

## GCSE Centre Assessed Grades at TDMS

It is our goal that all students leave us equipped with the knowledge and skills needed to succeed in the world of further education and/or work. Although 2021 summer examinations are cancelled, we are committed to ensure all our students leave fully prepared for their next step in education and training. To award GCSE Centre Assessed Grades, we need to complete ongoing topic assessments in order to provide enough opportunities and evidence for students to be justified a worthy GCSE grade.

GCSE courses should be taught over approximately 2 years. The Covid-19 pandemic has meant that a significant chunk of the course has been covered remotely. Although we have worked hard to ensure that students received the best possible remote education, we recognise that home learning is far from ideal and to assess students on what they have been learning at home would be unfair. Subject departments have identified areas of each GCSE course that are essential for a students' next stage as well as identifying those topics that have been taught remotely. They have created a detailed plan for what will be taught, retaught and assessed over the next three months. These plans are focused on ensuring that students are fully prepared for their next steps as well as ensuring that they have a number of opportunities for assessment to show what they are capable of and achieve their best.

To ensure a fair process and remove any possible bias, the following will be in place:

- From now, subjects will only be assessing using exam board past paper questions and the new assessments issued by the exam boards in March. Use of exam board materials means that all assessments are marked according to a quality assured mark scheme.
- Students will use their candidate number rather than their name to eliminate the possibility of bias.
- For internal quality assurance, moderation will be completed in subject teams in school
- For external quality assurance, moderation will be completed across the across the Multi Academy Trust and with external markers where necessary
- All awarded grades will be 'centre' assessed meaning that no one teacher will be responsible for a student's grade

All students will receive their final grades on August 12<sup>th</sup> and we are unable to discuss with students their final grade before this date. However, students will be told their raw scores (or percentage achieved) on each assessment once they have been completed in class. Please be aware that these scores do not equate to a final grade. Teachers will not be able to be answer any questions about final grades, as this could be considered malpractice. As mentioned above, no individual teacher is responsible for awarding final grades, all grades will be moderated and awarded by the school.

In the pages below, Heads of Faculty have summarised essential information about the content that each subject will assess in order to award Centre Assessed Grades.

- A detailed list of the topics that will be studied
- A summary of the different forms of evidence that will be considered in the awarding of Centre Assessed Grades

Please note that dates of assessments may change. A video explaining further details on awarding Centre Assessed Grades can be found on our [website](#).

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## Key Stage 4 subject list and summary of topics to be assessed

Please list the topics that will be assessed within your subject and how they will be assessed:

Subject	Topics being assessed	Evidence that will be used to award Centre Assessed Grades
<b>Art and Design</b>	1: Structures coursework project 2: My Surroundings coursework project 3): Artist mix up coursework project	Coursework portfolio (Marking all 2 projects holistically to find evidence of the assessment objectives )
<b>Business</b>	Topic 1 - Business activity Topic 2 - Influences on business Topic 3 - Business operations Topic 4 - Finance Topic 5 - Marketing Topic 6 - Human resources	Mock Papers Classroom based mini- tests (Past papers)
<b>Computer Science</b>	Unit 1- System Architecture Unit 1.2 - Memory and Storage Unit 1.6- System Security/ 8 mark questions 2.1 - Computational Thinking 2.2 - Variable and Constants 2.4 - Logic 2.6 - Binary	Mock Papers Mini End of unit tests Programming Project
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>● Core technical principles</li> <li>● Specialist technical principles</li> <li>● Designing and making principles</li> </ul>	Mock papers NEA coursework project Classroom based mini- tests (Past papers)
<b>IMedia</b>	R082 Graphic Design R090 Digital Photography - Partial LO1 only R081 Exam - Jan entry R085 Creating Multipage Websites	R082 coursework Partial R090 Digital photography - research and practical examples 2 x mock papers Completed R081 exam R085 coursework
<b>Dance</b>	Component One - performance and choreography Component Two - written exam	set phrase choreography performance solo mock papers
<b>Drama</b>	Unit 1 - Devising Theatre Unit 2- Scripted Performance Unit 3 - Interpreting Theatre	Unit 1- internal assessment- performance, portfolio and evaluation. Autumn 2(completed) Unit 2 - recorded performance of performance Spring 2 Unit 3- paper papers / mini assessments Spring 2
<b>English Language</b>	Paper 1 - Explorations in creative reading and writing  Paper 2 - Writers' viewpoints and perspectives	Paper 1 - Explorations in creative reading and writing (completed in Nov mock) Paper 2 - Writers' viewpoints and perspectives - assessments

