

**GCSE Outcomes  
2021**

**A Year 11 Guide**



## A message from The Executive Principal

Dear Student/Parent/Carer,

I hope you and your families are all well. We understand that all stakeholders are keen to know how GCSE grades will be awarded at the end of this academic year. To help and support parents, carers and students we have produced this booklet which provides a detailed guide on how GCSE grades will be awarded to Year 11 students at Trinity Academy Bradford in 2021. Included in this booklet are links to the official Ofqual guidance around the awarding of grades, the content which will be taught and assessed on in every GCSE subject studied as well as useful links for support and further guidance.

Finally, may I take this opportunity to thank you all for your support throughout this difficult year.

I wish you all the very best for a healthy, successful and happy future.




N Robinson  
Executive Principal

## Assessment and Evidence

You will have 3 assessments for each of your GCSE subjects. This guide outlines the exact content on which you will be assessed and clearly identifies exactly when this will take place.

We will follow strict quality assured teacher assessed grade procedures to ensure the consistently fair awarding of GCSE and vocational qualifications this academic year.

We will adhere to the recommendations made by the government which can be found at:

<https://tinyurl.com/y5zpgjfo>

These are summarised below:

- Teachers must assess their students' performance, only on what content has been delivered to them by their teachers, to determine the grade each student should receive.
- Teachers can use evidence of a student's performance from throughout the course to inform their judgement.
- Teachers should determine the grades as late in the academic year as is practicable, and not confined to a defined window, to enable teaching to continue for as long as possible.
- Schools and colleges should use a broad range of evidence across the taught content to determine the grades before submitting the grades to the exam boards.
- **Overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years.**

## Achieve Timetable

These achieve sessions are available to you for support with revision techniques; to address any misconceptions or to catch up with lesson content if you have been absent.

	After School
Monday	Maths Technology Health & Social Care
Tuesday	
Wednesday	English History IT
Thursday	Science Sports Studies Geography Photography
Friday	Spanish Music Technology

## Working out your grade



Graded by teacher judgement



Not graded by an algorithm



School and college assessments can continue



You'll only be assessed on what you've been taught



Your teacher will tell you what evidence is used to grade you



Private candidates to work with a school, college or exam centre to provide evidence for them to be graded

## Evidence



Mocks, tests and work already done can be used as evidence



Non-exam assessment should continue



Non-exam assessments can be used as evidence even if incomplete



Teachers can use question banks provided by exam boards if they want to



Results will be based on completed and future work, so keep doing your best

## Results and appeals



Results days

GCSE

12 August



If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college

You can find out more details from your school, college or exam board, or by visiting the Ofqual website



[www.gov.uk/ofqual](http://www.gov.uk/ofqual)

## English Delivery and Assessment Plan March – June 2021

The English department considers the assessment of Paper 1 and 2 Reading, Paper 2 Writing and the Shakespearean text, Macbeth, as having the capacity to provide students with a fair opportunity in demonstrating the range of knowledge and skills that will allow success in the assessment process. Both English language papers will enable students to show a range of reading and writing skills and will reflect the skills that they have been developing previous to the assessment.

The English Language assessments will further allow students to demonstrate the depth of the subject skills they have developed and practised. Additionally, this allows students to display their understanding of the specific skills required to engage with a range of question types from information retrieval through to the evaluation and comparison skills that require greater cognitive depth.

Date	Content	Knowledge/Skills	Rationale	Assessment
<p>W/C April 19<sup>th</sup></p> <p>Monday 19<sup>th</sup> April</p>	<p><b>English Language Paper 1 Explorations in Creative Reading and Writing</b></p> <p><b>Section A Reading</b></p> <p><b>One literature fiction text</b></p> <ul style="list-style-type: none"> <li>• 1 short form question (4 marks)</li> <li>• 2 longer form questions (8 marks)</li> <li>• 1 extended question (20 marks)</li> </ul>	<p><b>Written Skills</b></p> <ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Inference and Analysis</li> <li>• Interpretation</li> <li>• Explanation</li> <li>• Evaluation</li> </ul> <p><b>Reading Skills</b></p> <p>Information retrieval</p>	<p>This paper is one that students have had extensive practice on starting in September 2020 and continuing through the period of closure. While there are undoubted challenges to this paper, this should be mitigated by the time students have already spent practising the skill range addressed in the questions.</p>	<p><b>Paper 1 Section A</b></p> <p>1 hour paper in lessons 40 marks</p>
<p>W/C 10<sup>th</sup> May</p>	<p><b>English Language Paper 2 – Writers’ Viewpoints and Perspectives</b></p> <p><b>Section A – Reading</b></p> <p><b>Two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.</b></p> <ul style="list-style-type: none"> <li>• 1 short form question (4 marks)</li> <li>• 1 longer form questions (8 marks)</li> <li>• 1 longer form questions (12 marks)</li> <li>• 1 extended question (20 marks)</li> </ul> <p><b>Section B – Writing</b></p> <p>Producing a written text for a specified audience, purpose and form in which students give their own perspective on the theme that has been introduced to them in section A</p> <ul style="list-style-type: none"> <li>• 1 essay questions (40 marks)</li> </ul>	<p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Retrieval</li> <li>• Summarising</li> <li>• Comparison</li> <li>• Explanation</li> <li>• Analysis</li> <li>• Interpretation</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Presenting and developing arguments</li> <li>• Technical accuracy</li> <li>• Structure and cohesion</li> </ul>	<p>English Language paper 2 is one that will allow students to demonstrate a detailed grasp of writers’ views and the ways in which those views are conveyed through their writing. Significantly, the extended writing section of this paper, allows students to demonstrate their transactional writing skills alongside fluency and technical accuracy, providing a secure basis for the assessment of written skills.</p>	<p><b>Paper 2 Section A and B</b></p> <p>Summary, Comparison, Language Analysis)</p> <p><b>1hr 45 minutes paper in the hall (80 marks)</b></p>

