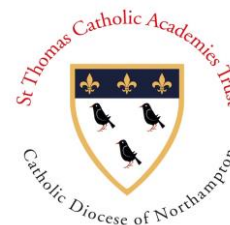




**ST JOSEPH'S CATHOLIC HIGH SCHOOL**  
**Roman Catholic School**  
**in the Diocese of Northampton**  
Headteacher: Mr C Stapleton MA, NPQH



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18 June 2021

Dear Parent/Carer,

On the 28<sup>th</sup> March, the Joint Council of Qualifications (JCQ) (the organisation in charge of how exam grades are awarded) published their guidance of how schools will determine final grades awarded to students by exam centres in the GCSE, Cambridge Nationals, Extended Project Qualification (EPQ), AS/A Levels and BTEC qualifications. Following this publication, Exam Boards for each subject have informed centres how students can be assessed in their respective subject, created and provided additional schools assessment materials as well as asking centres to use assessments already provided by exam boards. Both internal and external quality assurance mechanisms and what this will look like for schools (there will be targeted and random checks on schools to assure procedures and standards are met) have also been outlined by the JCQ. In addition to this, both the JCQ and exam boards have given guidance on what material can be used already carried out by St Joseph's since September 2020.

Key points from the JCQ guidance states the following:

- *The exam boards will be asking teachers, who know their students well, to submit their judgement about the grade that they believe their student should receive based on assessing students' performance on the content that has been delivered to them so far.*
- *This means ensuring GCSE, A and AS level students are awarded a grade which fairly reflects the work that they have put in.*
- *clear guidance on how to do this fairly and robustly will be provided to schools and colleges from the exam boards*
- *Awarding organisations will provide centres with a package of support materials to assist in the determination and submission of grades, provide contacts and answer queries. This will include questions, mark schemes, exemplar materials and grade descriptors. Awarding organisations will provide training, support and guidance in a format to be defined; details will be provided by awarding organisations.*
- *Schools will outline the roles and responsibilities of individuals in the centre;*
- *detail what training and support will be provided to centre staff involved with the process, including any training around bias and objectivity in assessment and grading decisions;*
- *confirm the approach to be taken when determining teacher assessed grades, including consideration of evidence and how that evidence informs students' grades;*
- *detail the internal quality assurance processes that are in place;*

St Joseph's Catholic High School has created a Centre Assessment Policy (attached) outlining all expectations outlined by JCQ and how this will be conducted by us.

Throughout the year, we have used a range of evidence and data including performance on mock exams and non-exam assessment to come to a judgement that best reflects your son/daughter's progress to date as well as using the May Series Centre Assessments.

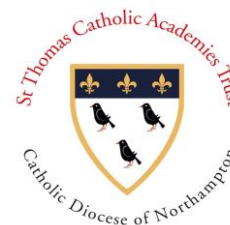
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As a school the evidence available to us in order to come to our judgements are:

- *Whole past papers*
- *Additional assessment materials provided by exam board*
- *Completed or incomplete Non-examined Assessment (often referred as Coursework)*
- *Mock Exams*
- *Substantial class or homework (including those that took place during remote learning)*
- *Internal tests taken by students*
- *Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and P.E*
- *Records of each student's progress and performance over the course of study*
- *Other - In addition to the above, if any students have not had the opportunity to sit or provide some of the above, class work, homework and addition evidence will be used in order to come to a judgement that fairly reflects a student's performance to date. Students will be individually told if this additional evidence is required.*

In each subject at A-Level, the evidence specifically used to reflect the above and allow for a fair and robust judgement to be made are:

**GCE Art**

<i>Type of evidence</i>	<i>Completion of work by students</i>
<i>Coursework: Personal Investigation</i> <i>In class-time: March 2020 – April 2021</i>	<i>Students completed a body of work addressing all four Assessment Objectives holistically, by completing an extended investigation into a personal theme of their choice. This includes an A3 sketchbook with a variety of researching, making and reflecting tasks.</i>
<i>Coursework: Personal Investigation Final Piece</i> <i>In class-time: May 2021</i>	<i>An A2 'Final Piece' artwork that summarises their concepts from their Personal Investigation sketchbook, specifically addressing Assessment Objective 4.</i>

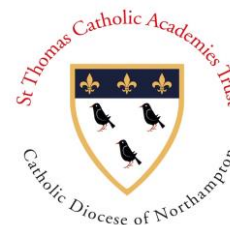
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### GCE Biology

