

**Re: Year 11 Assessments - Centre Assessed Grades
30th March 2021**

Dear Parents/Carers,

We firstly want to thank you for your ongoing support; we know it's been difficult at times trying to navigate our way through the GCSEs and summer exams information.

When I last wrote to you in February, I updated you about the changes to GCSE awards this summer for your child. We now want to inform you about our next steps at Beacon High and what your child should expect in terms of assessments across the subjects that they study up until the end of May, 2021. We also have a couple of updates about BTECs and NCFE exams and what your child will be required to do. What we want you to feel confident about is that your child will be assessed fairly and accurately across every subject and a robust process of moderation and quality assurance will be in place to ensure this. The Deputy Headteacher and Headteacher will both sign a centre declaration, to that effect for every exam board, before any grades are submitted.

Being explicit with you and your child should help dispel any confusion, or anxiety over the coming weeks. We want you to have the assessment outline (table below) so that you have an overview of the content and skills that your child will be assessed on in order to support their centre assessed grades in every subject. There may be some slight changes in individual subjects but Heads of Faculty and Department will make your child aware if this is the case. We will be using ongoing formative assessments. This should act as a guide to support your conversations with your child.

We also cannot be exact about dates of assessments but class teachers will give advance notice to students about when specific content and skills will be assessed; assessments can be completed on Chromebooks or be handwritten. There will not be any further mock exams or tests as we would traditionally expect. A series of ongoing assessments will replace this traditional model. You will receive an updated Predictions and Progress Report for your child in April.

In terms of BTEC First Award in Sports both external and internal assessment of complete and incomplete units will be used to calculate this grade and Pearson (the exam board) will conduct an external moderation too. For NCFEs in Business Studies and Health and Social Care, as it currently stands, teachers will be expected to give each student a TAG (Teacher Assessed Grade - we refer to these as CAGs - for the second attempt at the exam in Business Studies that was missed. Students will still have the coursework element (worth 60% of the overall grade) marked as normal and a sample of these will be moderated externally by NCFE.

We have not yet decided on an 'leaving date' for our Year 11s. As soon as we have agreed on this, we will let you know. All Year 11 students are expected to attend school every day, on time and for every lesson until that date.

If you have any questions, please do not hesitate to contact us.

E. Good

Deputy Headteacher



Subject	Assessment Focus	Skills Being Assessed
English		
1	English Language Paper 1 - Questions 1 and 4	The ability to identify implicit and explicit information. The ability to justify and evaluate a statement, by analysing language and structure.
2	English Language Paper 1 - Question 5	Creative Writing (Language AO5 + 6). Spelling, punctuation, content and organisation. Pupils will be asked to write a short story or piece of descriptive writing based on a prompt.
3	English Literature - A Christmas Carol	Language and structure analysis (Literature AO1, 2, 3).
4	English Literature - An Inspector Calls	
Maths - Foundation Tier		
1	Probability	Basic probability. Probabilities add up to 1 Sample space diagrams. Two way tables. Venn diagrams. Independent events.
2	Ratio, Proportion & Rates of Change	Express as a percentage. percentage of an amount. Inc/dec percentage. Compound interest. Comparing quantities. Divide amounts into a ratio. Direct /Inverse proportion. Recipe questions.
3	Number	4 operations and inverse operations. Powers, roots and reciprocals. Factors, multiples and primes (HCF & LCM). Standard form. Convert between fractions, decimals and percentages. Rounding and Estimating.
4	Algebra	Factorising. Expanding. Substitution. Solving equations. Inequalities. nth term.
Maths - Higher Tier		

1	Algebra	Index laws. Expanding binomials. Factorising. Solving linear equations. Simultaneous equations. Solving quadratics by factorising, using the formula and completing the square. Quadratic sequences.
2	Ratio	Simplifying ratio. Sharing in a given ratio. Combined ratios. Recipe questions. Direct and inverse proportion.
3	Number	Standard form. Compound interest. Reverse percentages. Bounds. Surds. Fractional indices.
4	Probability	Two-way tables. Mutually exclusive events. Tree diagrams. Venn diagrams. Conditional probability.
Science - Combined	Assessment Focus	Skills Being Assessed
1	Biology	DNA and genetics. Cell structure/adaptations/magnification. Selective breeding/GM. Growth. Nervous system. Enzymes. (Diffusion/osmosis). (Microscopy). (Mitosis).
2	Chemistry	Separation techniques. Bonding. Properties of metals. Particle model. Calculations involving masses - RFM. Conservation of mass. Ionic and covalent substances. Atomic structure. Concentration. (Calculations involving masses - reacting masses, calculating empirical formula) (Isotopes). (Periodic table history).

