence used varies from subject to subject and within each subject for different individuals as explained in the introduction. There is a summary of the evidence used for each qualification in the Evidence section.

Teachers have collected evidence from throughout the course, including activities in previous years and used this to formulate their judgements. They have aimed to cover as much of the course assessment objectives as possible but where a student has not been taught an element of the course, no assessment has been used. This means that no individual is disadvantaged as a result of absence or self-isolation.

The evidence they have collected has been moderated internally and externally. This means that other teachers have checked the marking to see that they agree with it, on some occasions this has been done 'blind' meaning that the student's identity was unknown. External moderation is where experienced teachers from other schools in our Trust have checked marking, again to see that grades have been accurate. The grades have then gone through a Quality Assurance process. Here, the Senior Leadership Team have scrutinised the processes used in each subject to see that the grades are fair and accurate. Following that, the Trust have further scrutinised the schools processes to give an added level of validity to the processes used and therefore the grades awarded. Following this, the grades will be submitted to the exam boards for a final level of Quality Assurance.

Ofqual have provided the following information about the grading process:

How your grade will be determined

Grades must be:

- determined by teacher judgement, with grades signed off by your Head of Department and your Principal before being submitted to the exam board
- not graded by an algorithm
- only be assessed on what you've been taught
- withheld from students and families until results days. Therefore you will not be told what grade has been submitted for you.

Evidence:

- a range of evidence can be used, such as mocks, tests and work you have already done
- non-exam assessment (often known as coursework) should continue
- non-exam assessment can be used as evidence even if incomplete
- art & design grades will be based only on your portfolio
- schools and colleges can use questions provided by exam boards if they choose to do so
- your school or college must follow guidance when determining your grades and the exam boards will check they have done so

Timeline

April to May

Students will continue to learn and take part in assessments during this time. This might include questions from the exam board. You will continue with any non-exam assessment (often known as coursework).

April to July

Exam boards will carry out their own quality assurance checks. These are in place to make sure that schools and colleges have followed the guidance when awarding grades.

May to June

We will carry out checks to make sure that the evidence is robust and accurate. This is called moderation and quality assurance. Once we are fully satisfied with the accuracy of the grades, they will be submitted to the exam boards.

18 June

This is the deadline for school to submit teacher-assessed grades for GCSE, AS and A levels.

10 August

AS and A level results day

12 August

GCSE results day

Evidence

This section is designed to show the evidence we have used to award the Teacher Assessed Grades in each subject for most students. As explained in previous sections, there is some variation from student to student due to the impact of C-19 on attendance. If your child has not taken part in one of these assessments do not worry. They will not be penalised for that, it will be discounted from their portfolio. There are therefore some additional pieces of evidence for some students that are not included below.

Subject specific guidance – Year 11

Subject title: English Language
Evidence used for most students:
<p>The English department have endeavoured to collect a staple sample of key evidence for each student. Where students have not been able to provide key pieces, opportunities to catch-up have been provided. The staple list for English Language GCSE is:</p> <ul style="list-style-type: none">Assessment 1: English Language paper 1 and paper 2 (November Mock examination)Assessment 2: English Language Paper 1 (April Mock exam)Assessment 3: English Language Paper 2- Question 1 and Question 3Assessment 4: English Language Paper 1 Question 5Assessment 5: English Language Paper 2 Question 5 <p>These assessments are all high control and completed in lessons or in the exam hall.</p> <p>In addition, students have had the opportunity to submit home learning and other class work as part of their evidence, but this is deemed low control.</p>

Subject title: English Literature
Evidence used for most students:
<p>The English department have provided a number of opportunities to gather a staple sample of key evidence for each student for English Literature. Where students have not been able to provide key pieces, opportunities to catch-up have been provided. The staple list for English Literature GCSE is:</p> <ul style="list-style-type: none">Assessment 1: English Literature paper 1 (April Mock exam)Assessment 2: An unseen poetry assessmentAssessment 3: An Inspector Calls full question <p>These assessments are all high control and completed in lessons or in the exam hall.</p> <p>In addition, students have had the opportunity to submit home learning and other class work as part of their evidence, but this is deemed low control.</p>

Subject title: AQA GCSE Mathematics**Evidence used for most students:**

Following the cancellation of GCSE examinations, the mathematics faculty completed:

- An audit to ensure topics taught were only assessed
- Grade exemplification training to support valid and reliable grade judgements
- Exam marking training to ensure consistency

Grades, therefore have been decided through a variety of assessments listed below.

High Level of Control:

Assessment 1 and 2: November Mock Exams and Spring Mock Assessments

- Mock assessments conducted in-line with examination conditions.
- Marked in agreement with the AQA GCSE mark-scheme
- Grade boundaries moderated through Spencer Trust.
- For Spring Assessments, teaching staff alternated their marking with a different class to avoid unconscious bias.
- Faculty Leadership quality assured marking

Medium Level of Control:

Assessment 3 and 4: GCSE – Class work and AQA Assessment resources

- Assessments were completed in the classroom close to examination conditions.
- Marked in agreement with the AQA GCSE mark-scheme
- Grade boundaries moderated by the Head of Faculty using historical AQA grade boundaries
- Faculty Leadership quality assured marking

Low Level of Control:

Assessment 5: GCSE Questions - Starter / Plenary

- A range of GCSE questions completed to show a breadth of progressive evidence.