Date	Content	Knowledge/Skills	Rationale	Assessment
<p><b>W/C 17<sup>th</sup> May</b></p> <p>Monday 17<sup>th</sup> May</p>	<p><b>English Literature Paper 2 Shakespeare</b></p> <ul style="list-style-type: none"> <li>• Macbeth extract question</li> <li>• 1 literary essay questions (34 marks)</li> </ul>	<p><b>Written skills</b></p> <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Explanation</li> <li>• Analysis</li> <li>• Interpretation</li> </ul> <p><b>Literature Study Skills</b></p> <ul style="list-style-type: none"> <li>• Selection of appropriate quotes</li> <li>• Analysis of contextual influences</li> <li>• Cross referencing between text and extract</li> <li>• Use of literary terminology</li> </ul>	<p>This paper will allow students to demonstrate an understanding of how the writer (Shakespeare) communicates his ideas about the world, and how readers might respond to these ideas. Students will be able to demonstrate their understanding of the text as a reflection of, and exploration of, the human condition and show their understanding of human nature. Above all, the paper will allow students to write in a manner which demonstrates their recognition of the subtle ideas in the play as well as to make links between the events in the play and the context against which it has been set.</p>	<p><b>English Literature Paper 2 – Shakespeare</b></p> <p>1 hour 30 marks + 4 marks (AO4)</p> <p><b>1 hour in lesson (30 + 4 marks)</b></p> <p><b>Monday 17<sup>th</sup> May</b></p>

## Rationale

### (Maths) Delivery and Assessment Plan March – June 2021

This assessment strategy evaluates students' knowledge and skills on two levels: in-depth assessments, pitched at the attainment range that students are working towards; and a wide-breadth assessment of all domains across the full attainment range (within a foundation/higher tier scheme of work). The 'domain in depth' assessments will take the form of four 40-minute examinations taken in class. These will be split into four tiers (two for foundation and two for higher), each pitched at a level of difficulty that allows students to demonstrate their skills across a wide range of national curriculum objectives within each domain. Each of these assessments will contain question types (AO1, AO2 and AO3) in proportions that are typical for a normal GCSE exam. The tiers for each class will be determined for each student based on their performance in previous trial exams.

The 'wide-breadth' assessment will consist of a single full GCSE paper, sat in the hall under the same conditions as a GCSE exam. This will allow students to be assessed across the full attainment range and allow for comparison and moderation of grades between the two levels of assessment. Students will sit a paper based on the tier and exam board that they were entered for earlier in the year. It should be noted that this exam will be sat before the end of Year 11 and so there will be some National Curriculum that has yet to be covered. Therefore, the exam paper will be modified to ensure that students are only assessed on the content that they have been taught by this point in their course of study.