3	Physics	<p>EM radiation uses. Describing waves. Renewable energy. Sankey diagrams. Wave speed. Refraction. Newton's second law. v/t graphs. Measuring speed of sound. Stopping distances. KE. Energy transfers. (Speed calculations). (Newton's first law). (Non-renewable energy).</p>
4	Core Practicals	<p>Enzymes. Microscopy. Distillation and chromatography. Refraction.</p>
Science - Triple		
1	Biology	<p>DNA and genetics. Cell structure/adaptations/magnification. Selective breeding/GM. Growth. Nervous system. Enzymes. (Diffusion/osmosis). (Microscopy). (Mitosis).</p>
2	Chemistry	<p>Separation techniques. Bonding. Properties of metals. Particle model. Calculations involving masses - RFM. Conservation of mass. Ionic and covalent substances. Atomic structure. Concentration. (Calculations involving masses - reacting masses, calculating empirical formula). (Isotopes). (Periodic table history).</p>

3	Physics	EM radiation uses. Describing waves. Renewable energy. Sankey diagrams. Wave speed. Refraction. Newton's second law. v/t graphs. Measuring speed of sound. Stopping distances. KE. Energy transfers. (Speed calculations). (Newton's first law). (Non-renewable energy)
4	Core Practicals	Enzymes. Microscopy. Distillation and chromatography. Refraction.
5	Grade 8-9 Questions	Higher level material for all three sciences.
History		
1	Paper 3 - The Development of the Civil Rights Movement - 1954-60	Source inference and historical interpretations: AO3 and AO4.
2	Paper 3 - Progress and Protest	AO1 and AO2, AO3: Source Inference, Explain why.
3	Paper 3 - War in Vietnam	AO1 and AO2, AO3: Source Inference, Explain why.
4	Paper 3 - War in Vietnam	AO1 and AO2: Explain why. Historical interpretations: AO3 and AO4
5	Paper 3 - Reactions to Vietnam	AO3 and AO4: Interpretations.
Geography		
1	Paper 1- Challenges of Natural Hazard. 1-9 markers based on three lesson cycle: Reteach, Recall, Reapply = 25%.	A01/2/3: <ul style="list-style-type: none"> Describe and explain the distribution of earthquakes and volcanoes. Explain the processes involved in plate movement: constructive. Explain the processes involved in plate movement: destructive. Assess and compare the impacts of an earthquake in two contrasting areas of the world (LEDC/MEDC). Explain why people choose to live in tectonically active areas. Assess and compare the responses to an earthquake in two contrasting areas of the world (LEDC/MEDC).

2	Paper 1- Tropical Rainforests. 1-9 markers based on three lesson cycle: Reteach, Recall, Reapply = 25%.	A01/2/3: <ul style="list-style-type: none"> Describe and explain the physical characteristics of tropical rainforests: climate, soils and vegetation (and examine their interaction). Describe how plants and animals have adapted to living in the TRF. Examine the causes of deforestation. Evaluate the impacts of deforestation with a named case study. Know the importance of TRF and ways in which they can be managed effectively.
3	Paper 2 - Challenges of Urbanisation. 1-6 markers based on three lesson cycle: Reteach, Recall, Reapply = 20%.	A01/2/3: <ul style="list-style-type: none"> Describe and explain the global pattern of urban change. Describe urban trends in different parts of the world comparing HICs and LICs. Describe the location and explain the importance of the city, regionally, nationally and Internationally. Use a case study of a major city in the UK to describe and explain: <ul style="list-style-type: none"> The location and importance of the city in the UK and the wider World. Environmental: Urban Greening. Social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems. Describe and explain how urban transport strategies are used to reduce traffic congestion.
4	Paper 3 - Skills 1-4 markers based on three lesson cycle: Reteach, Recall, Reapply =10%.	A01/2 Map Work: <ul style="list-style-type: none"> Use and understand coordinates (four and six figure grid refs). Label and annotate diagrams: maps, graphs, sketches and photos. Data Representation: <ul style="list-style-type: none"> Pie charts. Bar charts. Population pyramids. Complete a variety of graphs and maps: choropleth. Interpret and extract information from different types of maps, graphs and charts, including: Numeracy Skills: Central tendency. Calculate percentage increase or decrease. Make predictions, Be able to identify weaknesses in selective statistical presentation. Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret. Mean. Enquiry: Analyse and evaluate geographical information. Analyse the interrelationship between physical and human factors.
5	Pre-release - A03 Demonstration 2 x 6 markers and 1x9 marker = 20%.	AO2/3: 2017 - TRF to be used to support further evidence for PAPER 1-3 skill demonstration = 30 marks.

