



Minerva
Learning Trust

Assessment Record for GCSE Subjects



Summary

This Assessment Record is intended to give an overview of how teacher assessed grades have been decided, by GCSE subject, this year. Where other considerations have been taken into account for individual pupils, or alternative evidence has been used due to incomplete evidence portfolios, this has been recorded separately.

Process and standardisation for November Trial Exams

This section details the process that took place for the school's November set of trial exams. It should be noted that, at this time, trials exams we sat in the expectation that a formal exam series would take place in 2021.

Process and standardisation for April assessment window including primary coursework/performance

This section details the process that took place for the school's April set of formal assessments. These exams were, generally, sat in a high control environment and papers were anonymised to reduce unconscious bias. They were also subject to enhanced moderation and standardisation.

Further evidence being considered

This is intended to be indicative of what other evidence could be used in awarding a grade.

Grade prediction rationale (quality and recency of evidence)

This is intended to be indicative of procedures within subjects.

Truncation of curriculum

Details any omissions from the standard subject curriculums.

Department training and support

This is in addition to whole school training and support detailed in the school Teacher Assessed Grades school policy.

Contents

1. Art
2. Drama
3. English Language
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11. Statistics
12. Computer Science
13. Sociology
14. Science
15. Hospitality and Catering

Art

Process and standardisation for November Trial Exams

We have known, from the start of the school year, that pupils will only be assessed on their coursework only so will not be taking part in the November mock exams.

Process and standardisation for April assessment window including primary coursework/performance

This year pupils' grades will be based 100% on their coursework this is normally 60% of the course. We have marked and standardised our work within the department using the guidance and training given by the exam board AQA. Which this year was attended virtually. We marked our coursework and exam projects every year internally and submit our grades to AQA. We will be marking our pupils work as a raw score.

Further evidence being considered

Our grades will depend on pupil's coursework. Pupils will be able to submit all forms of media for their coursework project. Consideration will be given to those who through no fault of their own have not been able to complete work due to their circumstance, and they will not be penalised.

Grade prediction rationale (quality and recency of evidence)

We used AQA's most recently published grade boundaries and assessment objective marking framework to base to grades on. We also still hold previously graded and AQA approved coursework from the last 'Normal' year of grading that used to standardise our current work against.

Truncation of curriculum

Pupils will be assessed on coursework only. This will consist of a sustained project and a portfolio of work. The portfolio will feature examples of work that will cover each of the assessment objectives and showcase pupils' skills in a range of media. These examples will be taken from other smaller coursework projects.

Department training and support

We attend yearly AQA standardisation sessions run by the exam board. This year the session was run remotely, and the training has been disseminated through the department.

All work is marked by both members of the department to ensure work is moderated and marked according to the AQA mark scheme and guidance.

Drama

Process and standardisation for November Trial Exams

The Head of Department used a past exam paper from the exam board and their mark scheme. Head of Department moderated (one-teacher department) by comparing my marks with their online resources/marked work, to check accuracy.

The Head of Department also compared the grades they received with previous work and target grades. These exams were not used for generating final grades as all other evidence was available.

Process and standardisation for April assessment window including primary coursework/performance

The students sat half an exam paper, covering the parts of the curriculum that we have covered in detail. This paper was an exam from a previous year that was unseen by the students. The anonymous papers were marked using the exam paper mark scheme and results were moderated against previous mock exams sat, to ensure the marks given were accurate.

Further evidence being considered

The students completed NEA in December, all at school, and this will be used as one piece of evidence. This would have been sent for moderation, in due course, and as the marks have never been changed by moderation, and the marks they received for this piece of work are within the boundaries of expected achievement The Head of Department feels secure that they are accurate.

Students performed a short practical performance in May, to replicate the final practical exam that normally occurs in Y11. Whilst this was shorter than a normal exam performance it was assessed using the same criteria and reflected the initial advice we were given last September about changes to the GCSE that were then planned. The marking criteria for this performance was issued by the JCQ and exam board earlier this spring. The performances have been moderated against the performance element in the NEA, which has very similar marking criteria.