Type of evidence	Completion of this work by students
March 2020 PPE exams	Students had PPE exams in the <b>March 2020 series held in school</b> made up of full AS exam papers (paper 1 and paper 2). These papers accessed all the 3 assessment objectives set by AQA
October 2020 PPE exams	Students had PPE exams in the <b>October 2020 series held in school</b> made up of Advanced Level (paper 1 and paper 2). Papers were shortened to allow them to be sat under examination conditions during normal timetabling. These papers accessed all the 3 assessment objectives set by AQA
March 2021 Centre Assessments	Students sat three entire Advanced Level papers in the <b>March centre assessments</b> . Papers 1 and 2 were completed at home and paper 3 was completed in school.
Additional assessment materials provided by exam board	During the <b>May Series of Assessments</b> , students have answered additional assessment questions through 2 papers containing topics not yet covered in the formal exam papers. These papers were produced using questions released by AQA for the assessment series. Students have completed these under controlled conditions and covered all 3 assessment objectives

### GCE Business

Type of evidence	Completion of work by students
PPE exams	Students had a PPE exam in the <b>October series held in school</b> made up of AS content of the exam paper.
Whole past papers	Students sat a Paper 1 and Paper 2 in the <b>March Centre Assessments held in school</b> .
Additional assessment materials provided by exam board	Students have taken additional assessment questions (one for each theme) in the <b>May Series of Assessments</b> provided by Edexcel.

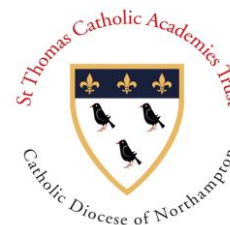
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GCE Chemistry

Type of evidence	Completion of this work by students
PPE exams	Students had PPE exams in the <b><u>October series held in school</u></b> using (AQA AS Chemistry specimen set 2 - paper 1 and paper 2). These papers accessed all the 3 assessment objectives set by AQA
Whole past papers	Students sat full papers of AQA A-level Chemistry specimen set 2, paper 1, 2 and 3 in the <b><u>March centre assessments</u></b> some completed at home and some in school.
Additional assessment materials provided by exam board	<p>During the <b><u>May Series of Assessments</u></b>, students have answered additional assessment questions in a series of shorter tests to assess taught topics not yet covered in the formal exam papers. These papers were produced using questions released by AQA for the assessment series and other past paper questions.</p> <p>Students have completed these under controlled conditions and covered all 3 assessment objectives</p>

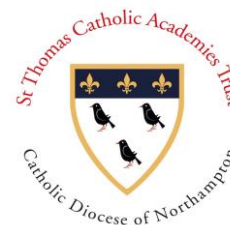
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GCE Computer Science

Type of evidence	Completion of work by students
Mock exams	Students sat a mock exam in the <u>October PPEs series</u> made up questions from both Component 1 & Component 2
Whole past papers	Students sat whole Component 1 & 2, 2018 past papers in the <u>March Centre Assessments</u> .
Internal Assessments taken by students	Students have sat internal assessments of 60 minutes long. Consisting of questions from the <u>May Series of Assessments</u> provided by OCR of both Component 1 & 2.  Component 1 Paper 1  Component 1 Paper 2  Component 2 - 2 hours long
Programming Project	Students have completed their Analysis and Design of Programming Project which has been marked

GCE Economics

Type of evidence	Completion of work by students
PPE exams	Students had a PPE exam in the <u>October series held in school</u> made up of Year 12 content of the exam paper.
Whole past papers	Students sat a Paper 1, 2 and 3 in the <u>March Centre Assessments held in school</u> .
Additional assessment materials provided by exam board	Students have taken additional assessment questions (covering all 4 themes) in the <u>May Series of Assessments</u> provided by Edexcel.

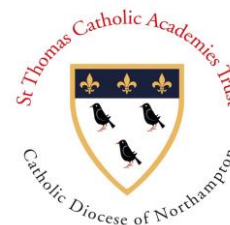
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GCE English Language - OCR

Type of evidence	Completion of work by students
Centre assessment	Using previously unseen exam materials, students sat a complete set of Paper 1 and Paper 2 questions (3 questions on each paper) during the March/April Centre Assessment period. These were based on the May/June 2019 OCR A Level Papers.
May Series	Using the previously unseen November 2020 OCR A Level papers, students sat a whole Paper 1 (3 questions) and 2/3 questions on Paper 2 in the May Series. Paper 2 Question 3 (Language Change) was removed as a) AO4 had been covered twice previously in Paper 1 Question 3 and b) due to the extended period of school affected by lockdown, this topic was not able to be taught in as much depth of breadth as normal circumstances would allow.
NEA - Unit 3 - Language Investigation and Academic Poster	All students have completed both parts of their NEA (coursework) component in line with OCR guidance and regulations as they normally would - the investigation and the academic poster elements under the usual, independent conditions throughout the academic year.