	Targeted Students - Students Booklet based on A01 over 2/3 weeks = 30% of Grade.	AO1: Teacher created pack to allow students to have resources included and selection of multiple choice questions and short answers. 1-2 markers linked to included resources to ensure at least a Grade.
Spanish		
1	Listening and Understanding in Spanish	AO1: Multiple choice and short answers. Theme 2: Holiday and Travel, Local Area, Town and Region. Theme 1: Technology and Free time. Theme 3 - School, Theme 4: Future Aspirations .
2	Speaking Endorsement - Assessment	Foundation 10 mins, Higher 12 mins + 5 min prep time per tier.
3	Reading and Understanding in Spanish	AO3: Understanding of written texts in target language, understanding translation. Themes 1-4.
4	Writing and Understanding in Spanish	AO4: Written response of varying lengths and types , expressing ideas and opinions, translation. Themes 1-4.
RE		
1	Paper 1- Christian Beliefs	AO1: Demonstrate knowledge and understanding of religious belief.
2	Paper 1- Marriage and Family	AO1: Belief, practice and sources of authority.
3	Paper 1- Living the Christian Life	AO1: Similarities and differences between religions.
4	Paper 1 - Matters of Life and Death	AO2: Analyse and evaluate aspects of religion and belief,
Art		
1	AO1 - generating and developing ideas and demonstrating a critical understanding	Being able to demonstrate an initial exploration of ideas about the theme project (including mind-mapping, title pages, collecting images, mood boards and collages). Being able to critically evaluate the work of the artists you have studied through describing content, form, process and mood.
2	AO2 - exploring and selecting materials, processes and techniques	Can include: painting, mixed Media, print-making, clay work, textile work and digital image manipulation of photography.
3	AO3 - recording of ideas and observations	Observational drawing (from life not from photographs), photographs you have taken and all annotations that explain thought processes, reflections and intentions.
4	AO4 - Final pieces	Outcomes that bring together the best ideas and techniques from your sketchbooks: clay pots (painted), silk paintings and the final piece from your event project.
Drama		
1	(AO1) Developing ideas - the rehearsal process	Create and develop ideas to communicate meaning for theatrical performance.

2	(AO2) Applying theatrical skills for a live performance (from a script)	Apply theatrical skills to realise artistic intentions in live performance (performers), examining: vocal and physical skills; characterisation and communication; artistic intention and style/genre/theatrical conventions; design skills; communication and contribution to performance as whole; artistic intentions and style/genre/theatrical conventions.
3	(AO3) Demonstrate understand and knowledge of theatre	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
4	(AO4) Analyse and evaluate your own work and the work of others through your written portfolio	Analyse and evaluate their own work and the work of others.
Music		
1	Component 2: composing music	Composition in Digital Audio Workstations/composition log with annotations.
2	Component 1 - AOS2: music for ensemble, Jazz, Blues and Musical Theatre	Listening and appraising.
3	Component 1 - AoS1: understanding forms and devices (music theory)	Forms and devices.
4	Component 1 AOS4,: music for film, creating emotion, tension, etc.	Music for film.
5	Component 3: recording a performance on an instrument etc.	Performance.
Business Studies		
1	Unit 1 (Exam : 40% of overall grade)	<ul style="list-style-type: none"> • Understanding entrepreneurship, business organisation and the importance of stakeholders. • Understanding the marketing mix, market research, market types and orientation types. • Understanding operations management. • Understanding internal and external influences on business.
2	Unit 2 (Synoptic Project : 60% of overall grade)	<ul style="list-style-type: none"> • Understanding research, resource planning, growth and development for business and enterprise. • Understanding human resource requirements for a business start-up. • Understanding sources of enterprise funding and business finance. • Understanding business and enterprise planning.
Health and Social Care		
1	Unit 1: Health and Social Care Sector	To know and understand HSC provision, job roles, how HSC services are accessed, regulation and inspection in the HSC provision.