Date	Content	Knowledge/Skills	Rationale	Assessment
WC 19 <sup>th</sup> April	In-depth assessments on algebra and number	<p><b>Foundation Tiers could include the following skills:</b></p> <ul style="list-style-type: none"> <li>Working with equations, algebraic expressions, formulae, brackets, indices and sequences</li> <li>Drawing and interpreting straight line graphs for algebraic functions</li> <li>Calculating with integers, negative numbers, fraction, decimals and percentages.</li> <li>Working with factors, multiples, primes, standard form</li> <li>Rounding and estimating</li> </ul> <p><b>Higher Tiers could include the following skills:</b></p> <ul style="list-style-type: none"> <li>Working with equations, algebraic expressions, formulae, brackets, indices, simultaneous equations and sequences, all of which include quadratics</li> <li>Using graphs for algebraic functions and solving problems involving coordinate geometry</li> <li>Rounding and estimating</li> <li>Working with functions given in function notation</li> <li>Using numerical methods to solve cubic equations</li> <li>Working with indices, including negative indices, fractional indices, recurring decimals and surds</li> <li>Solving problems involving upper and lower bounds</li> </ul>	<p><b>Why are the assessments in four tiers?</b></p> <p>By having each assessment focus on algebra/number questions from a narrow range of difficulty, students will be able to apply their skills and knowledge to a wide variety of topics. This will enable each student to be assessed in greater depth within these domains.</p> <p><b>Why has this content been chosen?</b></p> <p>The content for each assessment includes a combination of content that is currently being taught (March-April in Y11) and content that has previously been taught (Sept Y7 – March Y11). Students will continue to learn and assess new algebra and number content during March and April so that they can continue to develop to include questions on content from previous years to assess what they have learned and retained. their knowledge/skills. Assessments will also include questions on content from previous years to assess what they have learned and retained.</p>	<p><b>Assessment Method</b></p> <p>Two 'domain in-depth' assessments to be used as in-class assessments in exam conditions.</p> <p>40 min test on algebra topics 40 min test on number topics</p> <p>Classes sit one out of the four tiers for each assessment.</p> <p><b>Exam Sittings</b></p> <p>Tuesday 20<sup>th</sup> April: Number(P2) Friday 23<sup>th</sup> April: Algebra (P3)</p> <p><b>Moderation of Marking</b></p> <p>Tuesday 20<sup>th</sup> April in CPD: staff trained on marking the papers.</p> <p>By end of day on Wednesday 28<sup>th</sup> April, all exam scripts marked and handed to CL/DCL.. A sample from each teacher reserved for moderation. Thursday 29<sup>th</sup> April: the moderation sample are second marked for moderation.</p> <p>By Tuesday 4<sup>th</sup> May – all data inputted by CL//DCL and scripts filed in student portfolios.</p>

Date	Content	Knowledge/Skills	Rationale	Assessment
<p><b>WC 10<sup>th</sup> May</b></p>	<p>Wide-breadth assessments on algebra, number, shape, ratio, data and probability from September of Year 7 to March of Year 11</p>	<p>All objectives covered up to this point in the scheme of work in the following domains:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Data</li> <li>• Probability</li> <li>• Geometry</li> <li>• Ratio and Proportion</li> </ul> <p>Three tiers:</p> <ul style="list-style-type: none"> <li>• Foundation OCR</li> <li>• Foundation Edexcel</li> <li>• Higher Excel</li> </ul>	<p><b><i>Why use a full past paper as well as the short assessments?</i></b></p> <p>The full past paper will allow students to be assessed across the full attainment range for the exam tier and board for which they were initially entered (higher vs foundation). The GCSE paper will also be used in cross-comparison with the 'domain in-depth' assessments.</p> <p><b><i>Why will the paper be modified?</i></b></p> <p>Papers will be modified so that students are not disadvantaged by not having covered the full scheme of work by this point in the year. If the exam paper chosen contains any questions based on a topic that <i>has not yet</i> been taught,</p>	<p><b><u>Assessment Method</u></b> A single (modified) exam paper based on the tiers of entry submitted earlier in the year.</p> <p><b><u>Exam Sittings</u></b> WC 10<sup>th</sup> May</p> <p><b><u>Moderation of Marking</u></b> Tuesday 11<sup>th</sup> May in CPD: staff trained on marking the papers.</p> <p>By end of day on Monday 17<sup>th</sup> May, all exam scripts marked and handed to CL/DCL. A sample from each teacher reserved for moderation. Tuesday 18<sup>th</sup> May: the moderation sample are second marked for moderation.</p> <p>By Tuesday 25<sup>st</sup> May – all data inputted by CL//DCL and scripts filed in student portfolios.</p>
<p><b>WC 17<sup>th</sup> May</b></p>	<p>In-depth assessments on shape and ratio/proportion</p>	<p>Foundation Tiers could include the following skills::</p> <ul style="list-style-type: none"> <li>• Using angle facts to find missing angles</li> <li>• Calculating area, perimeter, volume and surface area</li> <li>• Using Pythagoras's Theorem</li> <li>• Using ratios</li> <li>• Using proportion to problems involving increase, decrease and conversions</li> <li>• Transforming shapes</li> </ul>	<p><b><i>Why are the assessments in four tiers?</i></b></p> <p>By having each assessment focus on shape/ratio questions from a narrow range of difficulty, students will be able to apply their skills and knowledge to a wide variety of topics. This will enable each student to be assessed in greater depth within these domains.</p>	<p><b><u>Assessment Method</u></b> Two 'domain in-depth' assessments to be used as in-class assessments in exam conditions.</p> <p>40 min test on shape topics 40 min test on ratio topics</p>