		in class and cross-MAT moderation occurring in April/May
<b>English Literature</b>	<p>Paper 1 A Christmas Carol An Inspector Calls (or 11R2 Lord of the Flies)</p> <p>Paper 2 Romeo and Juliet (unseen poetry has been dropped)</p>	<p>Paper 1 A Christmas Carol An Inspector Calls (or 11R2 Lord of the Flies) A Christmas Carol element was completed in Nov 2020 mock)</p> <p>An Inspector Calls will be assessed in class after Easter and moderated with KC1. We will align questions also.</p> <p>11R2 will complete their A Christmas Carol assessment at this time</p>
<b>Media Studies</b>	<p>Component 1: Exploring the Media</p> <p>Component 2: Understanding Media Forms and Products</p> <p>Component 3: NEA Production Work</p>	<p>Mock exams (Component 1) Classroom based assessments on Component 2 set products (Television Crime Drama and Music Industry) Completed magazine production (front cover and double page article)</p>
<b>Health and Social Care</b>	<p>Component 1- Human Lifespan and Development - Unit Graded 2020 Component 2 - Health and Social Care services and values Component 3 - Health and Wellbeing</p>	<p>Unit 1 - Coursework controlled assessment Unit 2 - Coursework controlled assessment &amp; two practical role play activities Unit 3 - Externally set exam - Mock exams and unit tests.</p>
<b>Spanish</b>	<p>MOD 8 global issues listening/reading/writing MOD 8 global &amp; environmental &amp; local issues speaking assessment MOD 2 my life at school / future studies speaking assessment MOD 7 future plans &amp; employment choices</p> <p>EASTER</p> <p>MOD 3 family and relationships MOD 4 free time activities / trends/ customs MOD 5 home town/local area MOD 6 healthy &amp; unhealthy living / festivals MOD 1 travel &amp; tourism</p>	<p>Year 11 mock exam</p> <p>end of topic assessments in Language, Reading, Writing and Speaking</p> <p>exam questions from past papers</p> <p>Summer 1 exam board assessment papers</p>

<b>French</b>	<p>Travel and Tourism 15/3 speaking assessment My life at school 22/3 Future studies 29/3 + speaking assessment</p> <p>Break</p> <p>Education Post-16 /Jobs and career choices 19/4 Family and relationships 26/4 Social media / mobile technology 3/5 Free time activities /Customs and festivals 10/5 Home and local area 17/5 Charity/voluntary work/Healthy /unhealthy living 24/5 The environment 7/6 Poverty/homelessness 14/6</p>	<p>Year 9 exam Year 11 mock exam Topic tests (past paper questions) during spring 2 Topic tests (exam board assessments) during summer 1</p>
<b>Geography</b>	<p>Paper 1 and 2 completed was about to start Paper 3 (30%) Natural Hazards Living World Physical Landscape of the UK Urban issues and challenges Changing Economic World Resource Management</p>	<p>P1 and P2 Assessed in full and rigorous mock exams Past Exam question Past Exam question Past Exam question Exam Board Assessments Exam Board Assessments Exam Board Assessments</p>
<b>Health and Social Care</b>	<p>USA: 1919-29 Germany: 1919-1989 Elizabethan England 1558-1603</p>	<p>Mock exams Classroom-based assessments using past paper questions Exam Board materials and mark schemes released in March 2021</p>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Elizabethan England</li> <li>2. USA 1919-1929</li> <li>3. Germany 1919-1945</li> <li>4. Germany 1945-1991</li> </ol>	<p>Mock Exams Past exam questions Past exam questions Exam Board assessments</p>
<b>Food</b>	<p>Course work NEA 2 - Evidenced with mini practical exam (19/03) Section A: Nutrition - the relationship between diet and health Section B Food provenance, food processing and production, factors influencing food choice. Section C: food science , sensory properties, food safety Section D - Cooking methods, sauces, dough, sensory properties</p>	<p>Mock exams Mini practical exam Mini assessments in class Practical lessons</p>
<b>Mathematics</b>	<p>Foundation and Higher Tiers Number Algebra Ratio and Proportion Geometry</p>	<p>Mock Exams Past Exam Questions Exam Board Assessments</p>

