



**Radyr Comprehensive School policy on assessment and quality assurance processes for the summer 2021 alternative arrangements**

<b>Centre Name: Radyr Comprehensive School</b>	<b>Centre Number: 68742</b>
<b>Policy adopted by Board of Governors on (insert date): 10 May 2021</b>	<b>Policy issued to staff on (insert date): 12 April 2021</b>
<b>Member of staff responsible for the policy: RJ</b>	

**Statement of Intent**

The purpose of this policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process;
- to ensure the operation of effective processes with clear guidelines and support for staff;
- to ensure that all staff involved in the processes clearly understand their roles and responsibilities;
- to support teachers to take evidence-based decisions in line with Qualification Wales requirements;
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation;
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

***NB: It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy.***

***WJEC guidance is available on the secure website and through the online Professional Learning Programme***

<p><b>1. Roles and responsibilities</b></p> <p>a. Chair of Governors:</p> <ul style="list-style-type: none"><li>○ Approving the policy</li></ul> <p>b. The Headteacher and SLT have overall responsibility for proper conduct of all Centre Determined Grade assessments and all associated processes. These responsibilities include:</p> <ul style="list-style-type: none"><li>○ policy creation and implementation</li><li>○ creating data collection systems</li><li>○ ensuring internal QA has been completed effectively</li><li>○ communication with parents</li><li>○ reviewing the standards of learner outcomes</li><li>○ line management of link faculties providing quality control/assurance</li><li>○ creating reporting systems for provisional centre assessed grades</li></ul>
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- undertaking reviews with subject leaders/heads of departments
- head of centre declaration
  
- c. Examination Officer:
  - learner entries
  - entry of CDGs on secure site
  - administering reviews of provisional centre determined grades
  - reporting of final centre assessed grades (August)
  
- d. ALNCo:
  - access arrangements and special consideration
  - resource provision to subjects
  - learner support
  
- e. Heads of Faculty/Department(HOFs/HODs):
  - selection of assessment materials, in line with examination board guidance
  - production of subject assessment plan
  - preparing department staff in the delivery of assessments, providing any necessary training
  - in conjunction with class teachers, identifying any conflicts of interest and how they will be managed in collaboration with the AH responsible for ARR with oversight of Examinations Officer, and guidance from WJEC
  - coordination of marking/standardisation ensuring QA
  - ensuring consistency in approach when teaching staff apply this policy
  - ensuring consistency in making adjustments after application of special consideration and following QA
  - supporting teaching staff throughout process
  - providing secure storage of evidence and of Learner Decision Records
  - ensuring QA through submission of grades
  
- f. Teaching Staff:
  - work under the direction of HOF to ensure the policy is followed
  - classroom management, including class conduct whilst undertaking assessments
  - marking of assessment materials in line with whole school policy
  - undertaking standardisation
  - will not provide learners with the opportunity to improve work once completed
  - entry of centre determined grades on SIMS
  - working with the HOF to ensure that each learners' work is stored securely and can be retrieved to support internal reviews and/or appeals. All work to be retained until 31 October 2021.
  
- g. KS4&KS5 Directors of School (and their teams):
  - Coordinating a timetable of delivery of assessments to reduce high demand points on learners' calendars
  - supporting subject departments with individual learners



## **2. Subject assessment plans**

- a. Each subject will generate a plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the date of proposed assessments, the assessment mechanisms including level of control and what the quality assurance arrangements will be in place to ensure consistency and rigour. (Appendix 1)
- b. Subject assessment plans to be developed in line with the WJEC subject framework documents. Plans submitted to SLT, where they are checked for consistency.
- c. In determining a grade, the following types of evidence can be used for each qualification:
  - a. **Adapted past paper questions**

Adapted WJEC past papers (2017, 2018, 2019) and associated mark schemes will be used by all subjects (in line with WJEC guidance). These have already been externally quality assured; are fully supported by mark schemes; are familiar to both learners and staff. Teachers will ensure that these past papers are incorporated into normal teaching and learning in replacement of other activities undertaken in lessons.
  - b. **Non-examination Assessment**