Date	Content	Knowledge/Skills	Rationale	Assessment
w/c 26th April	<p><b>AQA November 2020 Series (Locked) Exam</b></p> <p><b>Combined Science (Trilogy)</b> - Biology Paper 1 (F and H) (8464/B/1F) (8464/B/1H)</p> <p><b>Triple Science</b> – Biology Paper 1 (F and H) (8461/1F) (8461/1H)</p>	<p><b>Combined Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 70 marks and assess content from Biology Topics 1 – 4 (including required practicals).</p> <p><b>Triple Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 100 marks assess content from Topics 1-4 (including required practicals).</p>	<p><b>Combined Science</b> - Papers will be split with 40 mins being allocated for one half and 35 mins allocated for the second half.</p> <p><b>Triple Science</b> – Papers will be split over 2 or 3 lessons to allow for any students with extra time.</p> <p>Content has been taught in full. Papers are locked and only available on e-AQA, have examiners reports to aid moderation and standardisation and grade boundaries are available.</p>	<p><u>Assessment Method:</u></p> <p><b>Combined Science</b> – Papers will be split with 40 mins allocated for one half and 35 mins allocated for the second half (1 hr 15 min in total) <b>Date</b> – 26<sup>th</sup> and 27<sup>th</sup> April</p> <p><b>Triple Science</b> – Papers will be split over 2 or 3 lessons (1 hr 45 min in total). <b>Date</b> – 26<sup>th</sup> and 27<sup>th</sup> April</p>
w/c 10th May	<p><b>AQA November 2020 Series (Locked) Exam</b></p> <p><b>Combined Science (Trilogy)</b> – Chemistry Paper 1 (F and H) (8464/C1/F) (8464/C1/H)</p> <p><b>Triple Science</b> – Chemistry Paper 1 (F and H) (8462/1F) (8462/1H)</p>	<p><b>Combined Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 70 marks and assess content from Chemistry topics 8 – 12 (including required practicals).</p> <p><b>Triple Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 100 marks assess content from Topics 1-5 (including required practicals).</p>	As above	<p><u>Assessment Method:</u></p> <p>Assessment in hall, full chemistry paper. <b>Combined Science</b> - 1 hr 15 min <b>Triple Science</b> – 1 hr 45 min</p>
w/c 24 <sup>th</sup> May	<p><b>AQA November 2020 Series (Locked) Exam</b></p> <p><b>Combined Science (Trilogy)</b> – Physics Paper 1 (F and H) (8464/P/1F) (8464/P/1H)</p> <p><b>Triple Science</b> – Physics Paper 1 (F and H) (8463/1F) (8463/1H)</p>	<p><b>Combined Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 70 marks and assess content from Physics topics 18 – 21 (including required practicals).</p> <p><b>Triple Science</b> - These papers, one at Foundation Tier and one at Higher Tier, are each worth 100 marks assess content from Topics 1-4 (including required practicals).</p>	As above	<p><u>Assessment Method:</u></p> <p><b>Combined Science</b> – Papers will be split with 40 mins allocated for one half and 35 mins allocated for the second half (1 hr 15 min in total) <b>Date</b> – 26<sup>th</sup> and 27<sup>th</sup> May.</p> <p><b>Triple Science</b> – Papers will be split over 2 or 3 lessons (1 hr 45 min in total).</p>

## History Delivery and Assessment Plan March – June 2021

### Rationale

Within the assessment delivery History believes that it is fair to assess a wide range of skills and knowledge to give students a fair chance of success. Students will be exposed to a variety of different question types and skills that they have been exposed to previously. Students will have a chance to demonstrate core knowledge that will allow them to be successful. Students will be assessed on the core curriculum threads that underpin the curriculum to allow students to demonstrate strong subject knowledge acquisition.

Students will have a chance to cover a range of paper 1 paper 2 and paper 3 topics, but will be able to choose which topics to answer to allow students to be assessed on the content they have covered (some students 'paused' History for all of Y1 and others have isolated for 6 weeks of autumn term) to allow students to demonstrate knowledge of the course. Due to the breadth of the course, students will be provided with the bullet pointed content points to allow students to fairly and effectively prepare for each of the assessments.