Grade prediction rationale (quality and recency of evidence)

There have been three assessments, just like in a standard GCSE year. NEA will be from December of Y11, which is slightly later than we would do it in a normal year, and was undertaken using exam board rules. All work has been recorded and securely stored.

The written paper occurred in April, rather than May, but will only cover half the curriculum, to reflect what we have covered during the course. It used exam board papers and mark schemes.

The practical performance, whilst shorter than the actual practical exam would have been, reflects what the exam board proposed last September and took place within the window that the exam board gave us for performance exams to take place. It used exam board marking criteria and was referenced against either examples sent by the board, or the practical work done by the pupils pre-Christmas. It was performed in as close to exam conditions as possible. It was recorded for purposes of moderation.

Truncation of curriculum

We have done the full NEA.

The practical exam had shorter performances than in a normal year, which is what exam boards had already agreed at the start of the academic year.

The written exam will be one section, not two, to reflect less time available to teach all the course.

Department training and support

N/A: The Head of Department is responsible for marking all work. The Head of Department has never had my NEA marks changed and have worked as a written paper examiner in previous years. The practical exam, which The Head of Department would not normally mark, can be moderated by reference to the NEA performance, which I do mark, and which uses a very similar mark scheme. As this is a one teacher department it will be subject to an enhanced quality assurance.

English Language/Language

Process and standardisation for November Trial Exams

Pupils sat a past GCSE English Language Paper and Literature Exam questions in exam conditions. The papers were spread across the department and marked using the AQA grade boundaries. This allowed for teachers to mark across the ability spectrum and not mark their own classes. The department also completed a moderation exercise for the exam papers before we marked.

Power and Conflict poetry was not assessed as this had been agreed by the exam board that it could be dropped prior to the cancellation of GCSE exams.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat a past GCSE English Language Paper and Literature Exam questions in exam conditions. The papers were spread across the department and marked using the AQA grade boundaries. This allowed teachers to mark across the ability spectrum and not mark their own classes. We also completed a moderation exercise for the exam papers before we marked.

Further evidence being considered

We will also use class work and homework assignments set on Seneca to help us judge pupil's ability.

However, the vast majority of our evidence is from exam as this allows for the most objective view of what pupils can do. All content has been covered and this allows us to test on a variety of skills and texts.

Grade prediction rationale (quality and recency of evidence)

Due to our content being covered throughout KS4 we are in a strong position to assess pupil's ability across a range of skills and texts.

We combined the papers together (two for language and two for literature) to get an overall grade..

Truncation of curriculum

As stated, we have covered all content needed for testing.

Department training and support

We had a department meeting before marking commences sharing mark schemes and guidance issued by the exam boards. This included indicative content, exemplar grades and exemplar levels.

Marking support is also given to NQT's (who will only have a small quota of marking) this will be given by the Head of Department and Second in Department. Marking will then be checked by the Head of Department and moderated.

French

Process and standardisation for November Trial Exams

Pupils sat three past papers in December: Listening, Reading and Writing. This was done in exam conditions. We used the 2018 series, and all the content was included in these exams (even content that hadn't been taught yet). The papers were marked by the class teacher and then moderation took place in a department meeting.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat two past papers in April: reading and writing. This was done in exam conditions. This was once again be marked and graded according to the AQA guidelines. Teachers will mark random pupil papers to help avoid any unconscious bias that may present itself. The papers will then be checked by a different teacher to confirm the given marks. We will use the 2019 series.

We are also required to submit a speaking endorsement grade for each student, with either a Pass, Merit or Distinction Grade. This has been be assessed in class after the April assessment week. We spent two weeks assessing speaking.

Further evidence being considered

We also used class work and homework assignments set on Memorise to help us judge pupils, ability. Students have also been completing an Exam Practice Workbook this year so we will also use this to judge students' final grade if needed.

Grade prediction rationale (quality and recency of evidence)

Students would have sat 5 past papers under exam conditions, so this will be our primary evidence. However, we will look at the most recent assessments to help us make judgments and decide on grades.

Truncation of curriculum

No – all the content will be tested. We finished teaching content by February half term.

The only difference in terms of skills we've had this year is that there won't be a speaking exam as in previous years. That decision was published early in the year before exams were cancelled. We still must assess speaking, but we will do that in lessons after the assessment week.

