

A Level Centre Assessed Grades

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 A Level 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 A Level grade.

A Level 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 A Level 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 any teacher 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 10th 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. Any questions about final grades will not be able to be answered by teachers as not only would this be considered malpractice as mentioned earlier no individual teacher is responsible for awarding final grades, all grades will be moderated and awarded by the school.

This half term, your son/daughter will receive an overview of the following:

- A detailed list of the subtopics within each assessed unit;
- A timeline of when the topics will be revised and assessed (please note that dates of assessments may change)
- An updated revision timetable which aligns with the revision and assessments.

This booklet contains vital information about each subject for your reference. A video explaining further details on awarding Centre Assessed Grades can be found on our website [here](#).

If your son/daughter attends either Haybridge High School or Hagley Catholic High School, please note that their arrangements will slightly differ from ours. Assessments will be completed during an "assessment fortnight" and these will form one of the final pieces of evidence to influence the Centre Assessed Grade. Both schools will be writing to you to inform you of their plans in due course.

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Homework equals revision

The next few months are vitally important for your son/daughter and we are keen to support you and them as best we can as they prepare for their internal assessments.

Attendance

Attendance over the next few months is crucial to ensure that your son/daughter not only has as much teaching contact with their teachers as possible, but also to ensure they are privy to essential revision practice. There is a strong link correlation between attendance and success in exams. The table below shows the attendance of two Year 13 students last year and their final grades.

	Overall attendance	Subject	Subject attendance	Final grades
Student 1	72.5%	Business	76%	C
		Maths	64%	U
		Physics	71%	U
Student 2	98.4%	Biology	94%	B
		Chemistry	96%	A
		Maths	97%	A*

It is clear that low attendance has a significant impact on final grades as missed lessons creates knowledge gaps. These gaps in knowledge become quickly apparent to students and puts students under even more pressure to catch up. By now, all courses will be completed and your son/daughter will follow a programme of revision during their lessons. The lessons will contain essential exam practice in preparation for the internal assessments.

Effective revision strategies

Throughout their time in the sixth form, students have been taught what constitutes effective and ineffective revision strategies. Often the easiest strategies prove to be the most ineffective. The following have all been proven by research to have little or no impact on learning:

- Rereading
- Copying notes
- Summarising
- Highlighting key words

The two most effective revision strategies are testing and spacing coupled with good motivation and organisation. Research shows that students who test themselves regularly remember significantly more information and are less likely to suffer from the negative effects of stress associated with exams. Students have been told that although testing and spacing out their testing may feel uncomfortable and more difficult than other strategies, they are the most effective. Further information on these strategies can be found at <https://blog.innerdrive.co.uk/intended-vs-actual-revision-behaviour>

Organisation

As a school we are fully aware of the link between disorganisation and anxiety and during the run up to the mocks and final exams, students need to be calm and in control. At the start of term, we gave students the time to plan out their directed study and create a plan of what their days would look like to ensure that they have time to complete the work set. Having a plan reduces the anxiety of not knowing and ensures that students are in control of their own day. During directed study we are encouraging students to plan out their time to ensure that they are as effective as possible. All teachers when setting homework provide time limits for the different tasks. This is to ensure that students do not spend a disproportionate amount of time on one task and then become anxious and rush to complete the other tasks. Please speak with your son/daughter about these timings and support them to keep within the time limits set.

Holiday work expectations

The courses that your son/daughter are following, whether it be an A level or BTEC, are extensive and as such require students to be working at a high level over the full 18 months of the course. Cramming for an A level or a BTEC assessment is not possible due to the amount of knowledge required. The homework tasks that your son/daughter are set incorporate both Year 12 and Year 13 content. This enables students to revise throughout the course and again reduces the anxiety and stress linked to assessments.

Common mistakes

Finally, the link below highlights the most common mistakes that students make during their studies and when revising for exams. We have discussed these with your son/daughter on numerous occasions and we would urge you to do the same to ensure they don't fall into the same traps.