Subject title: Combined Science (Trilogy), Separate Sciences (Biology, Chemistry, Physics)**Evidence used for most students:**

Mock Exam November 2020 – covering the range of material and skills normally assessed through paper 1 of the GCSE using AQA past exam questions

Spring Mock Exam 2021 – covering a reduced range of material and skills normally assessed through paper 2 of the GCSE focussing on the material delivered whilst students were in school using AQA past exam questions

2021 AQA Assessment materials – Past exam questions specifically to support teacher assessed grades and selected to target specific areas of recently taught content appropriate to each of the relevant subject specifications.

A range of past examination questions targeted to particular areas of student performance in the Spring Mock exam to enable them to demonstrate progress and spread across Biology, Chemistry and Physics.

Subject title: French**Evidence used for most students:**

For the French GCSE, we are using evidence from a range of AQA past exam papers taken in high and medium controlled conditions as well as a range of class and homework activities.

The high control (taken in the exam hall) assessed material used:

- November Mocks – AQA GCSE French 2018
- April Mocks – AQA GCSE French 2019

The Themes assessed are Theme1: Identity and culture; Theme 2: Local, national, international and global areas of interest and Theme 3: Current and future study and employment.

The medium control (taken in exam condition in the classroom)

- AQA GCSE French 2020

The range of class and homework based activities include reading, listening and writing.

All evidence is moderated to ensure accuracy of centre.

Subject title: Urdu**Evidence used for most students:**

For the Urdu GCSE we are using evidence from a range of AQA past exam papers taken in high and medium controlled conditions as well as a range of class and homework activities.

The high control (taken in the exam hall) assessed material used:

- November Mocks – AQA GCSE Urdu Specimen paper 2019
- April Mocks – AQA GCSE Urdu 2019

The Themes assessed are Theme 1: Identity and culture; Theme 2: Local, national, international and global areas of interest and Theme 3: Current and future study and employment.

The medium control (taken in exam conditions in the classroom):

- AQA GCSE Urdu 2020

The range of class and homework based activities include reading, listening and writing.

All evidence is moderated to ensure accuracy of centre.

Subject title: Panjabi**Evidence used for most students:**

In Panjabi GCSE, we are using evidence from a range of AQA past exam papers taken in high and medium controlled conditions as well as a range of class and homework activities.

The high control (taken in the exam hall) assessed material used:

- November Mocks – AQA GCSE Panjabi Specimen paper 2019
- April Mocks – AQA GCSE Panjabi 2019

The Themes assessed are Theme1: Identity and culture; Theme 2: Local, national, international and global areas of interest and Theme 3: Current and future study and employment.

The medium control (taken in exam conditions in the classroom):

- AQA GCSE Panjabi 2020

The range of class and homework based activities include reading, listening and writing.

All evidence is moderated to ensure accuracy of centre. In addition, the teacher is an examiner for the writing component.

Subject title: Spanish**Evidence used for most students:**

For the Spanish GCSE, we are using evidence from a range of AQA past exam papers taken in high and medium controlled conditions as well as a range of class and homework activities.

The high control (taken in the exam hall) assessed material used:

- November Mocks – AQA GCSE Spanish 2018
- April Mocks – AQA GCSE Spanish 2019

The Themes assessed are Theme1: Identity and culture; Theme 2: Local, national, international and global areas of interest and Theme 3: Current and future study and employment.

The medium control (taken in exam condition in the classroom)

- AQA GCSE Spanish 2020

The range of class and homework based activities include reading, listening and writing.

All evidence is moderated to ensure accuracy of centre.

Subject title: AQA Computer Science**Evidence used for most students:**

A high level control applied to this specification:

- A detailed audit trail of all departmental activities and decisions
- Internally assessed and externally verified AQA mock examination (past papers) were used to support the grading decisions made for the AQA GCSE Computer Science course, in order to allow for a higher level of quality assurance.
- Use of High Level Control assessment material published by AQA were utilised to inform collation of evidence and decisions made.
- A range of class and homework based activities supported in providing a breadth of progressive evidence

Subject title: BTEC Level 1-2 Tech Award in Digital Information Technology**Evidence used for most students:**

Internally assessed and standardised coursework via the Pearson's Moderation process, and recorded by the BTEC Standards Verifier for IT and Computing. This high level control applied to units:

Component 1 - Design and Create a User Interface**Component 2 - Collect, Present and Interpret Data**

Component 3 Effective Digital Working practices via

A high level control applied to this unit:

- **A detailed audit trail of all departmental activities and decisions**
- 2 Mock examinations undertaken in examined conditions 2020-21.
- Externally marked and moderated examinations to allow for a higher level of quality assurance.
- Use of assessment material provided by Pearson to inform collation of evidence and decisions made.
- Grade calculators as provided by Pearson used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of progressive evidence.