2	Unit 2: Professional Practice and the HSC Practitioner	Ability to recall the responsibilities of HSC practitioners, the care values underpinning practice, understanding partnership working in HSC and different pathways in the HSC sector.
3	Unit 3: Human Growth and Development through the Life Stages	Ability to recall development from conception to birth and then across the lifespan. Understand influences including transitions and significant life events on human development. Understanding the role of care planning.
4	Units 1, 2 & 3 Exam Paper	Ability to recall knowledge of topics covered across all three project units and apply this to unknown scenarios.
PE BTEC		
1	Unit 2	Explain, perform, review performance in two selected sports.
2	Unit 3	Design, implement and review a targeted training programme.
Food Preparation and Nutrition		
1	Practical assessment based on coursework brief: Street Food.	Range of technical skill, use of equipment with precision and accuracy. The final dishes show a high level of demand, complexity and challenge and include a wide range of finishing techniques such as garnishing and decoration eg piping. All dishes are accurately presented with attention to detail and finished to an excellent standard. Excellent evidence of time management. And correct use of food safety principles. The assessment is to be carried out under supervised conditions. AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.
2	Written Theory Exam	Food choice Food safety Diet nutrition and health Food science Food provenance AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

3	Street Food Project Coursework	<p>Students will produce a concise portfolio including:</p> <ul style="list-style-type: none"> • Evidence of research and analysis of their chosen task. • Evidence of making up to three dishes outside of the single three hour period to demonstrate technical skills. These dishes will be used to justify the choices of dishes for the final menu. There is an expectation that candidates will not simply re-make the same dishes. • Evidence of planning, preparing, cooking and presenting a menu of two dishes within a single period of no more than three hours. • Analysis and evaluation of the nutritional, cost and sensory properties of the two dishes. • The assessment is to be carried out under supervised conditions. <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>
Computer Science		
1	Component 1 - Computer Systems (Exam)	<p>Systems Architecture:</p> <ul style="list-style-type: none"> • Memory. • Storage. • Wired and wireless networks. • Network topologies, protocols and layers. • System security. • System software. • Ethical, legal, cultural and environmental concerns.
2	Component 2 - Computational thinking, algorithms and programming (Exam)	<p>Algorithms:</p> <ul style="list-style-type: none"> • Programming techniques. • Producing robust programs. • Computational logic. • Translators and facilities of languages. • Data representation.
3	Programming Project (Coursework)	<p>Programming techniques:</p> <ul style="list-style-type: none"> • Analysis. • Design. • Development. • Testing and evaluation and conclusions.
Arabic		
1	Listening and Understanding in Arabic	<p>AO1: Multiple choice and short answers. Theme 2: Holiday and Travel, Local Area, Town and Region. Theme 1: Technology and Free time. Theme 3 - School, Theme 4: Future Aspirations.</p>
2	Speaking Endorsement - Assessment	<p>Foundation 7-9 mins + 12 mins preparation time. Higher 9-12 mins + 12 mins preparation time. Themes 1-4.</p>

3	Reading and Understanding in Arabic	AO3: Understanding of written texts in target language, understanding translation. Themes 1-4.
4	Writing and Understanding in Arabic	AO4: Written response of varying lengths and types, express ideas and opinions, translation. Themes 1-4.
Italian		
1	Listening and Understanding in Italian	AO1: Multiple choice and short answers. Theme 2: Holiday and Travel, Local Area, Town and Region. Theme 1: Technology and Free time. Theme 3 - School, Theme 4: Future Aspirations.
2	Speaking Endorsement - Assessment	Foundation 7-9 mins + 12 mins preparation time. Higher 9-12 mins + 12 mins preparation time. Themes 1-4.
3	Reading and Understanding in Italian	AO3: Understanding of written texts in target language, understanding translation. Themes 1-4.
4	Writing and Understanding in Italian	AO4: Written response of varying lengths and types , expressing ideas and opinions, translation. Themes 1-4.
Land Based Studies		
1	Unit 30 - Practical Assessment 1 - Propagating a range of plants from seed in a protected environment	<p>Assessment Criteria: 1.1, Learners must use the correct tools and equipment for at least one method of sowing seeds.</p> <p>Learners must use the tools and equipment safely and clean and store them after use.</p> <p>2.1, Learners must prepare tools and equipment for seed sowing and maintain the tools and equipment.</p> <p>1.2, Learners must prepare the growing media (soils or other media) following instructions.</p> <p>1.3, Learners must handle at least one type of seed without damaging the seeds.</p> <p>2.3, Sow at least one type of seed in a container for germination in a protected environment.</p> <p>2.4, Learners must ensure that the seeds have sufficient light, water and heat for germination and establishment, according to their type.</p> <p>3.1, Learners must follow instructions to dispose of at least one type of waste in accordance with legal requirements.</p> <p>3.2, Learners must work safely and in accordance with health and safety legislation throughout all practical work.</p>