Non-examination Assessment (NEA) exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.
- d. In addition subjects have identified appropriate 'other' evidence (Appendix 2) that may include:
  - a. key classwork/homework
  - b. end of unit tests
  - c. mock examinations (where the whole subject cohort sat the paper)
- e. The number of pieces of evidence required to determine a grade will vary per qualification.
- f. Staff are advised to use the standardised assessment materials provided by the WJEC.
- g. However, if subject areas decide to create their own assessment, they **MUST** consult with their line manager in the first instance, having read the Centre Assessment Creation Guide.
- h. Within the subject assessment plan, HOF will specify which assessments they will use, and how the outcomes will be Quality Assured. Quality assurance will take place at Departmental and Leadership level and is referenced below in further detail.

## **3. Centre devised assessments**



- a. Staff are advised to use the WJEC standardised assessment materials where possible.
- b. If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans to their line manager.
- c. Activities **MUST** meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.

HOFs/HODs will also indicate their attendance at WJEC training sessions: **Professional Learning Programme** within the subject learning plan

#### **4. Assessment delivery**

- a. A revision list will be provided to all learners, identifying the topics that will appear in the assessment tasks and referenced when determining grades.
- b. Staff will make learners aware of the schedule for assessment tasks and the scope and criteria for these tasks.
- c. Staff **will** ensure that learners understand that outcomes in the assessments will be a key contributor towards the allocation of CDG
- d. Each subject will use assessment materials provided by WJEC.
- e. Following the WJEC subject assessment frameworks, it is the responsibility of the HOF, through effective communication with their SLT link, to determine the most appropriate method of assessment for each qualification offered at each level.
- f. All assessments will take place in school (unless circumstances prevent).
- g. Non Examined Assessments will be used as stated in WJEC subject assessment frameworks. If these are part of the subject assessment plan, the learner will sign standard declaration documentation (WJEC).
- h. The assessment window will run from Monday 12 April until Friday 21 May (Appendix 3)
- i. All assessment material must be completed within this time frame. Learners who are absent, where practical to do so, will be given another opportunity to complete an assessment but these opportunities may be limited. The same assessment materials will be used.
- j. The timings of each assessment is dependent on the subject, though questions will be 'chunked' rather than whole papers sat in whole sessions.
- k. Learners are given the same time to complete the assessment as in a standard series (eg 45 minutes to complete an essay)



- l. Learners will be required to complete assessment tasks independently, under similar 'control levels' to existing arrangements, which are supervised by teachers
- m. They will complete them in school and under the conditions required to ensure that work produced is their own.
- n. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, teachers will introduce mechanisms to support authenticity of student's work by
  - a. Ensuring work is submitted immediately at the end of the set timeframe during a synchronous 'live' lesson.
  - b. If a piece of work appears to be atypical to a usual standard, the classroom teacher will raise this concern with the subject leader and the work submitted will be compared to other work of the student
- p. Learners will be given the required time allocated by WJEC to complete the assessments. Teachers will not inform pupils which past paper/s they will be completing as part of their assessment tasks.
- q. Modified assessment materials will be provided, where required, following consultation with the ALNCo. All learners entitled to additional time will be provided with this opportunity.
- r. The centre will ensure authenticity of learner work through teachers informing classes that work should be their own.
- s. During assessments, the use of mobile phones is prohibited.
- t. Any conflicts of interest are to be raised through line management routes and a plan to resolve must be put in place.
- u. Once completed, all learner assessments must be kept in secure location and retained until October 2021.
- v. Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff within the subject, until 11 June.
- w. In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure that it is compliant with its Public Sector Equality Duty. The school will ensure that it is compliant with data protection and data processing regulations.
- x. ALNCo will provide details regarding access arrangements. Where necessary ALN learners will be provided with support (reader, scribe etc) eg: those students that would use a laptop will be provided with this facility.
- y. ALNCo and Examinations Officer identify and apply special consideration during assessment periods, in line with WJEC guidelines. (Appendix 4)



- z. Percentage of enhancement is agreed upon from the supporting evidence available, teaching staff will be provided with a list giving any agreed percentage increases within the timeframe, to apply to the candidate's assessment mark.
- aa. Teaching staff to be provided with list after the marking of assessments has taken place to avoid unconscious bias when marking assessments.
- bb. Staff will keep a record of the original mark given and then the uplifted mark so the information will be available for a review if required.