Department training and support

During our subject CPD in March, we focused on marking, moderation and looking at examiners' reports in detail.

We have had a department meeting before marking commences sharing mark schemes and guidance issued by the exam boards. This included indicative content, exemplar grades and exemplar levels.

Following the April assessments, we have had another department meeting where staff sat and marked together to support each other and ensure consistency of marking.

The marking has been shared evenly so all teachers are marking students from groups we don't teach.

Geography

Process and standardisation for November Trial Exams

Pupils sat a past GCSE paper, paper 3 in exam conditions. The papers were marked by the department and moderation was an ongoing throughout the marking process. This exam was sat in exam conditions.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat the paper 2 exam in full. We used the June 2020 paper. The papers will be marked and moderated by all department staff. The assessment was sat in full exam conditions unless stated on individual assessment records.

Further evidence being considered

We split the paper 1 exam over 3 lessons in the classroom. The papers were marked and moderated by all department staff.

We may also use any relevant class and homework that can be used to support our decisions, specifically practice exam question.

Grade prediction rationale (quality and recency of evidence)

Students will have sat all 3 papers 2 under full exam conditions. Adjustment may be made to weight grades towards most recent results in the event there has been significant improvement or decline in a student's grade.

Truncation of curriculum

Final question on paper 3 that relates to students' own fieldwork will not be assessed as this had been dropped by the exam board prior to the cancelation of GCSE exams.

While all case studies were taught, the time given to revision/practise of these (so students were specific with the wide range of specific examples required for the exam) was limited so these are unlikely to be known in the same level of depth as a usual year.

Department training and support

The Head of Department is an experienced teacher and will lead on marking for these exams, both in the formal setting exams and in class assessments.

The marking will be shared with a classroom teacher who has acted as an examiner in the past so also familiar with marking the AQA.

The Head of Department and the classroom teacher will meet initially and consider a selection of papers and discuss their opinions on grades; this will act as a benchmark. There will then be an ongoing conversation with regards to any questions needing a second opinion.

History

Process and standardisation for November Trial Exams

Pupils sat a past GCSE paper 1 in exam conditions. The papers were marked by the class teacher and then random samples were taken by other teachers to standardise the marking. This exam was sat in exam conditions.

Process and standardisation for April assessment window including primary coursework/performance

Pupils will sit the Elizabeth section of the paper 2 exam in exam conditions. This will be chosen from the selection of past papers available. Marking will be shared out between staff in the department and moderation will be carried out on a relevant selection of papers.

Further evidence being considered

The paper 1 exam (Weimar Germany) will be carried out in exam conditions in classrooms split into 3 parts. This will be chosen from the selection of past papers available. Marking will be shared out between staff in the department and moderation will be carried out on a relevant selection of papers.

We will also use other supporting evidence from a mock exam done in lesson in March and any in class work specifically exam focused that may be relevant.

Grade prediction rationale (quality and recency of evidence)

Students will have sat all 3 papers 2 under full exam conditions. The marks for this will be added up and then grades calculated using 2020 grade boundaries. Adjustment may be made to weight grades towards most recent results in the event there has been significant improvement or decline in a student's grade.

Truncation of curriculum

Section of paper 2 on the American west will not be assessed as this had been agreed by the exam board that it could be dropped prior to the cancellation of GCSE exams.

Department training and support

Elizabeth paper 2 formal setting
The department will meet after the exams and choose students of different levels to mark then there will be a discussion about grades awarded this will set a stand level for marking.

There will then be an ongoing conversation during the marking progress with any answers that staff need a second opinion on.
This will be led by our most experienced history teacher.

Weimar paper 3 in class

This is being done over 2 weeks staff will meet after all students have completed the first section. They will mark a selection of papers jointly this will then lead to ongoing conversation with regards to students' answers.

Maths

Process and standardisation for November Trial Exams

Pupils sat a past GCSE paper full series (June 2019) in exam conditions. The papers were marked by class teachers using the mark schemes provided by Edexcel.

