



Centre Policy for A level, AS level and GCSE qualifications 2021

April 2021



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Summary Statement

On 4 January 2021, the Government announced that it was no longer fair for the summer 2021 examination series for GCSE, AS level and A level qualifications to take place for students whose education has been disrupted as a result of the coronavirus pandemic. In response, the Joint Council for Qualifications (JCQ) produced a set of guidance all centres are required to follow when determining the grades students will be awarded in each subject they study.

The Academy is committed to complying with Ofqual regulations and to ensuring that the grade submitted for each student in each subject is a fair, objective and reasonable reflection of the student's true ability. To this end, this policy document defines: the approach the Academy will take when setting and submitting teacher assessed grades; the training and support the Academy knows will be required to ensure fairness within and across all departments; the roles and responsibilities of each individual in the Academy when determining grades for students and the internal quality assurance processes the Academy will have in place to scrutinize the fairness of each grade and the arrangements in place for appeals.

Overview of the Academy's process

- All official guidance distributed and read by the Leadership Group
- Discussions of Academy's approach and process by the Leadership Group and approval by the Academy's Executive Board
- Two Curriculum Manager meetings (with the Exams Manager and SENCo) to discuss and refine the processes
- Curriculum Managers in turn discussed the process with their department teams and have reviewed the Centre Policy
- Agreement that :
 - students should sit assessments from the banks of questions released by exam boards for each subject and qualification
 - results of these tests will be used in conjunction with other data collected during the course of study (GCSE, AS level and A level)
- An online presentation to parents outlining the process (including the appeals process)
- Students informed of the process in assemblies and by their subject teachers
- Curriculum Managers to agree the data that will be used, in discussions with departments and the Leadership Group (all subject areas in the Academy deliver half-termly tests. These tests, together with valid pieces of coursework and controlled classwork are used each half-term to generate an holistic grade for each student in each subject, which reflects the student's current performance - so the Academy is rich in the sort of data required for this process)
- Curriculum managers have drawn up evidence records for each subject and qualification
- Evidence records have been discussed with Curriculum Managers and the Leadership; and adjusted if/where necessary
- Department teams designed the assessment the students will sit in May 2021
- Staff trained on bias, in line with exam board requirements and expectations and tailored to the Academy's context
- Staff trained on relevant grade descriptors, released by exam boards
- The evidence records have been shared with students in class and students have been given the opportunity to raise other evidence and/or mitigating circumstances
- Students will be given a further opportunity to revise their evidence records after the assessment period
- NEA and practical assessments were carried out and marked as close to normal as possible
- Students will sit assessments in all subjects in exam conditions – with extra time and other special arrangements if/where appropriate
- If students are unable to sit exams at school, contingency is in place at the end of the assessment period for students to sit missed assessments
- Tests marked and moderated by departments

- The tests and data collected over the course of study used to rank all students in the various classes/subjects/cohorts
- Teachers allocate a holistic grade, taking in to account any relevant mitigating circumstances raised by the student
- Subject teams review grades and ensure each grade reflects/ is consistent with the evidence available and therefore fair, accurate and reasonable
- All evidence stored in case of sample and/or appeal
- Grades submitted to the Leadership Group for review, including appraisal against historic results (including submission to FFT). This will include a review of outcomes for students who share a particular characteristic: for example sex, disability, socio-economic status
- Grades returned to departments for adjustment/justification, if thought to be outside acceptable margins
- Contingency arrangements in place for local or national closures/ cohort isolation
- Grades will be submitted in stages by more than one member of staff to ensure accuracy
- A robust appeals process planned to ensure the swift handling of all appeals requests

Statement of Intent

This section outlines the purpose of this policy document in relation to Ashcroft Technology Academy.

The purpose of this policy is:

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

Roles and responsibilities

This section of our Centre Policy outlines the personnel at the Academy who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

The Head of Centre

- The Head of Centre, Douglas Mitchell, will be responsible for approving the Academy's policy for determining teacher assessed grades.
- The Head of Centre has overall responsibility for the Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- The Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- The Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of the grades being submitted.
- The Head of Centre will ensure that all grades remain confidential until the results' days in August 2021.

The Deputy Principal with responsibility for Examinations and the Deputy Principal with responsibility for the Curriculum

- Both Deputy Principals, in consultation with the Head of Centre and in the line with the guidance produced by the JCQ, will design the process (with associated records for evidence and grade profiles) the Academy will follow, the training plan required for Academy staff and the internal quality assurance process.
- Both Deputy Principals will carry out a review of outcomes and report any possible bias

The Leadership Group and Curriculum Managers

The Leadership Group and Curriculum Managers will:

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

Teachers and the SENCo

Teachers and the SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the JCQ, to provide teacher assessed grades for each student they have entered for a qualification.

- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an evidence record for each student in each subject that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Grades will not be included in this record but any mitigating factors for individual students will be recorded and the student will sign their record.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

The Academy's Examinations Officer will:

- be responsible for the administration of the final teacher assessed grades.
- be responsible for managing the results days.
- be responsible for the managing the post results service.
- be responsible for receiving, responding to and processing all appeal requests.

Training, support and guidance

This section of the Centre Policy outlines the training, support and guidance that the Academy will provide to those determining teacher assessed grades this year, with particular reference made to Newly Qualified teachers and to teachers who have one or two years of experience after the Newly Qualified year but who have no prior experience of preparing students for a GCSE, AS or A level exam.

- Teachers involved in determining grades in our centre will attend all centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations.
- Mentoring from the Leadership Group will be in place for Curriculum Managers with less experience.
- Mentoring from Curriculum Managers and experienced teachers will be in place for NQTs and for teachers with less experience and who are therefore less familiar with GCSE, AS level and A level qualifications.
- Additional internal reviews of teacher assessed grades for NQTs and teachers with less experience of GCSE, AS level and A level qualifications.

Use of appropriate evidence

This section of the Academy's Centre Policy details the way in which the Academy will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- Student work produced in response to assessment materials provided by awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers will be used in May 2021.
- Non-exam assessment work (often referred to as coursework), even if this has not been fully completed, will be used.
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes will be used.
- Substantial class or homework (including work that took place during remote learning) will be used.
- Internal tests taken by students will be used.
- Mock exams taken over the course of study will be used.
- Records of a student's capability and performance over the course of study in performance-based subjects such as Art, Music, Drama, P.E. and Design Technology will be used.
- Additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed will be used.
- Additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence will be used.
- Additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete will be used.
- Curriculum Managers will combine (if required to assess higher order thinking) and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.
- Teachers will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- Teachers will ensure that they are able to authenticate the work as the student's own, especially where that work was not completed within the Academy.

- Teachers will consider the limitations of assessing a student’s performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- Teachers will consider the specification and assessment objective coverage of the assessment.
- Teachers will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining teacher assessed grades

This section of the Centre Policy outlines the approach the Academy will take to awarding teacher assessed grades.

- Teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Teachers will produce a Grade Record for each subject cohort and will share this with their Curriculum Manager. Any variations or mitigating circumstances for individual students will also be shared.

Internal quality assurance

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

- All teachers involved in deriving teacher assessed grades will read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, the Curriculum Manager will conduct an internal standardisation process.
- All teachers will be provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- The first stage of standardization will take place departmentally and will be led by the Curriculum Manager.
- The second stage will take place in a meeting with the Curriculum Manager and the Member of the Leadership Group with line management responsibility for the subject area.
- The third stage will be led by the Deputy Principal with responsibility for Exams and Data.
- The Head of Centre and the Deputy Principal with responsibility for Exams and Data will conduct a full internal standardization exercise across all grades in all subjects at all levels.
- The Academy will ensure that the Evidence Record and the Grade Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, the Academy will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by the awarding organisation(s).
- Where appropriate, the Academy will amend individual grade decisions to ensure alignment with the standards as outlined by the awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the relevant Curriculum Manager and member of the Leadership Group with line management responsibility for the department.
- In respect of equality legislation, the Academy will consider the range of evidence for students of different protected characteristics that are included in its internal standardisation.

Comparison of teacher assessed grades to results from previous cohorts

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

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

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

- The Exams Manager will compile information on the grades awarded to students in past June series in which exams took place (e.g. 2017 - 2019).
- The Academy will consider the size of its cohort from year to year.
- The Academy will consider the stability of its overall grade outcomes from year to year.
- The Academy will consider both subject and centre level variation in outcomes during the internal quality assurance process.
- The Academy will consider the cohort and the availability of data for different groups of students across the cohort.
- The data will be reviewed by a group of Senior Leaders and the Exams Officer to ensure consistency and fairness.
- The Academy will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- The Academy will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, the Ofqual guidance to convert legacy grades into the new 9 to 1 scale will be used.
- International GCSE qualifications have not offered at the Academy.
- The Academy will bring together other data sources that will help to quality assure the grades it intends to award in 2021.
- The Academy will omit subjects that are no longer offered from the historical data.

Access arrangements and special considerations

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

This section gives details of the Academy's approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) the Academy will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, the assessment will be reassessed in light of the special arrangements now in place and marked accordingly.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, the Academy will take account of this when making judgements.