#### **5. Quality assurance of assessment and grading decisions**

- a. Training will be co-ordinated by HOF/HOD, via standardisation meetings held during Twilight sessions, for all staff responsible for marking of assessment materials.
- b. Mark-schemes provided by WJEC will be utilised by all teachers to assess WJEC-devised tasks.
- c. Any supplementary evidence must have evidence of use of WJEC-provided guidance on marking. WJEC guidance is available on the secure website and through the online Professional Learning Programme
- d. Assessing work will be the responsibility of each teacher who teaches the subject. Through the direction of the HOF and the subject assessment plan, this may include, through the direction of the HOF:
  - a. Marking the learners work from their own classes
  - b. Taking responsibility for the marking of selected questions from the assessment
  - c. Teachers will assess the work of the learners using a GREEN pen and the appropriate WJEC mark schemes to support the accurate awarding of grades.
- e. The subject teacher will record the mark and grade awarded.
- f. Physical copies of evidence will be retained and stored securely.

#### **Overall Grading Decisions:**

- g. WJEC subject grade descriptors will assist when determining 'best fit' approach using the range of assessment materials.
- h. Grades will be decided using a holistic approach, but grades must be underpinned by evidence of attainment in areas a learner has covered.
- i. It will not be permitted for subject teachers to issue a Centre Determined Grade based on professional prediction or the potential of a learner in a given subject.
- j. Teachers will be required to apply professional judgement and decide whether the knowledge and skills that has been demonstrated by a learner meets the usual standard for a specified grade.



- k. The school will be required to make use of 'best fit' judgements when determining a grade. Learners are not required to demonstrate all aspects of a grade descriptor in order to be awarded the grade. Learners should be awarded a grade supported by evidence across sufficient breadth of content as determined by WJEC.
- l. The same grade may be achieved by demonstrating different combinations of knowledge, skills and understanding.
- m. Where there is insufficient evidence, or where evidence is below that required for the lowest awarding grade of a qualification then a U grade will be awarded.

### **Quality Assurance**

- n. The purpose of internal standardisation and quality assurance is to:
  - a. Provide teachers with confidence in the Centre Determined Grades they have assigned
  - b. Ensure fairness and objectivity of decisions
  - c. Ensure consistency in the application of assessment criteria and standards
- o. Internal standardisation will involve all those involved in teaching the subject cross checking the marking across the full range of marks and include learners from each class.
- p. Internal standardisation also ensures learners of different protected characteristics are included in the sampling and cross-checked (to conform with Equality and Disability legislation).
- q. The HOF/HOD is responsible for organise a carousel of sampling within each subject area.
- r. Each subject area will determine the size of the internal moderation sample and identify any conflicts of interest e.g. staff colleagues with their child in the year group/subject area or class. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.
- s. In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation of marking.
- t. Standardisation of marking will take place in departments with samples of marked assessments checked within the subject department:
  - a. Teachers will mark in GREEN pen.
  - b. Work sampled within subject areas will be marked and annotated in RED pen.
  - c. The HOF/HOD will sample across classes and mark and annotate in BLUE pen\*.  
\* These samples to include ALN and eFSM students.
- u. All work sampled will be marked anonymously to mitigate the risk of conscious/unconscious bias.
- v. Learner assessment data (i.e. the pupil's previous performance in that subject) will form the basis of discussions around the decisions made. As a result of internal moderation, it may be necessary to adjust a teacher's decision to:
  - a. Match the standards as established and understood in the guidance provided.



- b. Bring judgements in line with those of other teachers in the department.
- c. Satisfy requirements in relation to Equality and Disability legislation.
  
- w. HOFs/HODs will ensure that the CDGs are in line with the subject's performance in recent years and provide a rationale for any significant variation:
  - a. Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.
  - b. HOFs/HODs will also consider in school variance of results using the ALPs analysis tool.
  
- x. SLT will review previous assessment data to identify any subject requiring additional support with standardisation/moderation and will meet with link HOF to review data.
  