<https://blog.innerdrive.co.uk/10-common-student-mistakes>

Subject information on topics and assessment

Subject	Topics being assessed (in order)	Evidence that will be used to award a Centre Assessed Grade
Biology	<p>Whole topics: Topic 1- Biological molecules Topic 2- Cells Topic 5- Energy transfers Topic 8 - Gene expression</p> <p>Part topics: Topic 3- Organisms and exchange Topic 4 - Genetic information Topic 6- Organisms and response Topic 7- Genetics and populations</p>	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Topic tests (past paper questions) during spring 2 ▪ Topic tests (exam board assessments) during summer 1
Business	Unit 1- Exploring business Unit 2- Developing a Marketing Campaign	<ul style="list-style-type: none"> ▪ NEA ▪ Past papers and exam board assessments in summer 1
Chemistry	<p>Whole topics:</p> <p>Inorganic: Periodicity Group 2 Group 7</p> <p>Organic: Intro to organic Alkanes Halogenoalkanes Alkenes Alcohols Organic analysis Optical isomerism Aldehydes and ketones Carboxylic acids Aromatics Amines Polymers Biological molecules Chromatography</p> <p>Physical: Atomic structure Amount of substance Bonding Energy changes Rates of reaction Equilibrium Redox Thermodynamics Rate equations Homogenous equilibrium Acids and bases</p> <p>Part topics:</p> <p>Inorganic: Period 3 Transition metals Aqueous ions</p> <p>Organic: Synthesis NMR</p> <p>Physical:</p>	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Topic tests (past paper questions) during spring 2 ▪ Topic tests (exam board assessments) during summer 1 ▪ End of Topic tests- Year 12 & 13 (past paper questions)

	Redox potentials	
Computer Science	Databases Systems Software Data Types Boolean Algebra Data Structures Computational Thinking (including algorithms) Programming techniques Software development	<ul style="list-style-type: none"> ▪ NEA Programming Project ▪ Y12 Mock exam ▪ Topic tests completed to date ▪ Topic tests (exam board assessments) during summer 1
Criminology	Haybridge High School will be providing details in due course	
English Language and Literature	<p>Streetcar gender, masculinity/ femininity and language symbolism and stagecraft / themes of desire and fate</p> <p>Heaney nature, growing up, discovery and self-discovery representing identity and personal voice / representations of suffering and unpleasant experiences</p> <p>Frankenstein significance of settings and locations representation of female characters</p> <p>Paris Anthology representations of Parisians and visitors memories and double journeys</p>	<ul style="list-style-type: none"> ▪ NEA ▪ Exam-style essays from autumn term and spring 1 ▪ Practice assessments in spring 2 ▪ Timed assessments in summer 1
French	La technologie Le bénévolat Le patrimoine La diversité La politique Le cinéma La famille L'immigration La marginalisation Le crime La musique Les manifestations La Haine Bonjour Tristesse	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Year 12 & 13 topic tests ▪ Literature & Film essays ▪ Skills tests (speaking, reading and listening) during spring 2 ▪ Skills tests (speaking, reading, listening and writing) during summer 1
German	Familie Berlin Immigration Integration Die EU Politik Feste Musik Rassismus Wiedervereinigung Technologie Kunst Good-Bye Lenin Der Vorleser	<ul style="list-style-type: none"> ▪ End of topic assessments from year 12 and 13 ▪ Year 12 mock exam ▪ Literature & Film essays ▪ Skills tests (speaking, reading and listening) during spring 2 ▪ Skills tests (speaking, reading, listening and writing) during summer 1
Geography	Water and carbon cycles Hazards Global systems and governance Changing places	<ul style="list-style-type: none"> ▪ End of topic assessments from year 12 and 13 ▪ Year 12 mock exam