Date	Content	Knowledge/Skills	Rationale	Assessment
<b>W/C 26<sup>th</sup> April</b> Thursday 29 <sup>th</sup>	<b>Weimar Germany</b> <ul style="list-style-type: none"> <li>Terms of the Treaty of Versailles.</li> <li>Unpopularity of Weimar Government.</li> </ul> <b>Growth of Nazi Party</b> <ul style="list-style-type: none"> <li>Munich Putsch</li> <li>Changing nature of early Nazi party.</li> </ul> <b>Life in Nazi Germany</b> <ul style="list-style-type: none"> <li>Education.</li> <li>Control of the Youth</li> </ul>	<b>Written Skills</b> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Explanation</li> <li>Analysis</li> <li>Interpretation</li> </ul> <b>Historical Skills</b> <ul style="list-style-type: none"> <li>Inference</li> <li>Explanation</li> <li>Analysing interpretations</li> <li>Source analysis</li> </ul>	The reason for this first paper is this the most recent revision content that has been covered in Year 11. This section will also allow for a breadth and depth of skills and knowledge to be assessed across the paper, including the analysis of interpretations which only features in this unit.	<b>Paper 3 –</b> Weimar and Nazi Germany 1928-1939. <b>40 minutes in lesson (24 marks)</b>
<b>W/C 10<sup>th</sup> May</b>	<b>Sections A &amp; B – Medicine through Time.</b> <ul style="list-style-type: none"> <li>Effects of weapons on WWI</li> <li>Ideas about preventing the plague in 14<sup>th</sup> and 17<sup>th</sup> centuries.</li> <li>Prevention of illness in 20<sup>th</sup> century.</li> <li>Improvements in diagnosis in 18<sup>th</sup> and 19<sup>th</sup> centuries</li> </ul>	<b>Written skills</b> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Explanation</li> <li>Analysis</li> <li>Interpretation</li> </ul> <b>Historical Skills</b> <ul style="list-style-type: none"> <li>Explanation</li> <li>Change and Continuity.</li> <li>Evaluating evidence</li> </ul>	This paper will be sat in the hall, as it is content that students have revised and revisited several times over the course of their GCSE. We are focusing the majority of the paper on section B as this covers the thematic aspect of the course and depth study and sources are assessed in other papers. It will allow students to have a chance to demonstrate their knowledge of these concepts and ideas. It will also allow for a good breadth and depth of knowledge and skills to be assessed.	<b>Section A &amp; B – Paper 1</b> Medicine through time. <b>1hr paper in the hall (40 marks)</b>
<b>W/C 24<sup>th</sup> May</b> Thursday 27 <sup>th</sup> May	<b>American West and Elizabethan England.</b> <ul style="list-style-type: none"> <li>Plains Indians lives.</li> <li>Religious settlement in England.</li> <li>Mary Queen of Scots</li> <li>Catholic Threat to Elizabeth.</li> </ul>	<b>Written skills</b> <ul style="list-style-type: none"> <li>Evaluation</li> <li>Explanation</li> <li>Analysis</li> <li>Interpretation</li> </ul> <b>Historical Skills</b> <ul style="list-style-type: none"> <li>Explanation</li> <li>Evaluation</li> </ul>	This paper will test knowledge of paper 2 units. Students who paused a year will two versions of this paper (different questions) instead of paper 1 on medicine. This paper will allow students to show their learning from lockdown .	<b>Paper 2 (American West and Elizabeth)</b> <b>40 minutes in lesson (28 marks)</b>



# Geography

## Geography Delivery and Assessment Plan March – June 2021

### Rationale

Within the assessment delivery, the Geography department believes that it is fair to assess a wide range of skills, knowledge & understanding, to give students a fair chance of success. Students will be exposed to a variety of different question types and skills; this will provide them with the opportunity to demonstrate core subject knowledge, as covered previously within the course and recapped during the March to June period of this year.

This will allow them to be successful. Students will be assessed on the core threads that underpin the curriculum, to allow them to demonstrate strong subject knowledge acquisition. Students will have a chance to cover aspects of both Paper 1 (Physical Geography) and Paper 2 (Human Geography) topics, which will allow them to demonstrate knowledge on both key aspects of the course. Due to the breadth of the course, students will be provided with the bullet pointed content to allow them to fairly and effectively prepare for each of the assessments.