- y. Provisional Centre Determined Grades will be checked by the HOD, who will sign off through Examinations Officer.

#### **6. Learner and parents/carers communication**

- a. GDPR legislation will be adhered to. Results of assessment will not be shared anyone other than the learner.
  
- b. A timeframe for assessment, marking and quality assurance will be published by the SLT in March.
  
- c. The school will outline all evidence used to determine a grade and offer a rationale for the grade awarded.
  
- d. This information will be shared with parents and learners to help them understand the reason the grade has been awarded. This may form the basis of any appeal of Centre Determined Grade grades.
  
- e. Learners will be provide with a report giving provisional Centre Determined Grades as well as:
  - a. How specific and relevant access arrangements and special consideration have been met
  - b. The recording of evidence contributing to the determination of their final qualification grade
  - c. The internal moderation processes that will be undertaken by the school
  - d. The recording of reviews requested by the learners and the outcome of such reviews (Complaints procedures)
  - e. Request for reviews of provisional Centre Determined Grades are made to the examinations officer, using forms contained in report.
  
- f. Learners will be informed of:
  - a. Their subject assessment dates
  - b. The topics that will be covered in each assessment. Learners will not be provided with the assessment to view in advance.





- c. The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- d. Their right to their usual 'access arrangements' if appropriate.

### **7. Internal reviews and complaints**

All learners will be informed of their right to request a review of their grade once provisional grades are issued on 11 June.

**Stage 1:** A learner may ask for a provisional grade to be reviewed before submission to WJEC. This may lead to a grade being raised or lowered. The member of staff that undertakes this review process will be an objective member of staff and not the relevant subject teacher.

**Stage 2:** Once final results have been issued on results days, learners may appeal to WJEC through the school, if a judgement is felt to be unreasonable or erroneous. WJEC may lower or raise the grade following this process.

**Stage 3:** Learners may request an Exam Procedures Review Service from Qualifications Wales to check whether WJEC has followed the required procedures.

Internal reviews and complaints will adhere to the guidance provided by JCQ and WJEC, published week beginning 26 April.



## Appendix 1 – Subject Assessment Plans

Department/Subject	XXXX
Subject Leader	
Faculty Leader	
SLT Link	

Please refer to the centre policy on assessment and quality assurance processes for the summer 2021 alternative arrangements

<b>1. Evidence to be used to inform CGD judgements</b>	
<p><b>Subject details:</b></p> <p><b>1. WJEC-adapted past-paper questions:</b></p> <p><b>2. Non Examination Assessment (NEA):</b></p> <p><b>3. Other contributing evidence (if any):</b></p> <p><b>4. Rationale for the grade (outlining how the different forms of evidence have been balanced in determining the final grade):</b></p>	
<b>2. Further T&amp;L required/support for learners:</b>	
<ul style="list-style-type: none"> <li>• A revision list will be provided to all learners, identifying the topics that will appear in the assessment tasks.</li> <li>• Staff will make learners aware of the schedule for assessment tasks and the scope and criteria for these tasks. The content of these assessments will be fully identified via the revision lists provided.</li> <li>• Staff will ensure that learners understand that outcomes in the assessments will be a key contributor towards the allocation of CDGs in XXXX.</li> <li>• Teachers will not inform pupils which past paper/s they will be completing as part of their assessment tasks.</li> </ul> <p><b>Please enter subject details:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>3. ALN Learners:</b>	
<ul style="list-style-type: none"> <li>• Modified assessment materials will be provided, where required, following consultation with the ALNCo.</li> <li>• All learners entitled to additional time will be provided with this opportunity.</li> </ul> <p><b>Please enter subject details:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Name</b>	<b>Support required</b>