Process and standardisation for April assessment window including primary coursework/performance

Pupils will sit two papers from the November 2020 series provided by Edexcel in exam conditions (one non-calculator and one calculator). Papers will be shared amongst the department to avoid any unconscious bias when marking papers. Training on using mark schemes will also be provided prior to the exams.

Further evidence being considered

Use questions released by the exam board to sit two mini assessments in May 2021. This will be sat in class, in exam conditions. Class teachers will mark assessments.

Grade prediction rationale (quality and recency of evidence)

Each of the three assessment points (November exam, April exam and May mini assessment) will carry a certain weighting which will be used to decide the final grade.

The April assessment will carry the greatest weighting as this will be the most recent assessment sat in full exam conditions in the hall.

Truncation of curriculum

Almost all content will be tested. There will be the removal of the assessment of loci, construction and bearings as these topics have not been properly taught yet and are stand-alone topics that rarely tie into other areas of mathematics. They are also topics that do not feed into the A level maths syllabus.

Pupils are also to be provided with a formulae sheet for assessments. This is as pupils have had less time to revise and memorise formulas. It was also decided by the exam boards, prior to the cancellation of GCSEs, that a formula sheet would be provided for the June series of exams.

Department training and support

All staff have had mark scheme training, involving looking at notations in mark schemes and some practice marking questions together.

Following the April assessments, we had a department meeting where staff were able to sit and mark together, to support each other and ensure consistency of marking.

Design Technology

Process and standardisation for November Trial Exams

Pupils sat a past paper in exam conditions as part of the mock exam week. We used the AQA exam Grade boundaries given for the last exam carried out in 2019. The mark scheme was shared and discussed before marking and a sample of exams was QA'd by the subject leader to check consistency of marking across the groups.

Process and standardisation for April assessment window including primary coursework/performance

The pupils NEA course work was marked using the modified criteria set out by AQA which includes less marks for realising the design as well as reduced marks for evaluation. We are discussed, as a team, and using the band descriptors from the same year. To apply a final grade, in each category, across the groups and these will be quality assured before final entry.

We are developed a 1-hour exam that covered exam questions related to content covered across all groups.

Further evidence being considered

We used questions, released by the exam board, to sit maximum two mini-assessments.

We are explored the idea of witness testimonies or teacher observation records relating to the further development and evaluation of ideas and the pupil's final product. This required developing a relevant set of questions linked to grade descriptors and should help to give evidence where gaps are identified for various reasons.

Grade prediction rationale (quality and recency of evidence)

The grade prediction rationale will closely follow the weighting for the any other year as the grades are split in half between the NEA and the exam, with 100 marks being awarded to each. However, we need to consider the lowering of awarded marks outlined for realising the design as well as evaluation for this year.

Truncation of curriculum

We are testing the content covered using exam questions from several mock exams bought from PG online which is endorsed by the AQA exam board.

Covering core knowledge, including new and emerging technologies, and developments in new materials as well as looking at a range of materials and application of materials.

There were also questions related to designing and making principles.

Several areas of content have been missed, namely mechanisms and electronics, and as well as aspects of technical drawing.

This is in part due to y11 having to focus on NEA work as well as the lost delivery time from lockdown from March 2020.

Department training and support

We had a department meeting before marking commences sharing mark schemes and guidance issued by the exam boards. This included indicative content, exemplar grades and exemplar levels.

The exam marking has also been developed through discussion with DT staff throughout the process.

Spanish

Process and standardisation for November Trial Exams

Pupils sat three past papers in December: Listening, Reading and Writing. This was done in exam conditions. We used the 2018 series and all the content was included in these exams (even content that hadn't been taught yet). The papers were marked by the class teacher and then moderation took place in a department meeting. We used the AQA grade boundaries and mark scheme for this paper.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat two past papers in April: Reading and Writing. This was done in exam conditions. This will once again be marked and graded according to the AQA guidelines. Teachers will mark random pupil papers to help avoid any unconscious bias that may present itself. The papers were checked by a different teacher to confirm the given marks. We will use the 2019 series.

We are also required to submit a speaking endorsement grade for each student, with either a Pass, Merit or Distinction Grade. This will be assessed in class after the April assessment week. We will spend two weeks assessing speaking.