Date	Content	Knowledge/Skills	Rationale	Assessment
<p><b>Assessment 1 (classroom)</b>  <b>W/C 26<sup>th</sup> April</b>            Monday 26<sup>th</sup> April 2021</p>	<p><b>Urbanisation (Changing Cities)</b></p> <ul style="list-style-type: none"> <li>Global Processes</li> <li>Inequality: Case Study Birmingham</li> <li>Inequality: Case Study Mexico City</li> </ul> <p><b>Development (Global Development)</b></p> <ul style="list-style-type: none"> <li>Strategies to reduce uneven development</li> <li>Top-down &amp; bottom-up approaches</li> <li>Impacts of rapid development: Case Study India</li> </ul>	<p><b>Written Skills</b></p> <ul style="list-style-type: none"> <li>Assess/Evaluate Extended Exam Question Answering</li> <li>Explanation</li> <li>Analysis</li> <li>Interpretation</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Graph(s)/Chart(s)</li> <li>Interpretation of photos/data</li> <li>Dealing with data including economic data</li> </ul>	<p>This first paper will be sat in the classroom and will focus on the areas as stated within the 'content' box. The content has been approached previously and will be recapped prior to completion of the paper; specific coverage can be viewed within the Teaching Plan. Knowledge &amp; understanding, and a variety of skills will be assessed across the paper. This paper will also allow pupils to demonstrate knowledge and understanding of a range of places that have been studied.</p>	<p><b>Aspects of GCSE Paper 2:</b></p> <ul style="list-style-type: none"> <li>Changing Cities</li> <li>Global Development</li> </ul> <p><b>30 minutes in lesson (34 marks)</b>  <b>Date: Monday 26<sup>th</sup> April 2021</b>            Period 4  <b>Feedback: Wednesday 28<sup>th</sup> April 2021</b>  <b>Moderation: Tuesday 4<sup>th</sup> May 2021</b></p>
<p><b>Assessment 2 (hall)</b>  <b>W/C 10<sup>th</sup> May</b>            Wednesday 12<sup>th</sup> May 2021</p>	<p><b>Ecosystems (Ecosystems, Biodiversity &amp; Management)</b></p> <ul style="list-style-type: none"> <li>The World's Ecosystems</li> <li>Tropical Rainforest (TRF) Ecosystems</li> <li>Deforestation: Case Study Madagascar</li> </ul> <p><b>Coasts (UK Changing Landscapes: Coastal)</b></p> <ul style="list-style-type: none"> <li>Erosional Processes &amp; application</li> <li>Hard &amp; Soft Engineering Methods, &amp; application</li> </ul>	<p><b>Written Skills</b></p> <ul style="list-style-type: none"> <li>Assess/Evaluate Extended Exam Question Answering</li> <li>Explanation</li> <li>Analysis</li> <li>Interpretation</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Graph(s)/Chart(s)</li> <li>Photograph interpretation</li> <li>Diagram interpretation</li> <li>Choropleth map interpretation</li> <li>Dealing with data</li> </ul>	<p>This second paper will be sat in the hall and will focus on the areas as stated within the 'content' box. The content has been approached previously and will be recapped prior to completion of the paper; specific coverage can be viewed within the Teaching Plan. This paper will allow pupils to demonstrate knowledge and understanding of key concepts, processes and ideas. It will also allow for a good breadth and depth of additional revisited &amp; associated knowledge and skills to be assessed.</p>	<p><b>Aspects of GCSE Paper 1:</b></p> <ul style="list-style-type: none"> <li>Ecosystems, Biodiversity &amp; Management</li> <li>UK Changing Landscapes: Coasts</li> </ul> <p><b>1 hour in the hall (64 marks)</b>  <b>Date: Wednesday 12<sup>th</sup> May 2021</b>            Period tbc  <b>Feedback: Friday 14<sup>th</sup> May 2021</b>  <b>Moderation: Monday 17<sup>th</sup> May 2021</b></p>



# Geography continued

Date	Content	Knowledge/Skills	Rationale	Assessment
<p><b>Assessment 3 (classroom)</b>  <b>W/C 24<sup>th</sup> May</b>            Friday 28<sup>th</sup> May 2021</p>	<p><b>Water Supply (Resource Management)</b></p> <ul style="list-style-type: none"> <li>• The Blue Planet</li> <li>• Differences in water consumption</li> <li>• Managing water supply sustainability: Case Study UK</li> <li>• Managing water supply sustainability: Case Study China</li> </ul>	<p><b><u>Written Skills</u></b></p> <ul style="list-style-type: none"> <li>• Assess/Evaluate Extended Exam Question Answering</li> <li>• Explanation</li> <li>• Analysis</li> <li>• Interpretation</li> </ul> <p><b><u>Geographical Skills</u></b></p> <ul style="list-style-type: none"> <li>• Graph(s)/Chart(s)</li> <li>• Interpretation of photos</li> <li>• Diagram interpretation</li> <li>• Choropleth map interpretation</li> <li>• Dealing with data</li> </ul>	<p>This third paper will be sat in the classroom and will focus on the areas as stated within the 'content' box. The content has been approached previously and will be recapped prior to completion of the paper; specific coverage can be viewed within the Teaching Plan. This paper will allow pupils to demonstrate knowledge and understanding of key global sustainability issues. It will also allow for a good breadth and depth of additional revisited &amp; associated knowledge and skills to be assessed relating to a range of places. Areas of assessment within this final paper will ensure that there has been a fair overall assessment of a breadth of places and also of a suitable level of course knowledge, understanding &amp; skills.</p>	<p><b>Aspects of GCSE Paper 2:</b></p> <ul style="list-style-type: none"> <li>• Resource Management</li> </ul> <p><b>30 minutes in classroom (34 marks)</b></p> <p><b>Date:</b> Friday 28<sup>th</sup> May 2021</p> <p>Period 4</p> <p><b>Feedback:</b> Friday 14<sup>th</sup> May 2021</p> <p><b>Pre Moderation:</b> Wednesday 26<sup>th</sup> May 2021</p>

## TAB MFL Delivery and Assessment Plan March – June 2021

### Rationale

Over the three assessment points, students will be assessed on three skills (Listening, Reading and Writing), in order to gain an accurate picture of a student's overall achievement. This approach also ensures that students who perform better in a particular skill are not disadvantaged, and reflects the equal weighting given to the three skills on the specification. (The assessment of spoken language had already been removed for the 2021 exam series so students will not be formally assessed in speaking.)