	Statistics and Probability	
<b>Music</b>	Musical Elements Musical Language (reading and writing music) AoS 3: Film Music AoS 4: Popular Music AoS 1: Musical Forms and Devices AoS 2: Music for Ensemble	Papers 1 & 2 Mocks Mini-assessments End of unit tests Solo performance recordings Ensemble performance recordings (Covid-dependent) Composition exercises Free composition
<b>Physical Education</b>	Health and Fitness Anatomy and Physiology Effects of Exercise Skill Acquisition Sport in Society Practical Performance	End of Unit Tests Mini-Assessments Mock Examination Grade Coursework Google Forms Responses Practical Evidence
<b>Philosophy</b>	(80% content has been taught and assessed during paper 1 and paper 2 mock) Content to be revised and reassessed: Christian Beliefs Buddhist Practices Relationships and Family Religion and Life	Paper 1 mock (completed) Paper 2 mock (completed)  Individual topic assessments
<b>Psychology</b>	(100% content has been taught and assessed during paper 1 and paper 2 mock) 70% content to be revised and reassessed: <ul style="list-style-type: none"> <li>● criminal behaviour</li> <li>● development</li> <li>● memory</li> <li>● sleep and dreaming</li> <li>● research methods</li> </ul>	paper 1 mock(completed) paper 2 mock(completed)  individual topic assessments: <ul style="list-style-type: none"> <li>● Criminal behaviour</li> <li>● development</li> <li>● memory</li> <li>● sleep and dreaming</li> <li>● research methods</li> </ul>
<b>Science Combined: Trilogy Biology</b>	B1+B2 Cells + Cell division B3+B4 Organisation & digestion + Organising plants and animals B5+B6+B7 Communicable diseases + Preventing and treating diseases + Non-communicable diseases B8+B9 Photosynthesis + Respiration B10 Nervous system	<ul style="list-style-type: none"> <li>● Y11 Mock Papers</li> <li>● End-of-topic tests Y9-11</li> <li>● Mini assessments (March-May 2021) on the listed topics using past paper questions and assessment materials supplied by AQA.</li> </ul>
<b>Science Combined: Trilogy Chemistry</b>	C1+C2 Atoms + Periodic table C3+C4 Structure and bonding + Chemical calculations C5+C6 Chemical changes + Electrolysis C8+C9 Rates of reaction + Crude oils and fuels C10 Organic reactions	
<b>Science Combined: Trilogy</b>	P1+P2 Conservation and dissipation of energy + Energy transfers by heating	

<b>Physics</b>	P3+P4 Energy resources + Electrical circuits P5+P6 Electricity in the home + Molecules and matter P12+P13 Waves + Electromagnetic waves P7 Radioactivity	
<b>Science – Triple Biology</b>	B1+B2 Cells + Cell division B3+B4 Organisation & digestion + Organising plants and animals B5+B6+B7 Communicable diseases + Preventing and treating diseases + Non-communicable diseases B8+B9 Photosynthesis + Respiration B10 Nervous system Including Triple content from these topics	<ul style="list-style-type: none"> <li>● Y11 Mock Papers</li> <li>● End-of-topic tests Y9-11</li> <li>● Mini assessments (March-May 2021) on the listed topics using past paper questions and assessment materials supplied by AQA.</li> </ul>
<b>Science – Triple Chemistry</b>	C1+C2 Atoms + Periodic table C3+C4 Structure and bonding + Chemical calculations C5+C6 Chemical changes + Electrolysis C8+C9 Rates of reaction + Crude oils and fuels C10 Organic reactions Including Triple content from these topics	<ul style="list-style-type: none"> <li>● Y11 Mock Papers</li> <li>● End-of-topic tests Y9-11</li> <li>● Mini assessments (March-May 2021) on the listed topics using past paper questions and assessment materials supplied by AQA.</li> </ul>
<b>Science – Triple Physics</b>	P1+P2 Conservation and dissipation of energy + Energy transfers by heating P3+P4 Energy resources + Electrical circuits P5+P6 Electricity in the home + Molecules and matter P12+P13 Waves + Electromagnetic waves P7+ P11 Radioactivity + Forces and pressure	<ul style="list-style-type: none"> <li>● Y11 Mock Papers</li> <li>● End-of-topic tests Y9-11</li> <li>● Mini assessments (March-May 2021) on the listed topics using past paper questions and assessment materials supplied by AQA.</li> </ul>
<b>Media Studies</b>	Component 1 : Exploring Media Products Component 2: TV and Music Industries in Depth Component 3: Media Production	Component 1 Mock exams Component 2 Assessments using previous exam questions Component 3: completed/draft magazine production using Eduqas supporting documents
<b>Sport BTEC</b>	2 Units graded June 2020 Sports Performer in Action Fitness Testing and Training	Marks awarded by Pearson Portfolio of Evidence Coursework Booklet