Subject title: Geography**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- November Mocks – Paper 1- Living with the physical environment & Paper 2 – Challenges in the human environment
- April Mocks – Paper 1 – Living with the physical environment

End of Topic Assessments for each of the topic areas completed in controlled conditions in the classroom: -

- Paper 1 - Section A: The challenge of natural hazards
- Paper 1 - Section B: The living world
- Paper 1 - Section C: Physical landscapes in the UK
- Paper 2 - Section A: Urban issues and challenges
- Paper 2 - Section B: The changing economic world
- Paper 2- Section C: The challenge of resource management

Subject title: History**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers 1-3 taken in November
- Mock Paper 3 taken in April

End of Topic Assessments for each of the topic areas completed in controlled conditions in the classroom: -

- Paper 1 Medicine – 2 assessments in Y10 and 1 in Y11
- Paper 1 Western Front
- Paper 3 – Germany – Key Topic 1 Assessment & Key Topic 2 Assessment

Additional exam style questions completed in lessons/home study from the duration of the course, will also be used to support the awarding of a final grade.

Subject title: Psychology**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers taken in November & April

Average of teacher assessed skills based assessments that are taken at the end of every topic, completed in controlled conditions in the classroom: -

- Memory, Perception, Development, Research methods, Social influence, Language, thought and communication, Brain and Neuropsychology.

Additional exam style questions completed in lessons/home study from the duration of the course, will also be used to support the awarding of a final grade.

Subject title: RS**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers taken in November & April

End of Topic Assessments completed in controlled conditions in the classroom for each of the 4 philosophy and ethics questions.

Additional exam style questions (variety of 5 & 12 mark questions for all elements of the course) completed in lessons/home study from the duration of the course, will also be used to support the awarding of a final grade.

Subject title: BTEC Tech Award in Enterprise –Level 1/2**Evidence used for most students:**

Internally assessed and standardised coursework via the Pearson's Moderation process. This high level control applied to units:

Component 1 – Exploring Enterprise

Component 2 – Planning and Pitching Enterprise Activity

Component 3 - Promotion and Finance for Enterprise – External Exam

A detailed audit trail of all departmental activities and decisions including;

- 2 Mock examinations undertaken in examined conditions Nov 2020 and April 2021.
- Use of assessment material, additional exam papers and mark schemes, provided by Pearson to inform decisions made.
- Grade boundaries provided by Pearson used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims. Resources provided by Business specialists (Time2Resources)

Subject title: Art & Design**Evidence used for most students:**

As a subject we are using evidence from a range of projects completed over the past two years; this will be submitted as Component One: Portfolio. A portfolio that in total shows coverage of the four assessment objectives. The assessment material used as evidence will be:

- A sustained project
- A selection of further work

The work submitted for this evidence will be marked as a whole, there is no weighting for either of the above assessment pieces. Evidence for this subject is medium controlled conditions.

Subject title: Textile Design**Evidence used for most students:**

As a subject we are using evidence from a range of projects completed over the past two years; this will be submitted as Component One: Portfolio. A portfolio that in total shows coverage of the four assessment objectives. The assessment material used as evidence will be:

- A sustained project (Jungle Project)
- A selection of further work (Small projects completed throughout Year 10)

The work submitted for this evidence will be marked as a whole, there is no weighting for either of the above assessment pieces. Evidence for this subject is medium controlled conditions.

Subject title: Engineering**Evidence used for most students:**

As a subject we are using evidence from a range of OCR past exams and coursework units taken in high and medium controlled conditions.

The high control (taken in the exam hall) assessed material used:

- November Mocks – R105: Design Briefs, Specifications and Use Requirements ((Paper 1)
- April Mocks – R105: Design Briefs, Specifications and User Requirements (Paper 2)

The medium control assessment pieces:

- R105: Design Briefs, Specifications and User Requirements (Paper 3)
- R106: Product Analysis & Research; Learning Objectives 1, 2 & 3 (depending on class)
- R107: Developing and Presenting Engineering Drawings; Learning Objectives 1 & 3 (depending on class)
- R108: 3D Design Realisation; Learning Objectives 1 & 2 (depending on class)

All evidence is moderated by all staff in the Engineering department.

Subject title: Food Preparation and Nutrition**Evidence used for most students:**

As a subject we are using evidence from a range of Eduqas past exams and Non-Exam Assessment units taken in high and medium controlled conditions.

The high control (taken in the exam hall) assessed material used:

- Assessment 1: *End of module test*
- Assessment 2: NEA 2 – Practical Exam
- Assessment 3: December Mock
- Assessment 4: April Mock

The medium control assessment pieces:

- Assessment 5: Free choice practical assessment
- Assessment 5: Fajitas Assessment
- Assessment 6: NEA 2- Research
- Assessment 7: NEA 2 -Time plan
- Assessment 7: NEA 2 -Evaluation

All evidence is moderated by staff in the ADT Faculty.