<b>4. Time allocation for assessment tasks:</b>	
<ul style="list-style-type: none"><li>• The assessment window will run from Monday 12 April until Friday 21 May (Appendix 3)</li><li>• All assessment material must be completed within this time frame. Learners who are absent, where practical to do so, will be given another opportunity to complete the assessment but these opportunities may be limited. The same assessment materials will be used.</li><li>• The timings of each assessment is dependent on the subject, though questions will be 'chunked' rather than whole papers sat in whole sessions.</li></ul> <p><b>Please enter subject dates/time:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	
<b>5. Delivery of assessment tasks:</b>	
<ul style="list-style-type: none"><li>• Learners will be required to complete assessment tasks independently.</li><li>• They will complete them in school and under the conditions required to ensure that work produced is their own.</li><li>• Learners will be given the required time allocated by WJEC to complete the assessments.</li><li>• No feedback will be provided to learners on the scores attained in the assessment tasks.</li></ul> <p><b>Please enter subject details (eg: level of control, in line with WJEC guidance):</b></p> <ul style="list-style-type: none"><li>•</li></ul>	
<b>6. Marking procedures</b>	
<ul style="list-style-type: none"><li>• Training will be co-ordinated by HOF/HOD, via standardisation meetings held during Twilight sessions, for all staff responsible for marking of assessment materials.</li><li>• Mark-schemes provided by WJEC will be utilised by all teachers to assess WJEC-devised tasks.</li><li>• Any supplementary evidence must have evidence of use of WJEC-provided guidance on marking. WJEC guidance is available on the secure website and through the online Professional Learning Programme</li><li>• Assessing work will be the responsibility of each teacher who teaches the subject.</li><li>• Through the direction of the HOF and the subject assessment plan, this may include, through the direction of the HOF:<ul style="list-style-type: none"><li>○ Marking the learners work from their own classes</li><li>○ Taking responsibility for the marking of selected questions from the assessment</li></ul></li><li>• Teachers will assess the work of the learners using a GREEN ink</li><li>• The subject teacher will record the mark and grade awarded.</li></ul> <p><b>Please enter subject details:</b></p> <ul style="list-style-type: none"><li>•</li></ul>	
<b>7. Storage of assessment evidence and information</b>	
<ul style="list-style-type: none"><li>• All learner assessments must be kept in secure location and retained until October 2021.</li></ul> <p><b>Please enter subject details:</b></p>	



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### 8. Making CDG judgements

- Each learner's grade will be determined using a 'best-fit' model, whereby strengths in some areas may balance shortcomings elsewhere.
- When determining the grade, the school will take into account unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner's evidence in relation to the WJEC grade descriptors.
- Any extenuating circumstances will be taken into account before the final grade is allocated.
- The final grade will be based on a judgement of evidence collected across units and assessment objectives, taking account of any adaptations made for 2021.
- All grades awarded will undergo stringent moderation procedures to ensure accuracy and consistency. See Policy.

### 9. Quality assurance

- The school will implement processes around moderation of grade decisions that are in line with WJEC *guidance on assessment and grading*. Details can be found in the policy.
- Standardisation of marking will take place in departments with samples of marked assessments checked within the subject department:
  - Teachers will mark in **GREEN** pen.
  - Work sampled within subject areas will be marked and annotated in **RED** pen.
  - The subject leader will sample across classes, mark and annotate in **BLUE** pen\*.  
\* samples to include ALN and eFSM students.
  - All work sampled will be **marked anonymously** to mitigate the risk of conscious/unconscious bias.

**Please enter subject details:**

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## Appendix 2 – Assessment window(TBC)

Week	w/b	Activity	
1	12 April 2021	<b>Start of Summer term</b>	<b>Assessment window: Learning tasks</b> undertaken, marked and departmental QA completed
2	19 April 2021		
3	26 April 2021		
4	03 May 2021		
5	10 May 2021		
6	17 May 2021		
7	24 May 2021		Moderation/standardisation/data entry
8	31 May 2021	<b>Whitsun Half Term</b>	
9	07 June 2021	CDG Report to students by 11 June	Senior Leadership team (SLT) QA
10	14 June 2021	Appeals submitted by 15 June	Appeal window: Appeals made, reviews undertaken. Result of review shared with student.
11	21 June 2021	Completed appeal reviews and results back to students by 23 June	
12	28 June 2021	<b>Marks submitted to WJEC by 2 July 2021</b>	Marks checked and signed off by Head of Department (HOD) and Head of centre (Mr Williams.)
	10 August 2021	Year 12 & 13 Results Day	
	12 August 2021	Year 10 & 11 Results Day	