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GCE English Literature-OCR

Type of evidence	Completion of work by students
Centre assessment	Using previously unseen exam materials, students sat a complete set of Paper 1 and Paper 2 questions during the March/April Centre Assessment period. These were based on June 2019 OCR A Level Papers.
May Series	Students have sat a complete set of English Literature Papers 1 and 2 in the <b>May Series of Assessments</b> provided by OCR
NEA – Close Reading coursework (1000 words) and Comparative coursework (2000 words)	All students have completed both parts of their NEA (coursework) component in line with OCR guidance and regulations as they normally would – the close reading essay and the comparative essay - under the usual, independent conditions throughout the academic year

EPQ

Type of evidence	Completion of work by students
Project Proposal Form, Project Activity Log and 5,000 word dissertation	Students have completed the standard Extended Project Qualification, minus the presentation. Pearson have expressed that we are to give them a grade that is in line for the rest of the project for this element.

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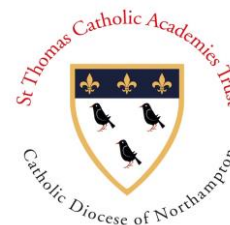
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GCE Geography

Type of evidence	Completion of this work by students
<i>Reduced past papers</i>	Students sat a reduced content (owing to topics not being covered yet) past paper in the <u>October PPEs Series</u> . These topics were taken from Paper 1: Hazards and Coasts and Paper 2: Contemporary Urban Environments and Changing Places.
<i>Mock exams- Full Papers</i>	Students sat a mock exam in the <u>March Centre Assessments</u> . This mock exam was made up of all topics from the 2019 series- paper 1 (Hazards, Water and Carbon Cycles and Coasts) and 2 (Global Systems and Governance, Changing Places, Contemporary Urban Environments).
<i>Additional assessment materials provided by exam board</i>	Students have sat each additional assessment material in the <u>May Series of Assessments</u> provided by AQA. These were completed for all topics in paper 1 (Hazards, Water and Carbon Cycles and Coasts) and 2 (Global Systems and Governance, Changing Places, Contemporary Urban Environments). With each section comprising of a 45 minute assessment from material provided.
<i>Completed or incomplete Non-examined Assessment (often referred as Coursework)</i>	All students have completed a NEA for Geography

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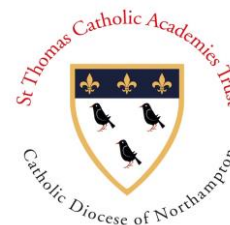
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GCE History

Type of evidence	Completion of work by students
<i>Whole past papers</i>	Students sat one mock exam in the <u>October PPEs Series</u> . This paper was made up of topics on USA: In search for the American Dream and South Africa, 1948-94: from apartheid state to "rainbow nation".
<i>Mock exams</i>	Students sat one mock exam in the <u>March Centre Assessments</u> . This mock exam was made up of topics on The American Dream and South Africa 1948-94: from apartheid state to 'rainbow nation' and British Empire: gaining and losing an empire.
<i>Additional assessment materials provided by exam board</i>	Students have sat each additional assessment material (one for the American Dream 1917-1994, South Africa 1948 – 94: from apartheid state to rainbow nation, British Empire) in the <u>May Series of Assessments</u> provided by Edexcel.
<i>Internal tests taken by students</i>	Internal tests in lessons comprising of 45 minutes completed by students between <u>April and May</u> on USA: In search of the American Dream, South Africa: from apartheid state to rainbow nation, and British Empire: gaining and losing an empire.
<i>Completed or incomplete Non-examined Assessment (often referred as Coursework)</i>	All students have completed a NEA for History.

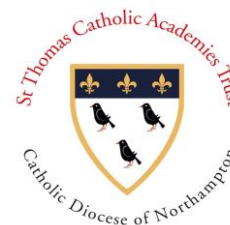
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GCE Languages

Type of evidence	Completion of work by students
Whole past papers	Students sat a whole past Paper 1 and half of a Paper 2 (covering "La Haine" for French and "Volver" for Spanish) in the <b>October PPEs Series</b> . Paper 1 was covering topics from the whole curriculum.
Mock exams	Students sat a mock exam in the <b>March Centre Assessments</b> . This mock exam included full past papers (June 2019) and was made up of topics on the whole curriculum and included Papers 1 and 2.
Additional assessment materials provided by exam board	Students have sat each additional assessment material in the <b>May Series of Assessments</b> provided by AQA, as well as half a Paper 2 (covering "No et moi" for French and "Volver" for Spanish).
Internal tests taken by students	Internal tests in lessons comprising of a variety of assessments using resources provided by AQA and completed by students between <b>April and May</b> .
Completed or incomplete Non-examined Assessment (often referred as Coursework)	All students have completed a NEA for Languages even though the Exam Board cancelled it. However, considering the amount of time and effort gone into their Individual Research Project, Paper 3 (Speaking) was carried out on <b>May 20<sup>th</sup></b> in its entirety (including the photocard because it is the only task of the paper including AO2).