Subject title: BTEC Level 1 / 2 Sport**Evidence used for most students:**

As a subject we are using evidence from a range of coursework and examination units:

Unit 1 – Fitness For Sport and Exercise – External Exam (High Control)

- A Mock examinations undertaken in examination conditions in April 2021.
- Assessment material, exam paper and mark schemes were used from Pearson to inform the decision making process.
- Grade boundaries provided by Pearson’s used to inform and verify grades awarded.
- In class Learning Aim assessments completed to provide breadth of evidence to include content taught.

Unit 2 – Practical Sport Performance (High Control)

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes.

- Internally Assessed & internally verified coursework which has undergone external verification processes by Pearson – this offers a High level of Control

Subject title: BTEC Level 1 / 2 Tech Award in Performing Arts (Dance)**Evidence used for most students:**

As a subject we are using evidence from a range of coursework and examination units:

Component 1 – Exploring the Performing Arts

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes.

- Internally Assessed coursework which has undergone external verification processes by Pearson – this offers a High level of Control

Component 3 – Responding to a brief

- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims
- Written and/or video evidence of classwork related to exam brief
- Evidence in this component is medium/low control.

Subject title: BTEC Level 1 / 2 Tech Award in Health and Social Care**Evidence used for most students:**

As a subject we are using evidence from a range of coursework and examination units:

Component 1 – Human Lifespan Development**Component 2 – Health and Social Care Services and Values**

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes.

- Internally Assessed & internally verified coursework which has undergone external verification processes by Pearson
- A high level of control applies to this component

Component 3 – Health and Wellbeing

- A Mock examination undertaken in examination conditions in Dec 2020 and April 2021.
- Assessment material, exam paper and mark schemes were used from Pearson to inform the decision making process.
- Grade boundaries provided by Pearson have been used to inform and verify grades awarded.
- A high level of control applies to this component

Subject title: GCSE Drama**Evidence used for most students:**

As a subject we are using evidence from a range of sources:

Component 1 –**Devising Portfolio (AO1) – Maximum 900 Words**

- Internal assessment of Portfolio's tracking the Devising rehearsal process, assessed using the Eduqas marking criteria.

Monologue Recording (AO2)

- Internal assessment of a monologue written by the students, developed as part of the Devising process.
- Assessed using the Eduqas marking criteria.

Component 2 –**Performance Recording (AO2)**

- Internal assessment of scripted performance, assessed using the Eduqas marking criteria.

Artistic Intentions Record (AO1)

- Internal assessment of students Artistic intentions for their scripted performance, assessed using the Eduqas marking criteria.

Component 3 – Mock Exam Series (AO3) (High control)

- Assessment material, exam paper marked in conjunction with official Eduqas marking schemes.
- A Mock examination undertaken in examination conditions in Dec 2020 and April 2021
- Assessment material, exam paper and mark schemes were used from Eduqas to inform the decision making process.
- Grade boundaries provided by Eduqas used to inform and verify grades awarded.
- A high level of control applies to this component

Samples externally moderated to reinforce grading decisions.

Subject title: Media Studies**Evidence used for most students:**

- November Component 1 exam
- April Component 1&2 combined exam
- In class exam questions on set texts
- NEA – Statement of Aims, Poster, DVD cover and explanations

Subject specific guidance – Year 13

Subject title: Physics

Evidence used for most students:

November Mock Exam covering the range of material and skills from year 1 of the course and normally assessed through Paper 1 of the A Level and a reduced Paper 3 to reflect the limitations imposed on practical work. Spring Mock Exam utilising past exam paper(s) to assess the Year 1 content through paper 1, the Year 2 content through paper 2 but with content removed that wasn't predominantly taught in school. Option topic paper and a reduced paper 3 practical skills paper. A range of end of unit assessments based on past exam questions selected to focus on the units of work predominantly delivered in school during the current academic year.

Subject title: Chemistry

Evidence used for most students:

3 November Mock Exam covering the range of material and skills from year 1 and what was covered to that date in year 2 of the course and normally assessing all areas physical and organic/inorganic chemistry. Spring Mock Exam utilising past exam paper(s) to assess the organic, inorganic and physical chemistry with content removed that wasn't predominantly taught in school. 2021 AQA assessment materials - Past exam questions specifically to support teacher assessed grades and selected to target specific areas of recently taught content appropriate to each of the relevant subject specifications for organic, inorganic and physical chemistry.

Subject title: Biology

Evidence used for most students:

The end of Year 12 exam covering the year 1 content. November Mock Exam covering the range of material and skills from both year 1 and 2 of the course but not units 7 and 8 due to these being taught remotely. This consisted of a year 1 paper, year 2 paper and synoptic paper. Spring Mock Exam utilising a past exam paper to assess the year 1 content through paper 1, plus the essay section of a past paper to assess synoptic skills. A range of end of unit assessments based on past exam questions selected to focus on the units of work delivered in school.