Students will be assessed on aspects on 2 themes from the GCSE Spanish specification (Theme 1: Identity and culture, Theme 2: Local, national, international and global areas of interest). Due to previous years students have not studied theme 3 in depth and therefore we have narrowed the curriculum so that students are not penalised for not having a secure understanding of these theme.

This ensures that students are given the opportunity to demonstrate their knowledge of a range of topics and areas studied across the course and that students have the chance to answer questions on their preferred theme. The content assessed from each Theme is content which students have been exposed to on more than one occasion and ensures that students have had opportunities to both revise and practice applying the relevant content to exam style questions. Due to the large scope of the themes, the areas and sub-topics which will be covered in the assessments have been bullet pointed below to ensure that students can prepare properly and efficiently for their assessments. We also believe that the topic areas chosen for assessment are the ones most relevant to future study of the language, and to using the language in the real world.

The sub-topics within the themes covered in the three assessments are: -

- Theme 1: Me, my family and friends
- Theme 1: Free-time activities
- Theme 2: Travel and tourism

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<p><b>Week Commencing 26.04.21</b></p>	<p><b>Paper 3 – Reading</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Free-time activities</li> <li>• Travel and tourism</li> </ul> <p>Assessment will include a translation question from the target language into English.</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Translation – Target language into English</li> </ul>	<p>We have decided to complete the Reading paper first as it is a paper student are familiar with. The paper has a range of questions from multiple choice, answer in English, answer in Spanish and a translation into English which will help build confidence during the assessment. Students have had previous exposure to the reading style paper and the HT4 lessons have focused on reading skills.</p>	<p>1 x 50 minute reading assessment for both Higher and Foundation.</p> <p>11ASP1: To be done in lessons Period 2 Thurs 29th</p> <p>11BSP1: To be done in lesson Period 4 Wed 28th</p> <p>11BSP2: To be done in lesson Period 4 Wed 28<sup>th</sup></p> <p>11CSP1: To be done in lesson Period 4 Thurs 29th</p>
<p><b>Week Commencing 10.05.21</b></p>	<p><b>Paper 4 – Writing</b></p> <p>For questions which require longer answers (crossover question 4 on Foundation/ q1 on Higher and question 2 on Higher), students will have a choice of three questions, one on each theme, so that they can answer on their preferred theme. This is in line with the specification for the written part of the exam. The assessment will be based around the following themes.</p> <ul style="list-style-type: none"> <li>• <b>Theme 1: Me, my family and friends / Free-time activities</b></li> <li>• <b>Theme 2: Travel and tourism</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Translation – English into the target language</li> </ul>	<p>The writing paper will be in the hall so we can assign a full-length paper to allow students to answer the full range of different question types. In the trial exams, for the majority of students this was the skill our students were the most successful at, so this gives students fair access to all parts of the paper.</p> <p>HT5 will focus on writing skills which will give students the opportunity to focus on the structure and transferable content for each question</p> <p>For the 90 word and 150-word question, students have a choice of three possible questions, which will allow them to demonstrate their written abili-</p>	<p>1 hour writing assessment at Foundation (50 marks)</p> <p>1 hour 20 minute writing assessment at Higher (60 marks)</p> <p>To be taken in the hall.</p>

Date	Content	Knowledge/Skills	Rationale	Assessment
	<p><b>Format of the writing exam:</b></p> <p><b>Foundation:-</b></p> <p>Question 1 – message (student produces four sentences in response to a photo) – 8 marks</p> <p>Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</p> <p>Question 3 – translation from English into the target language (minimum 35 words) – 10 marks</p> <p>Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – <b>there is a choice from three questions – 16 marks</b></p> <p><b>Higher:-</b></p> <p>Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – <b>there is a choice from three questions – 16 marks</b></p> <p>Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – <b>there is a choice from three questions – 32 marks</b></p> <p>Question 3 – translation from English into the target language (minimum 50 words) – <b>12 marks</b></p>			
<p><b>Week Commencing 24.05.21</b></p>	<p><b>Paper 1 – Listening</b></p> <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Free-time activities</li> <li>• Travel and tourism</li> <li>• Current and future study and employment</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> </ul>	<p>We have chosen to assess Listening last as although it is an essential skill, it is the skill students have practised least over the school closure and the skill they usually find the most difficult. Delaying the paper until wc 24<sup>th</sup> May will allow us to maximise practice time for this skill and give students the opportunity to maximize their vocabulary knowledge.</p>	<p>1 x 45-minute listening assessment –for both Higher and Foundation.</p> <p>At the moment these groups are mixed ability and all groups will be doing a mixture of higher and foundation.</p> <p>The groups will need splitting accordingly into a higher exam and a foundation exam – If possible this exam will need to be conducted where all year 11s do the exam at the same time in different tiered rooms</p> <p>Marking of listening exam, moderation and uploading to TAG tracker is 9<sup>th</sup> June</p>