Further evidence being considered

We used class work and homework assignments set on Memrise to help us judge pupils, ability. Students have also been completing an Exam Practice Workbook this year so we will also use this to judge students' final grade if needed.

All content has been covered and this allows us to test on all the skills and all the content.

Grade prediction rationale (quality and recency of evidence)

Students would have sat 5 past papers under exam conditions, so this will be our primary evidence. However, we will look at the most recent assessments to help us make judgments and decide on grades.

Truncation of curriculum

No – all the content will be tested. We finished teaching content by February half term.

The only difference in terms of skills we've had this year is that there won't be a speaking exam as in previous years. That decision was published early in the year before exams were cancelled. We still assessed speaking, but this was done in class.

Department training and support

During our subject CPD in March, we focused on marking, moderation and looking at examiners' reports in detail.

We had a department meeting before marking commences sharing mark schemes and guidance issued by the exam boards. This included indicative content, exemplar grades and exemplar levels.

Following the April assessments, we had another department meeting where staff will be able to sit and mark together to support each other and ensure consistency of marking.

The marking was shared evenly so all teachers marking students from groups we don't teach.

Statistics

Process and standardisation for November Trial Exams

No official trial exam in November for Statistics. During the Trial Exam period all students sat the same past paper in exam conditions. The papers were marked by the classroom teacher using the official Edexcel mark scheme. Students have also completed other past exam papers in classroom conditions.

Grade boundaries adapted to 9-1 as the exam was an old specification A*-U paper. Department discussed relative standards of the assessment comparing new specification to old specification. In response to this, grade boundaries made more rigorous.

Process and standardisation for April assessment window including primary coursework/performance

Pupils will sit one exam paper from a recent GCSE exam series provided by Edexcel in exam conditions. Papers will be marked by teachers of Statistics using the Edexcel official mark scheme. Teachers involved in this will also have been involved in Maths CPD on using mark schemes correctly. Pupils will be graded using grade boundaries published by Edexcel, this will be scaled grade boundaries as students are only sitting one paper instead of the usual two. Due to small changes in the exam paper and the omission of some key topics, grade boundaries have been adjusted upwards accordingly.

Further evidence being considered

After the April exam window, students will complete a formal piece of coursework from an Edexcel old specification exam series. This coursework will be completed using the official conditions allowed. Due to unavoidable absences, students had varying time allowances for this coursework. For this reason and to ensure fairness for all pupils, the coursework will only be used as an opportunity for pupils to demonstrate a higher standard than shown in the April and November examinations.

Grade prediction rationale (quality and recency of evidence)

Each of the three pieces of evidence will be given a certain weighting to count towards each student's grade.

The April assessment will contain the highest weighting due to it being done as an official exam in exam conditions in the hall, with an official mark scheme and grade boundaries.

Truncation of curriculum

Due to time constraints, we have been unable to cover the following topics in sufficient depth: geometric mean, comparative pie charts, skew calculation and standardised scores. For this reason, these topics will not be assessed.

The following formulae will be added to the formula page: relevant binominal distribution, Petersen's Capture Recapture Formula.

Department training and support

All staff have had mark scheme training, involving looking at notations in mark schemes and some practice marking questions together.

After marking, the 2 teachers involved will share a sample of papers to moderate each other's marking.

Computer Science

Process and standardisation for November Trial Exams

Pupils sat a past paper (Paper A) in exam conditions as part of the trial exam week. Subject Leader quality assured all grading decisions.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat a past GCSE Computer Science Paper A paper in exam conditions as part of a whole school assessment window. Paper B sat this in class in exam conditions, during the whole school assessment window. We also completed a moderation exercise for the exam papers using a small sample by collaborating with other computer science departments across the Trust.

Further evidence being considered

We incorporated mini-topic assessments in class in exam conditions in order to assess skills gaps in content already delivered and inform teaching. These were used, but will have less weighting when deciding on grade decisions.

We also used class work and homework assignments set on Microsoft teams to help us judge pupil's ability.

Much of our evidence will be from exam as this allows for the most objective view of what pupils can do. All content has been covered and this allows us to test effectively and fairly using full previous exam papers.