Subject title: Applied Science

Evidence used for most students:

Students had the opportunity to sit real exams in January and for those that did we were able to obtain accurate external grades. A practice mock exam in the November mock exam series for unit 1 and 3. Mock exams for unit 3 in the March mock exam series Exam in class assessments for unit 1. All coursework modules have been completed and grades submitted and the students final grades are then calculated using the BTEC grade calculator from the total of coursework and exam grades combined.
--

Subject title: English Language A Level**Evidence used for most students:**

- November Mock exam
- NEA
- May Mock exam
- In-class assessments on: Language Diversity opinion article; Language Change; Child Language Acquisition; Comparing Representations

Subject title: English Literature A Level**Evidence used for most students:**

- November Mock exam
- NEA
- May Mock exam
- In-class assessments on: "Atonement", "Othello", Unseen Crime extract, and comparison of crime texts

Subject title: A Level Media Studies**Evidence used for most students:**

- November Paper 1 exam
- April Paper 1&2 combined exam
- In class exam questions on additional Close Study Products
- NEA – Statement of Intent, mock-ups, scripts, storyboards, images

Subject title: AQA A level Further Mathematics**Evidence used for most students:**

All of the pure maths content for Year 12: AS was covered and the majority of the Year 13: A2 scheme of work but not Hyperbolic Functions or Harmonic motion for this course. The AS applied content was covered and parts of the A level applied content that had been taught up to 8th March 2021. This was reflected in our assessment at the end of Year 13.

Grades will be determined by a combination of the following pieces of evidence:

- Mock examinations completed in the autumn term of Year 13 covering selected pure topics and AS applied content. These exams used AQA questions and mark schemes and were graded using Trust generated boundaries from percentages in past A level exams.
- Pure maths paper completed in May 2021. This was made up of official AQA exam questions covering a range of topics that have been taught. All papers were blind marked by one teacher to ensure consistency. Marking was then quality assured by the other A level Further Mathematics teacher. The official AQA mark scheme was used and grade boundaries from the AQA website were used to grade papers.
- Applied exams May 2021. Two applied exams, one discrete and one mechanics, covering the AS content plus any content covered from the A2 content were completed in class in exam conditions. Past exam questions and official mark schemes were used. The same percentages as were used on the pure paper were used to determine grades.
- Exam questions completed in class. Students completed exam questions in lessons from across the whole of the content which had been covered. These questions were marked against official exam board mark schemes.
- Class and homework show progression over time and understanding of topics.

Subject title: AQA A level Mathematics**Evidence used for most students:**

All of the pure maths content was covered for this course. The AS applied content was covered but the A level applied content was not. This was reflected in our assessment at the end of Year 13.

Grades will be determined by a combination of the following pieces of evidence:

- Mock examinations completed in the autumn term of Year 13 covering selected pure topics and AS applied content. These exams used AQA questions and mark schemes and were graded using Trust generated boundaries from percentages in past A level exams.
- Pure maths paper completed in May 2021. This was an official AQA paper. All papers were blind marked (papers were only labelled with candidate numbers not student names) by one teacher to ensure consistency. Marking was then quality assured by other A level teachers. Official AQA mark scheme was used and grade boundaries from actual sitting of the paper were used to grade papers.
- Applied exams May 2021. Two applied exams, one statistics and one mechanics, covering the AS content were completed in class in exam conditions. Past exam questions and official mark schemes were used. The same percentages as were used on the pure paper were used to determine grades.
- Exam questions completed in class. Students completed exam questions in lessons from across the whole of the content which had been covered. These questions were marked against official exam board mark schemes.
- AQA assessment materials. Four of the assessment materials which were produced by AQA to support the grading process were completed and marked using mark schemes provided by the exam board.
- Class and homework show progression over time and understanding of topics.

Subject title: BTEC Level 3 Extended Certificate in Business**Evidence used for most students:**

Internally assessed and standardised coursework via the Pearson's Moderation process. This high level control applied to units:

Unit 1 – Exploring Businesses

Unit 2 – Developing a Marketing Campaign

Unit 3 - Promotion and Finance for Enterprise – External Exam

Unit 27 – Work experience in Business

A detailed audit trail of all departmental activities and decisions including;

- 2 Mock examinations undertaken in examined conditions Nov 2020 and April 2021.
- Use of assessment material, additional exam papers and mark schemes, provided by Pearson's to inform decisions made.
- Externally marked and moderated examinations to allow for a higher level of quality assurance for both Unit 2 and Unit 3.
- Grade boundaries provided by Pearson's used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims. Resources provided by Business specialists (Time2Resources)
- Examination papers by Business specialists x 3 (Times2Resources).

Subject title: A level Business**Evidence used for most students:**

A high level of control applied to this specification:

- 2 Mock examinations undertaken in examined conditions Nov 2020 and April 2021.
- Use of assessment material, additional exam papers and mark schemes (past papers), provided by Pearson's to inform decisions made.
- Grade boundaries provided by Pearson's used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims. Resources provided by Business specialists (Time2Resources)
- Additional, theme based, activities provided by Pearson's including mark schemes to build evidence to incorporate all learning aims.
- A range of class and homework based activities supported in providing a breadth of progressive evidence.