<p>2</p>	<p>Unit 30 - Practical Assessment 2 - Propagating a range of plants from seed outdoors</p>	<p>Assessment Criteria:</p> <p>1.1, Learners must use the correct tools and equipment for at least one method of sowing seeds. Learners must use the tools and equipment safely and clean and store them after use.</p> <p>2.1, learners must prepare tools and equipment for seed sowing and maintain the tools and equipment.</p> <p>1.2, learners must prepare the growing media (soils or other media) following instructions.</p> <p>1.3, learners must handle at least one type of seed without damaging the seeds.</p> <p>2.3, sow at least one type of seed in a container for germination in a protected environment.</p> <p>2.4, learners must ensure that the seeds have sufficient light, water and heat for germination and establishment, according to their type.</p> <p>3.1, learners must follow instructions to dispose of at least one type of waste in accordance with legal requirements.</p> <p>3.2, learners must work safely and in accordance with health and safety legislation throughout all practical work.</p>
<p>3</p>	<p>Unit 30 - Practical Assessment 3 - Written Progress Check</p>	<p>Assessment Criteria: 1.1, Learners must know the correct tools and equipment for at least one method of sowing seeds.</p> <p>Learners must know how to use the tools and equipment safely</p> <p>1.2, learners must explain how to prepare the growing media (soils or other media) following instructions.</p> <p>2.3, learners must explain how to sow at least one type of seed in a container for germination in a protected environment and outdoors</p> <p>2.4, learners must know the factors that affect seed germination</p> <p>3.1, learners must know the difference between organic and inorganic waste and how to dispose/ manage each accordingly.</p> <p>3.2, learners must know how to work safely and relevant health and safety legislation.</p>

4	Unit 4 - Practical Assessment 1 - Pruning a range of trees and shrubs	<p>1.1 and 1.2 - learners must select and wear at least two pieces of PPE relating to pruning activities.</p> <p>1.3, learners must be able to identify and correctly select at least two tools or pieces of equipment related to pruning operations.</p> <p>2.1, learners must demonstrate the ability to prune at least one tree or one shrub.</p> <p>2.2, learners must demonstrate the ability to work safely with all the tools needed for pruning trees and shrubs.</p> <p>2.3, learners must stack material correctly at a safe distance from the work area.</p> <p>2.4, learners must dispose of waste correctly, either by chipping, burning or composting. Learners must describe how to build a wildlife habitat.</p> <p>2.5, learners must clear the area of all debris.</p> <p>3.1, learners must keep the work area tidy and free from hazards.</p> <p>3.2, learners must clean and correctly store tools used for pruning tasks.</p> <p>3.3, learners must work safely with others, showing due care and attention to site hazards.</p>
Portuguese		
1	Listening and Understanding in Portuguese	AO1: Multiple choice and short answers. Theme 2: Holiday and Travel, Local Area, Town and Region. Theme 1: Technology and Free time. Theme 3 - School, Theme 4: Future Aspirations
2	Speaking Endorsement - Assessment	Foundation 7-9 mins + 12 mins preparation time Higher 9-12 mins + 12 mins preparation time Themes 1-4.
3	Reading and Understanding in Portuguese	AO3: Understanding of written texts in target language, understanding translation. Themes 1-4.
4	Writing and Understanding in Portuguese	AO4: Written response of varying lengths and types, expressing ideas and opinions, translation. Themes 1-4.
Turkish		
1	Listening and Understanding in Turkish	AO1: Multiple choice and short answers. Theme 2: Holiday and Travel, Local Area, Town and Region. Theme 1: Technology and Free time. Theme 3 - School, Theme 4: Future Aspirations.
2	Speaking Endorsement - Assessment	Foundation 7-9 mins + 12 mins preparation time. Higher 9-12 mins + 12 mins preparation time. Themes 1-4.
3	Reading and Understanding in Turkish	AO3: Understanding of written texts in target language, understanding translation. Themes 1-4.
4	Writing and Understanding in Turkish	AO4: Written response of varying lengths and types, expressing ideas and opinions, translation. Themes 1-4.
PE GCSE		

1	Sport Psychology	AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
2	Applied Anatomy and Physiology	
3	Movement Analysis	
4	Physical Training	
5	Socio-Cultural Influences in Sport	