Grade prediction rationale (quality and recency of evidence)

Each of the assessments mentioned here, will carry a certain weighting and will be calculated together to give the pupils grades. The most recent assessments will carry a greater weighting, alongside those that have been done as part of official whole school exam windows, as well as topic assessments that have been covered within the classroom.

Truncation of curriculum

None.

Department training and support

Standardisation training. Moderation of work within the department.

Sociology

Process and standardisation for November Trial Exams

Pupils sat a full past paper in exam conditions (paper 1 June 2019). Content for this had been taught in school through Year 10 (prior to any home learning) and was revised in class in October 2020. Exams were marked using mark scheme from AQA and moderated between teachers.

Process and standardisation for April assessment window including primary coursework/performance

Pupils sat a full past paper (paper 2) which will mean that they will have been examined on all subject content. This will be marked according to AQA mark schemes and will be moderated between teachers.

Further evidence being considered

Pupils completed Paper 1 assessment in class w/b 17 May. This will use assessment material provided by exam board.

Grade prediction rationale (quality and recency of evidence)

Pupils sat a full Paper 1 & 2 in full exam conditions, and one assessment in classroom exam conditions. Results of November and April exams will be used as primary evidence (using 2019 grade boundaries). Classroom assessment will support this particularly if there are extenuating circumstances or significant improvement / decline between the two papers.

Truncation of curriculum

None.

Department training and support

Moderated within department. Borderline pupils subject to enhanced moderation. Use of online forums.

Science (Triple and Combined)

Process and standardisation for November Trial Exams

Pupils sat a past GCSE paper (June 2020, paper 1) in exam conditions. The papers were marked by the class teacher and then random samples were taken by other teachers to standardise the marking. This exam was sat in exam conditions.

Process and standardisation for April assessment window including primary coursework/performance

Pupils have sat a GCSE past paper (June 2020, paper 2) and these have been marked according to the AQA guidelines. Teachers have marked random pupil papers to help avoid any unconscious bias that may present itself. The papers will then be checked by a different teacher to confirm the given marks. This exam was sat in exam conditions.

Further evidence being considered

Pupils have sat a selection on AQA "mini assessments" that are created by the exam board. The marking and grading have been completed according to the exam board guidelines. These assessments have been marked by the class teacher and random samples have been checked by other teachers within the department.

Grade prediction rationale (quality and recency of evidence)

The most recent assessments will carry a greater weighting, as well as those topics that have been covered within the classroom.

Truncation of curriculum

We have covered all topics within the scheme of work and therefore no modifications were made to the exams.

Pupils were supplied with all required equations for their physics exams, to compensate for the lack of teaching time supplied.

Department training and support

All staff have taken part in moderation training provided by the exam board and all staff have read and understood the exam board grade descriptors. Random samples of work were selected and checked by several members of science staff. Where the resulting mark is 5 or more different to the original mark, all papers have been remarked and moderated.

Hospitality and Catering

Process and standardisation for November Trial Exams

The department used a past paper from the exam board and used the exam board mark scheme to mark the paper.

Process and standardisation for April assessment window including primary coursework/performance

Pupils have completed the NEA / Coursework part of the course. The department used a past paper from the exam board for the April assessment window.

Further evidence being considered

The department submitted centre assessed grades last summer for this cohort as they also missed the first opportunity to sit the exam. These grades will be considered to produce an overall grade for the course, as we would under normal circumstances.

Grade prediction rationale (quality and recency of evidence)

The mock exam in December and the assessment in April helped to form a grade for their exam. If this grade is higher than the centre assessed they have already received this will be used in its place. NEA / Coursework will be graded using a best fit approach, where work is not fully complete. We then worked on the points system outlined by the exam for each unit to produce an overall score and a grade. The exam/NEA weighting will change from 40 % exam and 60% NEA to 50/50. This is due to the fact that pupils have spent more time preparing for the exam and have missed a significant amount of face-to-face teaching for the NEA.

Truncation of curriculum

No

Department training and support

This is a one staff member subject. Exemplars from exam board have been used to assist marking and standardisation has been completed with a Head of Department from another subject for the exam and the NEA.