- The Academy will record, as part of the Evidence Record, the way in which all necessary variations are recorded to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, the Academy will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/ differential lost learning

This section gives details of the Academy’s approach to addressing disruption or differentiated lost teaching.

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

Contingency arrangements

This section gives details of the arrangements in place should schools in England, or in the local area, be required to close or an entire cohort is required to self-isolate.

- All staff able to work remotely and move the planned approach to determining grades online via TEAMS.
- All students able to sit assessments online in a secure way – with arrangements for a laptop loaning system in place for students who have limited access to technology at home.
- Contingency arrangements in place for students who are required to self-isolate to sit assessments at the end of the assessment period.

Objectivity

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

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

The Leadership Group, Curriculum Managers and the Head of Centre will consider:

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

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

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

The Academy’s internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording of decisions and retention of evidence and data

This section of the Centre Policy outlines the Academy’s arrangements to recording decisions and to retaining evidence and data.

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

Authenticating evidence

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

- Robust mechanisms, which will include the Evidence record signed by the student, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the Academy or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. The Academy will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of the Centre Policy outlines the measures in place to ensure the confidentiality of the grades the Academy determines, and to make students aware of the range of evidence on which those grades will be based.

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

Malpractice

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

- The Academy's general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;

- allegations that grades are supported by evidence that is known to be inaccurate;
 - students entered who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of interest

This section details the Academy's approach to addressing conflicts of interest, and the way in which the Academy will respond to such allegations.

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

External Quality Assurance

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

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence (evidence record and exam materials) on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Student papers in all subject except for practical subjects are not available before 8 March. Before this date, assessments were marked and subsequently returned to students.
- Exam papers, mark schemes and grade boundaries are available for activities mentioned on the evidence record.
- Student work after 8 March will be available for scrutiny.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

This section of the Centre Policy outlines the Academy's approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

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

Appeals

This section of the Centre Policy outlines the Academy's approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students have been appropriately guided as to the necessary stages of appeal. This will begin with whether the original decision was one which could reasonably have been made, and not whether other decisions – which the students might have preferred – could also reasonably have been made.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Appendix 1



11001: Ashcroft Technology Academy		Candidate number:	
Subject name and level			
Evidence Used To Assess Grade	Description of Evidence		
Performance on assessment materials provided by the exam board			
Mock Exam Result Feb 2021			
Student work stored			
I have read and understood that the evidence the school holds in these areas reflects my own work.	<i>Candidate signature:</i>		<i>Date:</i>
I confirm that the candidate has read and understood the evidence	<i>Teacher signature:</i>		<i>Date:</i>
Are there any mitigating circumstances that you believe the school should take in to account when determining your grade? Please describe them carefully.			



11001: Ashcroft Technology Academy		Candidate number:																			
Forename:		Surname:																			
GEOGRAPHY GCSE																					
Evidence Used To Assess Grade	Description of Evidence																				
Performance on assessment materials provided by the exam board	<p>The students completed all the questions set. These were marked in line with the mark schemes and guidance provided by AQA, including the relevant grade descriptors and example answers. Marked by experienced geography teachers.</p> <p><i>Notes: Exams sat under controlled exam conditions producing reliable and valid results</i></p>																				
Term 2 Mock Exam November 2020	<p><u>Paper origin:</u> June 2018</p> <p><u>Content covered:</u></p> <p>Section A: 3.1 Living with the physical environment: Climate change and Weather hazards</p> <p>Section B: 3.1.2 The living world: Cold environments</p> <p>Section C: 3.1.3 Physical landscapes in the UK: Coastal landscapes in the UK and River landscapes in the UK</p> <p>Section A: 3.2.1 Urban issues and challenges</p> <p>Section B: 3.2.2 The changing economic world</p> <p>Section C: 3.2.3 The challenge of resource management: Resource management and Energy</p> <p>Section B: 3.3.2 Fieldwork</p> <p><u>Grade boundaries used:</u> June 2019</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: 'First time teaching' (2018), 'Feedback on Papers 1 and 2' (2018), 'AQA GCSE Geography Assessment' (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions producing reliable and valid results</i></p>																				
Term 1 Exam October 2020	<p><u>Paper origin:</u> Centre-devised assessments from past paper material that reflect the current specification and that follow the same format as exam board materials.</p> <p><u>Content covered:</u></p> <p>Section A: 3.1.1 Living with the physical environment: Weather hazards</p> <p>Section A: 3.2.1 Urban issues and challenges</p> <p>Section B: 3.3.2 Fieldwork</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p style="display: inline-block; vertical-align: middle;">across the team to</p> <p>inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: 'First time teaching' (2018), 'Feedback on Papers 1 and 2' (2018), 'AQA GCSE Geography Assessment' (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p>			9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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85%	80%	75%	65%	55%	45%	35%	25%	10%													