Subject title: Geography**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- November Mocks – Paper 1- Physical Systems & Paper 3 – Geographical Debates
- April Mocks – Paper 1 – Coastal Landscapes & Paper 3 – Exploring Oceans/ Hazardous Earth

End of Topic Assessments for each of the topic areas completed in controlled conditions in the classroom: -

- NEA Coursework (incomplete marked to OCR guidelines)
- Paper 1 - Section B: Earth's life support systems
- Paper 2 - Section A: Changing Spaces, Making Places
- Paper 2 – Section B: Global systems - Option A: Trade in the contemporary world

Subject title: History**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Paper 1 & 2 taken in December and April

End of Topic Assessments for each of the topic areas completed in controlled conditions in the classroom: -

- Paper 1 – Topic 1 - 4
- Paper 2 – Topic 1 – 4

The Personal Study (Paper 4) – An individual Assignment of 3000-4000 words.

Additional exam style questions completed in lessons/home study from the duration of the course, will also be used to support the awarding of a final grade.

Subject title: Psychology**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers taken in December and April

Average of teacher assessed skills based assessments that are taken at the end of every topic, completed in controlled conditions in the classroom: - - Social influence, Memory, Attachment, Approaches in psychology, Psychopathology, Research methods, Biopsychology, Issues and debates, Relationships, Schizophrenia, Aggression.

Additional evidence from students work in lessons, from the duration of the course, will be used to support the awarding of a final grade.

Subject title: RS**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers taken in December and April

End of Module tests completed in controlled conditions in the classroom: - for Y12 and 13 content in Philosophy and Ethics modules, and Year 12 content in study of religion component

Additional evidence from students work in lessons (responses to other 20 & 30 mark examination questions), from the duration of the course, will be used to support the awarding of a final grade.

Subject title: Sociology**Evidence used for most students:**

Assessments completed in controlled conditions in the exam hall: -

- Mock Exam Papers taken in December and April

End of Topic Tests completed in controlled conditions in the classroom for each of the topic areas (Education, Families, Beliefs, and Crime and Deviance)

Additional evidence from students work in lessons, from the duration of the course, will be used to support the awarding of a final grade.

Subject title: A Level Product Design**Evidence used for most students:**

As a subject we are using evidence from a range of Eduqas past exams, assessment resources and coursework units taken in high and medium controlled conditions.

The high control (taken in the exam hall) assessed material used:

- November Mocks – Paper 1
- April Mocks – Paper 2

The medium control assessment pieces: A Level Non-Exam Assessment: Portfolio, Sketchbook & Practical piece.

- Assessment Resource 1: Section A
- Assessment Resource 2: Section B
- Assessment Resource 3: Section C

All evidence is moderated by staff in the ADT faculty.

Subject title: BTEC Level 3 National Extended Diploma in Sport and Exercise Science

Evidence used for most students:

As a subject we are using evidence from a range of coursework and examination units:

Externally Assessed Examinations from Jan 2020/Jan 2021 - This high level of control applied to the following units:

Unit 1 – Sport and Exercise Physiology

Unit 2 – Functional Anatomy

Unit 3 - Applied Sport and Exercise Psychology

Unit 13 – Nutrition for Sport and Exercise

- Externally marked and moderated examinations from January 2020 and/or January 2021 series
- 2 Mock examinations in examination conditions - November 2020 and April 2021
- Past papers provided by Pearson
- Grade boundaries/examiner reports provided by Pearson are used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes. This high level of control applied to the following units:

Unit 4 – Field and Lab Based Testing

Unit 10 – Physical Activity for Individual and Group-Based Exercise

Unit 14 – Technology in Sport and Exercise Science

- Internally assessed coursework covering all content and Learning Aims
- Internally verified as part of BTEC Quality Assurance processes

Subject title: BTEC Level 3 National Diploma in Sport and Exercise Science

Evidence used for most students:

As a subject we are using evidence from a range of coursework and examination units:

Externally Assessed Examinations from Jan 2020/Jan 2021 - This high level of control applied to the following units:

Unit 2 – Functional Anatomy

Unit 3 – Applied Sport and Exercise Psychology

- Externally marked and moderated examinations from January 2020 and/or January 2021 series
- 2 Mock examinations in examination conditions - November 2020 and April 2021
- Past papers provided by Pearson online
- Grade boundaries/examiner reports provided by Pearson used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes. This high level of control applied to the following units:

Unit 4 – Field and Lab Based Testing

Unit 10 – Physical Activity for Individual and Group-Based Exercise

- Internally assessed coursework covering all content and Learning Aims
- Internally verified as part of BTEC QA processes

Subject title: BTEC Level 3 National Extended Certificate in Sport and Exercise Science

Evidence used for most students:

As a subject we are using evidence from a range of coursework and examination units:

Externally Assessed Examinations from Jan 2020/Jan 2021 – This high level of control applies to:

Unit 2 – Functional Anatomy

Unit 3 – Applied Sport and Exercise Psychology

- Externally marked and moderated examinations from January 2020 and/or January 2021 series
- 2 Mock examinations in examination conditions - November 2020 and April 2021
- Past papers provided by Pearson online
- Grade boundaries/examiner reports provided by Pearson used to inform and verify grades awarded.
- A range of class and homework based activities supported in providing a breadth of evidence to include all learning aims

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes. This high level of control applied to the following unit:

Unit 10 – Physical Activity for Individual and Group-Based Exercise

- Internally assessed coursework covering all content and Learning Aims
- Internally verified as part of BTEC QA processes

Subject title: BTEC Level 3 National Extended Diploma in Health and Social Care

Evidence used for most students:

As a subject we are using evidence from a range of coursework and examination units:

Externally Assessed Examinations from January 2021 and Mock Examinations – This high level of control applies to:

Unit 1 – Human Lifespan Development

Unit 2 – Working in Health and Social Care

Unit 3 – Anatomy and Physiology for Health and Social Care

Unit 4 – Enquiries in to Current Research in Health and Social Care

- Externally marked and moderated examinations from January 2021 series
- Mock examinations in examination conditions - November 2020 and April 2021
- Past papers provided by Pearson online
- Grade boundaries/examiner reports provided by Pearson used to inform and verify grades awarded.

Internally assessed and standardised coursework via Pearson’s Moderation and Quality Assurance processes. This high level of control applied to the following unit:

Unit 8 – Public Health

Unit 17 – Dementia

Unit 20 – Understanding mental Wellbeing

- Internally assessed coursework covering all content and Learning Aims
- Internally verified as part of BTEC QA processes

Subject title: BTEC Level 3 National Extended Certificate in Health and Social Care

Evidence used for most students:

As a subject we are using evidence from a range of coursework and examination units:

Externally Assessed Examinations from Jan 2021 and Mock Examinations – This high level of control applies to:

Unit 1 – Human Lifespan Development

Unit 2 – Working in Health and Social Care

- Externally marked and moderated examinations from January 2021 series
- Mock examinations in examination conditions - November 2020 and April 2021
- Past papers provided by Pearson online
- Grade boundaries/examiner reports provided by Pearson used to inform and verify grades awarded.

Quality assurance

Quality assurance refers to our processes of checking that the grades awarded are fair and accurate. We have both internal and external quality assurance methods.

Internal quality assurance has included the following:

- Blind marking – where teachers mark assessments without knowing who the student is
- Moderation – where marked pieces of work are shared with other teachers to see that they are being marked equitably and accurately.
- Blind moderation – where teachers assess other teacher's judgements and marking without knowing who the teacher of student is.
- Examiner training – where trained exam markers deliver training to teaching staff so they are marking accurately.

External quality assurance has included the following:

- Trust Subject Directors looking at portfolios of evidence to see that they are marked fairly and accurately, in line with other trust schools.
- Trust Subject Directors training teachers less experienced teachers to mark in equitably and accurately.
- Trust produced assessments that are standardised across all trust schools.
- Trust Executive Quality Assurance meetings to check that the processes in place in school are robust and able to yield fair and accurate grades.

Once the exam boards receive the teacher-assessed grades they will ask every school and college to send them samples of student work. Exam board subject experts, made up of experienced examiners, will review the evidence from a sample of centres. This random sample will cover a range of centre types and regions. The exam boards will also look at evidence from new schools or colleges that might need more support, and from schools and colleges where the results are significantly different to their historical results when compared to other centres. This includes centres where grades are much higher or much lower than in previous years.

In these sample checks, exam boards will check that the academic judgement has been reasonable when deciding grades. If the exam board is concerned this isn't the case, they will ask the school or college to look into this and may ask them to resubmit grades. Exam boards will not issue results until they are satisfied with the outcome of any investigation.

What to do if you think a grade is wrong

Appeals

Our teachers have received training, support and guidance on how to determine fair and accurate teacher-assessed grades, and there are checks in place to make sure their judgements are as fair and consistent as possible.

Every year there are students who are disappointed with the grade they achieve. If you're disappointed with your grade you should consider whether you could sit exams in the autumn series to improve your grade.

If you are concerned that the grade you have received is wrong and that a mistake has been made, there is an appeals process. **If you appeal, your grade could go up, down, or stay the same.** The deadline for submitting an appeal is 17 September.