	Coastal systems and landscapes	<ul style="list-style-type: none"> ▪ Topic tests using past papers in spring 2 ▪ Topic tests using exam board assessment in summer 1
Health and Social Care	<p>Roles and responsibilities of people working in the health and social care sector</p> <p>The roles of organisations in the health and social care sector</p> <p>Working with people with specific needs in the health and social care sector</p>	<ul style="list-style-type: none"> ▪ Past paper questions during spring 2 ▪ Exam board assessments during summer 1
History	<p>NEA</p> <p>Early Tudors</p> <p>Henry VII Threats to rule</p> <p>Henry VII Foreign Policy</p> <p>Rise of Wolsey</p> <p>Wolsey domestic reforms</p> <p>Cold War in Europe</p> <p>Tensions between USSR and the West 1941-1945</p> <p>Division of Germany</p> <p>Berlin blockade</p> <p>Formation of NATO</p> <p>German rearmament</p> <p>Berlin wall</p> <p>Causes of New Cold War 1979-1984</p> <p>Reasons for end of Cold War in 1989</p> <p>Russia and its Rulers</p> <p>Thematic Studies</p> <p>Nature of Government</p> <p>Effect of dictatorial regimes on society and economy in Russia</p> <p>Effect of war and revolution on Russia</p> <p>Depth Studies</p> <p>Alexander II</p> <p>Provisional Government</p>	<ul style="list-style-type: none"> ▪ NEA ▪ Past paper questions during spring 2 ▪ Exam board assessments during summer 1
Law	<p>English Legal System</p> <p>Law Making</p> <p>Nature of Law</p> <p>Tort Law</p> <p>Contract Law</p>	<ul style="list-style-type: none"> ▪ End of Year 12 Assessment ▪ Year 13 Autumn Term Assessment ▪ Past paper questions and exam board questions in summer 1
Maths	<p>Pure Mathematics</p> <p>Algebra and Functions</p> <p>Coordinate Geometry in the (x, y) plane</p> <p>Sequences and Series</p> <p>Trigonometry</p> <p>Exponentials and Logarithms</p> <p>Differentiation</p> <p>Integration</p> <p>Numerical Methods</p> <p>Vectors</p> <p>Statistics</p> <p>Statistical sampling</p> <p>Data presentation and Interpretation</p> <p>Probability</p> <p>Statistical Distributions</p> <p>Statistical hypothesis testing</p>	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Year 12 & 13 topic tests ▪ Exam board assessments during summer 1

	Mechanics Quantities and units in mechanics Kinematics Forces and Newton's Laws Moments	
Further Maths	Core 1 & Core 2 Contents Proof Complex Numbers Matrices Further Algebra and Functions Further Calculus Further Vectors Polar Coordinates Hyperbolic Functions Differential Equations (excluding Modelling) Further Statistics 1 Discrete Probability Distributions Poisson and Negative Binomial Distributions Geometric and Negative Binomial Distributions Hypothesis Testing Central Limit Theorem Chi Squared Tests Probability Generating Functions Quality of Tests Decision Maths 1 Algorithms and Graph Theory Algorithms on Graphs Critical Path Analysis Linear Programming (excluding Big-M method)	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Year 12 & 13 topic tests ▪ Exam board assessments during summer 1
Physics	Whole topics: Section 1- Particles & Radiation Section 2- Waves & Optics Section 3- Mechanics & Materials Section 4- Electricity Section 6- Further Mechanics & Motion in a circle Section 8- Nuclear Physics Section 9- Optional Module (Engineering Physics) Part topics: Section 7- Fields	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ End of Topic tests- Year 12 & 13 (past paper questions) ▪ Topic tests (exam board assessments) during summer 1
Product Design	New and Emerging Technologies Energy, materials, systems & devices Materials & their working properties Common specialist techniques Designing principals Making principals Timber based materials	<ul style="list-style-type: none"> ▪ Modified NEA Task ▪ Year 12 mock exam ▪ Topic tests (past paper questions) during spring 2 ▪ Topic tests (exam board assessments) during summer 1
Psychology	Haybridge High School will be providing details in due course	
Sociology	Families and households: Theories of the family (Feminism) , Family Diversity (Critique) Education and Research Methods: Social class differences in achievement, structured interviews and the influence of the family on educational achievement. Beliefs in Society: Gender and religion – why women are more religious than men.	<ul style="list-style-type: none"> ▪ Year 12 mock exam ▪ Assessments completed in year 13 Autumn term ▪ Big fat beliefs assessments completed in Spring 1 ▪ Exam style Assessments to be completed in Spring 2

	Theories of religion – social cohesion. CRIME AND DEVIANCE: Functionalist vies of crime, subcultural theories of crime, sociological explanations of ethnicity and offending.	<ul style="list-style-type: none"> ▪ Crime and Deviance Theories assessment completed in Spring 2
Sport	NEA Unit 3 – Sport Industry Unit 4 – Sport Leadership	<ul style="list-style-type: none"> ▪ Completed coursework

NEA A- Level Courses

Subject	Information including any changes to non-examined coursework (NEA)
Biology, Chemistry and Physics	The practical endorsement will only be based upon the practicals completed
Business	All components of the NEA will be considered
Computer Science	All components of the NEA (programming project) will be considered.
English Language and Literature	All components of the NEA will be considered
Spoken French	This will be assessed in class by the teacher
Spoken German	This will be assessed in class by the teacher
Geography	All components of the NEA will be considered
History	All components of the NEA will be considered
Product Design	<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"> ▪ Realisation of design ideas ▪ Test and evaluation

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.