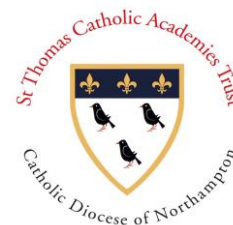
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### GCE Law

Type of evidence	Completion of work by students
Mock exams	Students sat a mock exam in the <b>October PPEs series</b> made up of Criminal and Tort Law topics
<i>Whole past papers</i>	Students sat whole past papers in the <b>March Centre Assessments</b> . This was made up of three papers – Criminal Law, Tort Law and Human Rights Law
<i>Additional assessment materials provided by exam board</i>	Students have sat each additional assessment material (one for Criminal Law and one for Tort Law) in the <b>May Series of Assessments</b> provided by AQA.
<i>Internal tests taken by students</i>	Internal tests in lessons comprising of 5 mark and 30 mark questions on the topics of Personal Injury, Nervous Shock, Occupiers Liability 1957 & 84, Tribunals, Statutory Interpretation and Involuntary Manslaughter have also been completed by students between <b>April and May</b>

### Core Maths

Type of evidence	Completion of work by students
Mock Exams	<i>Students sat a mock exam in the October PPEs series. This was the 2019 paper 1 excluding Q9</i>
Whole past papers	<i>Students sat whole past papers in the March Centre Assessments (PPE2) This was the November 2020 Papers 1 and 2</i>  <i>Students sat past papers in the May series of Assessments Paper 1 (Practice) excluding Estimation Paper 2 (May17) excluding Critical Analysis</i>
Assessment materials provided by the exam board	<i>Students sat the topic-based assessments provided by the exam board which were questions from the 2018, 2019 and 2020 past papers Analysis of Data, Estimation, Personal Finance and Statistical Techniques</i>
Internal tests taken by students	<i>Students sat topic tests in lessons based on past papers</i>

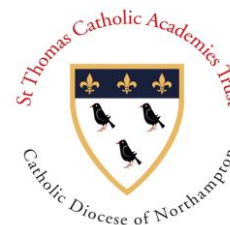
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### GCE Maths

Type of evidence	Completion of work by students
Mock exams	Students sat a mock exam in the <b><u>October PPEs series</u></b> made up of AS Pure, AS Statistics and AS Mechanics
Whole past papers	Students sat whole past papers in the <b><u>March Centre Assessments</u></b> . This was made up of three papers – two Pure papers and one Applied – AS Statistics and AS/A2 Mechanics based on what had been taught to this point
Additional assessment materials provided by exam board	Six internal assessments in lessons comprising of Differentiation, Functions, Factor and Remainder Theorem, Data Presentation and Variance, Partial Fractions, Integration, Binomials, SUVAT and Kinematic Equations, Logarithms and Exponentials, Sequences and Series, Inclined Planes and Vectors, Trigonometry, Correlation, Parametric Equations, Radians, Constant and Variable Acceleration that were completed for the <b><u>May Series of Assessments</u></b> provided by Edexcel.
Internal tests taken by students	Students have completed knowledge recall and topic assessments <b><u>throughout the year</u></b> in lessons that are also used as evidence to support grades issued

### GCE Media

Type of evidence	Completion of work by students
Whole past papers	Students sat a whole past paper in the <b><u>March Centre Assessments</u></b> . This was made up of one Paper – Media Messages Paper 1
Coursework	Students have completed their NEA assessment in full, completing either completed products or prototypes as outlined by OCR.
Internal tests taken by students	Internal tests in lessons comprising of 10 mark, 15 mark and 30 mark questions on the topics of News and Online Media, Advertising, Magazine, Music Video (Paper 1 Media Messages) and Long form Television Drama and applying theory to this topic (Paper 2 Evolving Media) have also been completed by students between <b><u>April and May</u></b>

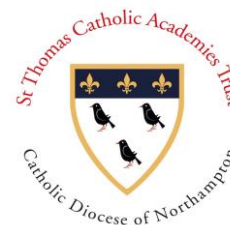
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### GCE Philosophy & Ethics

Type of evidence	Completion of work by students
Mock exams	Students sat a mock exam in the <b><u>October PPEs series</u></b> made up of one AS Philosophy question, one AS Ethics question and a full Developments in Christian Thought paper.
Whole past papers	Students sat whole past papers in the <b><u>March Centre Assessments</u></b> . This was made up of three papers – Philosophy, Ethics and Developments in Christian Thought.
Additional assessment materials provided by exam board	Students have sat six additional assessment materials (two on each of Philosophy, Ethics and Developments in Christian Thought) in the <b><u>May Series of Assessments</u></b> provided by OCR.