The appeals process

1. If you think your grade is wrong, you should first contact school or college to check whether a mistake was made in submitting the grade.
2. If the school identify a mistake, we can submit a revised grade to the exam board to consider.
3. If they don't identify an error but you still believe that your grade is wrong, you can ask your school or college to submit a formal appeal to the exam board for you. You can appeal for any of the following reasons: there was an error in the way the school or college followed or applied its procedure for determining your teacher assessed grade; the school or college did not make a reasonable judgement when deciding which evidence to use to determine your teacher assessed grade; the school or college did not make a reasonable judgement about your grade based on the evidence gathered.
4. The exam board will consider whether your school or college followed its written process, and review the evidence your grade was based on.
5. The exam board will consider if your grade needs correcting. They may do this if they believe your grade is not a reasonable judgement or they find a mistake in the procedure which affected your grade. **A corrected grade could be higher or lower than the grade you were given on results day.**
6. The final route of appeal is Ofqual's Exam Procedure Review Service (EPRS). You can apply to EPRS if the exam board decides that the grade you were awarded is reasonable, and your school or college correctly followed its procedure, but you are still concerned that there may have been an error in the procedure used by the exam board to conduct the appeal. The EPRS can consider whether the exam board has followed its rules and procedures. It will not consider whether you got the right grade based on the evidence of your work. The exam board's final decision on your grade will stand unless the EPRS finds that the exam board made an error in its review procedure. Even if an error is found, your grade may stay the same.

Important things to remember about appeals

Teachers have used a range of sources of evidence to base their judgements upon

The school has carried out multiple checks on your grades. Exam boards will check your school or college's approach and will be checking a sample of grades across the system

Any appeal is questioning whether the original decision was a reasonable one, and not whether other reasonable decisions could have been made. For example, if a student is awarded a grade 4, the appeal will look to see if this was a reasonable decision based upon the evidence gathered. It will not look to see if the evidence is worthy of a higher grade

A grade will only be changed if there was an error when determining or submitting the grade, or if the grade given could not have reasonably been reached based on the evidence presented

The appeals arrangements will provide an important safety net if there is clear evidence something went wrong when a grade was determined

If an appeal is submitted, you will need to explain why you think your result was incorrect and should be changed

If you appeal, your grade can go up, down, or stay the same

Autumn exam series

Exam boards will be offering exams in October for AS and A levels, and in November and December for GCSEs. Exams will be available for all GCSE and A level subjects.

The exams will be in a standard format and no adaptations will be made other than reasonable adjustments for eligible students.

All subjects will be assessed by exam with the exception of art & design which will be assessed by a task set and marked by the exam board. Your grade will be determined by your performance on this task.

The exams will assess you in the same way as had been planned for exams in summer 2021, including assessing you on a reduced number of topics for GCSE English literature, history and ancient history.

You can take exams in the autumn if you received a teacher-assessed grade in summer 2021 in the same subject or your exam board believes that you would have taken exams this summer had they not been cancelled. This may apply to private candidates.

If you get a higher grade in your autumn exam than you get this summer, then you can ask the exam board to provide a new certificate showing your higher grade.

Accessing more information and support

Having confidence in your grades

We know that you will want to be confident your grades are meaningful and serve their usual purpose.

Your teachers and lecturers are professionals who know you well. Schools understand that it is in your best interest that grades reflect what you know and can do, so that you can progress to the pathway that is most appropriate for you. Schools, colleges and training providers want you to make the best choices about your next steps and it wouldn't be helpful if you started studying a subject at a higher level that you aren't prepared for.

Awarding organisations will also check a sample of evidence from a range of subjects from different schools, colleges and training providers.

Finding out your teacher-assessed grade

You are not able to find out your teacher-assessed grade for AS, A levels and GCSEs. Your teachers are not able to tell you your teacher assessed grade until results day in August.

It will be the same situation for many vocational and technical qualifications. But there may be some where teachers or lecturers ordinarily submit marks or grades to awarding organisations and share this information with learners. These marks or grades will not yet have been through the awarding organisation's quality assurance and so should only be viewed as provisional.

If you are worried about teacher impartiality

Your teachers are professionals who have been asked to use a range of evidence to produce your teacher assessed grade. They have worked with other teachers to produce your teacher-assessed grade, carried out moderation and quality assurance in school and across the trust to ensure grades are fair and accurate.

Minimum amount of content that must be covered

There are no requirements about the minimum amount of content that should be taught or assessed for teacher-assessed grades to be submitted, but you will need to have covered enough content for the grade to be meaningful. Awarding organisations and exam boards may ask school to confirm that you have been taught an appropriate amount of content to provide the basis for a grade.

Prioritising appeals for access to university and college admissions

Awarding organisations and exam boards will prioritise appeals where results are needed to progress to higher education. Where possible these priority appeals will be completed by early September. It is important that students submit their appeal before the deadline, which is 17 September for AS and A level. Most appeals where a higher education place is not affected should be completed by the end of October.

If you choose to appeal, you should contact your preferred university or college straight away to make them aware of your situation.

UCAS have extended their deadline for you to meet any conditions of your offer to 7 September to allow more time for appeals.

More information on 2021 qualifications and grading

There is more information from Ofqual on [GCSEs, AS and A levels in 2021](#) and [vocational, technical and other general qualifications in 2021](#). JCQ have also published [information on GCSEs, AS and A levels in 2021](#).