## Appendix 1: GCSE Courses with Non-Examined Assessments

Subject	Information including any changes to non-examined coursework (NEA)
Art and Design	Students will be graded using their portfolio work only
Computer Science	No NEA will be taken into consideration when assigning Centre Assessed Grades
Design and Technology	<p>Only selected components of the NEA will be taken into consideration (analysis, research, specification, design brief, design ideas, 3D rendering, exploded view and orthographic projection)</p> <p>These components will not be considered when assigning Centre Assessed Grades:</p> <ul style="list-style-type: none"> <li>▪ Realisation of design ideas</li> <li>▪ Test and evaluation</li> </ul>
Creative IMedia	Only selected components of the NEA will be taken into consideration.
Drama	Only selected components of the NEA will be taken into consideration.
Spoken English Language	Where students have not completed Spoken Language assessment, these will be completed during spring term 2.
French	Students will be assessed during lessons on their communication, accuracy and range over the 3 themes studied. They will be awarded either a pass, merit or distinction for their speaking and this will be awarded separately to their GCSE grade. In August students, will be awarded a centre assessed grade and a separate grade that represents their speaking ability (speaking endorsement). Please see appendix 1 for the assessment criteria.
Spanish	Please see above
Food	All the NEA will be considered where this is feasible.
Music	Only selected components of the NEA will be taken into consideration.
Physical Education	All the NEA will be considered but students will only have to complete 2 sports.
Textiles	Only selected components of the NEA will be taken into consideration.

## **Appendix 2: Frequently Asked Questions about CAGs**

### **How will grades be awarded this summer?**

Grades for GCSEs, A levels, and most other qualifications including applied generals will be based on a process involving teacher assessments against national standards, internal quality assurance, and external quality assurance by the exam boards.

The national process defined by the Department for Education and the exams' regulator, Ofqual is as follows:

1. Teachers will assess students against a national standard, which will be defined by the exam boards before the Easter break.
2. Departments will submit grades which will be quality assured by the school. This internal quality assurance process will have to be signed off by the exam board to ensure it is rigorous and in line with national standards.
3. Our school results will be quality assured externally by the exam boards, which may include random sampling of our school's evidence.
4. If the exam boards are confident in our submitted results, then the exam boards will award students their final grades.
5. If students do not think their results are accurate, they will have the right to appeal.

### **So, do teachers award the grade?**

Simply: no. The grade students achieve will start with their teacher's assessments of their performance across a range of evidence. This is against a nationally-defined standard, not the teacher's own opinion. This assessment is then subject to both internal and external quality assurance before the final grade is awarded by the exam body as usual.

### **Does this mean grades are decided by an algorithm?**

No, unlike last year, students' grades will not be changed by a formula. The internal and external quality assurance measures will all be done by trained professionals, not an algorithm.

### **What about loss of learning / impact of Covid?**

This year, teachers will only assess students on content they have been taught – because of the continued disruption of the pandemic. This means students will not be disadvantaged if they have been unable to complete their full course. However, grades can only be submitted on the basis of the evidence we have of students' performance, even if that evidence covers less of the course than usual. Students who would usually have concessions in the exams will benefit from the same arrangements in their teacher assessments.

### **Will grades be different between different schools and colleges?**

No, the standard against which teachers will be assessing students is set nationally by the exam boards. This is the standard that will be used during external quality assurance and appeals to ensure consistency and fairness across the system.