### GCE Physics

Type of evidence	Completion of this work by students
October assessments	Students completed all the content from AQA AS so PPE consisted in 2 AS papers. These papers were shortened to 1 hour to allow students to complete them within class time. The questions removed ensured that there was still a wide range of content from different areas of the specification being assessed. It was also ensured that we maintained an appropriate level of challenge
March assessments	At this stage students had finished learning all of physics A2 specifications except optional topic "Medical physics". This allowed the students to sit a full paper 1 (AQA June 2018 series) paper 2 (AQA June 2018 series set 2) and paper 3A (AQA June 2018 series set 2)
May assessments	Given that JCQ guidelines stated that no new content should be taught, the May series of assessments were designed to assess students on taught content which had not been assessed through the June 2018 and 2019 papers completed. A list of such topics were made so assessments made from the AQA May 2021 released materials and other past paper questions. The papers were designed to cover all assessment objectives and provide rigorous evidence of knowledge.

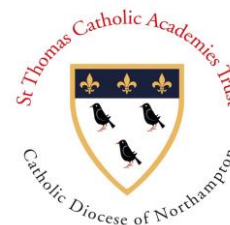
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Headteacher: Mr C Stapleton MA, NPQH



"The glory of God is  
a human being fully alive!"

GCE Psychology

Type of evidence	Completion of work by students
Whole past papers	Students sat a composite paper in the <u>October PPEs Series</u> . This paper was composed of questions on Attachment and Schizophrenia.
Mock exams	Students sat a mock exam in the <u>March Centre Assessments</u> . This was the Paper 2: Psychology in Context paper from 2019, with some minor changes, and included the topics of Approaches, Biopsychology and Research Methods.
Additional assessment materials provided by exam board	Students have sat a selection of assessments based on the materials provided by AQA in the <u>May Series of Assessments</u> . These include: <ul style="list-style-type: none"><li>• Assessment 1: Approaches and Research Methods</li><li>• Assessment 2: Social Influence and Memory</li><li>• Assessment 3: Attachment and Psychopathologies</li><li>• Assessment 4: Schizophrenia and Biopsychology</li><li>• Assessment 5: Issues and Debates and Aggression</li></ul>
Internal tests taken by students	Internal tests in lessons/lockdown comprising of two essays on Localisation/Lateralisation of Brain Function and Freewill and Determinism in Psychological Research completed by students between <u>January and March</u> .

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GCE Sociology

Type of evidence	Completion of work by students
Whole past papers	Students sat a composite paper in the <b><u>October PPEs Series</u></b> . This paper was composed of questions on Relationships and the Functionalist and Interactionist views of Crime and Deviance.
Mock exams	Students sat a mock exam in the <b><u>March Centre Assessments</u></b> . This was the Crime and Deviance paper from 2019, with some minor changes, and included topics on deviant subcultures, victimisation, crime prevention and control, official statistics and structured interviews.
Additional assessment materials provided by exam board	Students have sat a selection of assessments based on the materials provided by AQA in the <b><u>May Series of Assessments</u></b> . These include: <ul style="list-style-type: none"><li>• Education I: Short Answer Questions (4, 6 and 10MQ)</li><li>• Education II: Long Answer Question (30MQ)</li><li>• Education III: Methods in Context Questions (10 and 20MQ)</li><li>• Families and Households Questions</li><li>• Crime and Deviance I: Short Answer Questions (4, 6 and 10MQ)</li><li>• Crime and Deviance II: Long Answer Question (30MQ)</li><li>• Crime and Deviance III: Theory and Methods Questions (10 and 20MQ)</li></ul>
Internal tests taken by students	Internal tests in lessons/lockdown comprising of two essays on the Functionalist and Feminist perspectives on Crime and Deviance completed by students between <b><u>January and March</u></b> .

If you would like to discuss this further please contact me at [j.gibbons@st-josephs.slough.sch.uk](mailto:j.gibbons@st-josephs.slough.sch.uk) or phone the school office.

Yours sincerely

James Gibbons

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