**Nic Underhill**

**Associate Senior Leader**

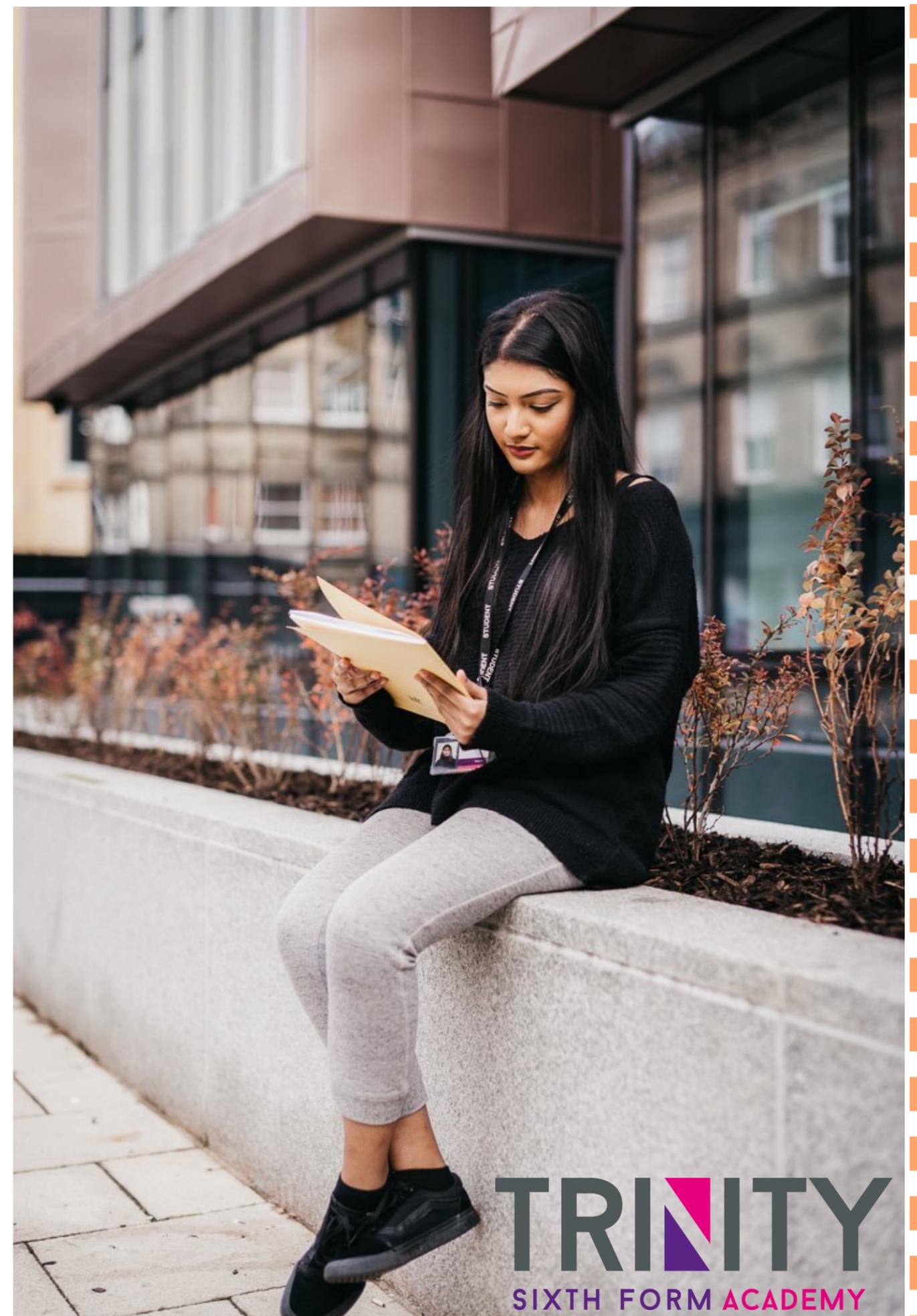


**Alicja Silcott**

**Student Support Officer - Year 11**



For further details on appeals please refer to the government guidelines below:  
<https://tinyurl.com/y5zpqifo>





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