### **What evidence will be used?**

Teachers are able to draw on a range of assessment evidence from across a student's study of the course from years 9 to 11. This may include mock exams, assessments and papers set by the exam boards. The exam boards are producing assessment materials that will be sent to us before Easter. Different departments may use different sources of evidence, and there is no requirement for any one type of assessment to be used – it's about a performance across a range of evidence.

### **The exam boards are only giving out past papers, how is this fair?**

Most of the assessments provided by the exam boards will be drawn from past papers, although there will be new questions as well. There is significant research that even if students have seen assessments questions before, it does not reduce the validity of the assessment. Furthermore, exam

board questions are only one of the many pieces of evidence we will use to assess students this summer.

**Can students and parents make the case for why a student should get a higher grade?**

Our teachers are already using their professional expertise to assess students on the content they have been taught. Teachers are unable to submit higher grades for students unless they have the evidence that they are consistently working at this level. If teachers submit higher grades without evidence they are committing exam malpractice.

In 2020, any undue pressure by student or parent who placed undue pressure on teachers to increase grades was also considered exam malpractice. It is likely to be the same for 2021. If students or parents are found to be putting teachers or leaders under undue pressure to increase grades, then this matter will be referred to the exam boards and an investigation into malpractice may ensue. This may result in the student's certificate being removed entirely if malpractice is deemed to have taken place.

**Can students discuss their grades with teachers?**

Teachers will be able to discuss which evidence they are using to inform their judgement with students, including marked or graded pieces of work. However, we are not allowed to disclose their final submitted grade we give to the exam board. Students should not attempt to second-guess the grade submitted, as teachers will be using a range of evidence to inform their final judgement. Students must not pressure teachers to reveal the grades they are submitting, or to increase the grades, as doing so may be considered exam malpractice.

**What should students do to improve their grades?**

The best thing students can do is to continue to attend classes, learn, act on feedback from their teachers, revise and complete all homework set. Their grade will be based on their performance, and so their outcomes are ultimately in their hands.

### Appendix 3: MFL courses

#### GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements - speaking

The criteria for pass, merit and distinction

Grade	Communication and interaction	Range of language	Accuracy	Pronunciation and intonation
<b>P A S S</b>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>gives some relevant information in generally short responses.</li> <li>conveys simple opinions.</li> <li>asks some straightforward questions.</li> <li>may not always understand questions asked, but responses to those which are understood are comprehensible.</li> <li>demonstrates a basic level of interaction.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>uses mostly simple grammatical structures.</li> <li>uses a limited range of familiar vocabulary and expressions.</li> <li>makes reference to present and past and/or future events with occasional success.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>is mainly correct when using familiar vocabulary and simple grammatical structures.</li> <li>is likely to make errors, which sometimes impede communication.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>uses pronunciation that is mostly understandable.</li> <li>makes errors that sometimes impede communication.</li> <li>there may be frequent native language interference.</li> </ul>
<b>M E R I T</b>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>conveys mainly relevant information with occasional longer responses.</li> <li>expresses opinions with some simple justification.</li> <li>asks some varied questions to obtain information.</li> <li>responds to questions and develops some answers.</li> <li>demonstrates a good level of interaction.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>manipulates straightforward grammatical structures with some variation and occasional complex structures.</li> <li>uses relevant and some varied vocabulary and expressions.</li> <li>is generally successful in making reference to present, past and future events.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.</li> <li>is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>uses generally good pronunciation and intonation but with some inconsistency.</li> <li>makes some errors that occasionally impede communication.</li> <li>there may be some native language interference.</li> </ul>

<b>D I S T I N C T I O N</b>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>communicates detailed and relevant information, including extended responses.</li> <li>expresses a variety of opinions with justification.</li> <li>asks a variety of questions using a range of question forms.</li> <li>responds to a variety of questions, often developing their answers.</li> <li>demonstrates a very good level of interaction.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>manipulates a variety of grammatical structures including some complex structures.</li> <li>uses a range of relevant vocabulary and a variety of expressions.</li> <li>is mostly successful in making references to present, past and future events.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.</li> <li>is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>uses pronunciation and intonation that are overall accurate and intelligible.</li> <li>makes errors which rarely impede communication.</li> <li>there may be only isolated native language interference.</li> </ul>
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