### Appendix 3 – Additional info to be used to arrive at CDGs

<b>A Level Subject</b>	
Art	<ul style="list-style-type: none"> <li>• Exam unit has now been removed, so no learning tasks- only NEA to be used</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• NEA (Unit 5 project)</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
English Lang & Lit	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
English Literature	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
Fashion & Textiles	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks and homeworks</li> </ul>
Food Science and Nutrition	<ul style="list-style-type: none"> <li>• NEA tasks only (no learning tasks)</li> </ul>
French	<ul style="list-style-type: none"> <li>• NEA (oral)</li> <li>• Key classworks</li> </ul>
Further Maths	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> <li>• Key homeworks</li> </ul>
German	<ul style="list-style-type: none"> <li>• NEA (oral)</li> <li>• Key classworks</li> </ul>
Health & Social	<ul style="list-style-type: none"> <li>• NEA tasks only (no learning tasks)</li> </ul>
History	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> <li>• Key homeworks</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Music Technology	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Class tests</li> </ul>
Physics	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>



Government and Politics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Product Design	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks and homeworks</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>

<b>AS Level Subject</b>	
Art	<ul style="list-style-type: none"> <li>• No learning tasks- only NEA to be used</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Class tests</li> </ul>
Criminology (WJEC diploma)	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks and homeworks</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
English Lang & Lit	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
English Literature	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Food Science and Nutrition (WJEC diploma)	<ul style="list-style-type: none"> <li>• NEA</li> </ul>
French	<ul style="list-style-type: none"> <li>• NEA (oral)</li> <li>• Key classworks</li> </ul>
Further Maths	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Key classworks and homeworks</li> </ul>
German	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks</li> </ul>
History	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Music Technology	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> </ul>



Physical Education	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Class tests</li> </ul>
Physics	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Government and Politics	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>
Product Design	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks and homeworks</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key homeworks</li> </ul>

<b>GCSE Subject</b>	
Art	<ul style="list-style-type: none"> <li>• Exam unit has now been removed, so no learning tasks- only NEA to be used</li> </ul>
Business Studies	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
Biology (triple)	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Chemistry (triple)	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Key classworks and homeworks</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Class tests</li> </ul>
Double Award Science	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• Key classworks and homeworks</li> </ul>
Drama	<ul style="list-style-type: none"> <li>• Mock</li> <li>• NEA</li> </ul>
English	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> <li>• Key classworks and homeworks</li> </ul>
Food	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Key classworks</li> </ul>
French	<ul style="list-style-type: none"> <li>• NEA (oral)</li> <li>• Key classworks</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> <li>• Key homeworks</li> </ul>
German	<ul style="list-style-type: none"> <li>• NEA (oral)</li> <li>• Key classworks</li> </ul>
Health & Social Care	<ul style="list-style-type: none"> <li>• NEA</li> <li>• Class tests</li> </ul>
History	<ul style="list-style-type: none"> <li>• Mock exam</li> <li>• NEA</li> <li>• Key homeworks</li> </ul>





Mathematics	<ul style="list-style-type: none"><li>• Mock exam</li><li>• Key homeworks</li></ul>
Numeracy	<ul style="list-style-type: none"><li>• Mock exam</li><li>• Key homeworks</li></ul>
Media Studies	<ul style="list-style-type: none"><li>• Mock exam</li><li>• NEA</li><li>• Ket classworks and homeworks</li></ul>
Music	<ul style="list-style-type: none"><li>• Mock exam</li><li>• NEA</li></ul>
Physical Education	<ul style="list-style-type: none"><li>• Mock exam</li><li>• NEA</li><li>• Class tests</li></ul>
Physics (Triple)	<ul style="list-style-type: none"><li>• End of unit tests</li><li>• Key classworks and homeworks</li></ul>
Product Design	<ul style="list-style-type: none"><li>• NEA</li><li>• Key classworks and homeworks</li></ul>
Sociology	<ul style="list-style-type: none"><li>• Mock exam</li><li>• Key classworks and homeworks</li></ul>
Welsh	<ul style="list-style-type: none"><li>• NEA (oral)</li><li>• Mock exam</li><li>• Key classworks</li></ul>