	<i>Notes: Exams sat under controlled exam conditions in classrooms</i>																		
Year 10 – Term 5 – End of year assessment – Summer 2020	<p><u>Paper origin:</u> Specimen Paper 1 – Set 2 (Coasts and Cold Environments) Specimen Paper 1 – Set 1 (Resource management) Specimen Paper 1 – Set 1 (Rivers)</p> <p><u>Content covered:</u> Section B: 3.1.2 The living world: Cold environments Section C: 3.1.3 Physical landscapes in the UK: Coastal landscapes in the UK and River landscapes in the UK Section C: 3.2.3 The challenge of resource management: Resource management and Energy</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat remotely online – these exams were therefore not monitored and were not conducted under strict exam conditions.</i></p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 10 - Term 3/4a Exam February 2020	<p><u>Paper origin:</u> Specimen Paper 1 – Set 1 (Weather hazards and Cold environments) and Specimen Paper 2 – Set 1 (Resource management)</p> <p><u>Content covered:</u> Section A: 3.1.1 Living with the physical environment: Weather hazards Section B: 3.1.2 The living world: Cold environments Section C: 3.2.3 The challenge of resource management: Resource management and Energy</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions in classrooms</i></p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 10 – Term 2 Exam November 2019	<p><u>Paper origin:</u> Specimen Paper 2 – Set 1 and Specimen Paper 1 – Set 1</p> <p><u>Content covered:</u> Section B: 3.2.2 The changing economic world Section C: 3.1.3 Physical landscapes in the UK: Coastal landscapes in the UK</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA</p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 10 – Term 1 Exam October 2019	<p><u>Paper origin:</u> Centre-devised assessments from past paper material that reflect the current specification and that follow the same format as exam board materials.</p> <p><u>Content covered:</u> Section A: 3.1.1 Living with the physical environment: Weather hazards Section B: 3.1.2 The living world: Cold environments Section C: 3.1.3 Physical landscapes in the UK: Coastal landscapes in the UK</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions in classrooms</i></p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 9 – Term 5 – End of Year Exam – Summer 2019	<p><u>Paper origin:</u> Specimen Paper 1 – Set 2 and Specimen Paper 2 – Set 2</p> <p><u>Content covered:</u> Section A: 3.1 Living with the physical environment: Weather hazards Section B: 3.2.2 The changing economic world</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions</i></p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 9 – Term 3/4a Exam February 2019	<p><u>Paper origin:</u> Specimen Paper 2 - Set 1 and a centre-devised question that reflected the current specification and that follows the same format as exam board material.</p> <p><u>Content covered:</u> Section A: 3.1 Living with the physical environment: Weather hazards Section B: 3.2.2 The changing economic world</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: ‘First time teaching’ (2018), ‘Feedback on Papers 1 and 2’ (2018), ‘AQA GCSE Geography Assessment’ (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions in classrooms</i></p>	9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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Year 9 – Term 2 Exam November 2018	<p><u>Paper origin:</u> Specimen Paper 1 – Set 1</p> <p><u>Content covered:</u> Section A: 3.1 Living with the physical environment: Climate change and Weather</p>																		

	<p>hazards</p> <p><u>Grade boundaries used:</u> Internal grade boundaries of the following used consistently</p> <table border="1" data-bbox="469 197 1341 270"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> <tr> <td>85%</td><td>80%</td><td>75%</td><td>65%</td><td>55%</td><td>45%</td><td>35%</td><td>25%</td><td>10%</td> </tr> </table> <p>across the team to</p> <p>inform predictions:</p> <p><u>Marked by:</u> Experienced geography teachers. All of whom have attended CPD from AQA including: 'First time teaching' (2018), 'Feedback on Papers 1 and 2' (2018), 'AQA GCSE Geography Assessment' (2019) and bespoke on-site GCSE Geography CPD from AQA (2017).</p> <p><i>Notes: Exams sat under controlled exam conditions in classrooms</i></p>		9	8	7	6	5	4	3	2	1	85%	80%	75%	65%	55%	45%	35%	25%	10%
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<p>Student work stored</p>																				
<p>I have read and understood that the evidence the school holds in these areas reflects my own work.</p>	<p><i>Candidate signature:</i></p>	<p><i>Date:</i></p>																		
<p>I confirm that the candidate has read and understood the evidence</p>	<p><i>Teacher signature:</i></p>	<p><i>Date:</i></p>																		
<p>Are there any mitigating circumstances that you believe the school should take in to account when determining your grade? Please describe them carefully.</p>																				