

Assessment rationale: Year 11 GCSE Biology

1	<ul style="list-style-type: none"> • Students in this subject have covered the curriculum in order to allow them to progress to further study • Students have been assessed on the content that they have been taught • Teacher Assessed Grades reflect the standard at which the student has performed • Evidence has been drawn from across the duration of the course
2	<p>This subject has been taught by experienced teachers who have been able to draw upon their work with students in previous years in order to be able to award reliable grades.</p>
3	<p>The Edexcel Level 2 GCSE in Biology consists of two externally examined papers:</p> <p>1: Paper 1 50% of the qualification (100 marks) 2: Paper 2 50% of the qualification (100 marks)</p>
4	<p>Drawn from the components in section 3 (above), teachers have used a range of evidence to make grade judgements. In this subject, this evidence includes:</p> <p>Students' responses to materials provided by the exam board:</p> <ul style="list-style-type: none"> • Full past papers • Formal assessment using selected questions from past papers <p>Students' responses to school-devised work that reflects the specification, and marked in a way that reflects exam board mark schemes:</p> <ul style="list-style-type: none"> • School internal assessments • Substantial classwork or homework (not including that completed during remote learning) <p>Records of each student's progress and performance have been kept by teachers over the course of study</p>
5	<p>Within this subject, Teacher Assessed Grades have been based upon evidence in the following order of importance:</p> <ol style="list-style-type: none"> 1. Full paper assessment from November 2020 for Paper 1 as above. 2. Students' responses to short assessments in March 2021 consisting of selected exam board questions, taken under controlled conditions in the classroom (representing content from Paper 2). 3. Students' responses to short assessments in May 2021 consisting of selected exam board questions, taken under controlled conditions in the classroom (representing combined content from Papers 1 and 2). 4. Performance in homework and classwork tasks throughout Y11 (academic year 2020-21) not including work done during periods of remote learning. 5. Performance in homework and classwork tasks throughout Y10 (academic year 2019-20) not including work done during periods of remote learning.
6	<p>In this subject, internal quality assurance processes have been applied in order to ensure standardisation.</p>
7	<p>Access arrangements have been applied in line with a student's requirements. These may include planned support, such as extra-time, use of a reading pen, and materials printed on coloured paper.</p>

During Week Commencing 29th March 2021

All students following the Triple Science route will sit a bespoke short assessment based on previous exam material for Biology. The paper has been made more accessible to accommodate the exceptional circumstances of this year i.e. it will prioritise content covered in face-to-face lessons rather than that covered in online lessons during lockdown. The paper will be 45 minutes long and all access arrangements including extra time will be provided. Students will be guided to focus their revision on topics that will be in the upcoming assessment as outlined below:

GCSE Biology
SB6 – Plant structures and their functions.
SB7 – Animal coordination, control and homeostasis.
SB8 – Exchange and transport in animals.
SB9 – Ecosystems and material cycles.

During Week Commencing 17th May 2021

After the Easter Break students will be provided with a further opportunity to complete another assessment in Biology. This will be similar to the assessment in March. However, this will be synoptic and could include some of the material taught in face-to-face lessons prior to Lockdown 1 during Year 10. This is in addition to material covered during face-to-face lessons prior to Lockdown 3 during Year 11. Further guidance will be provided before the Easter break commences as to the specific topics this paper will assess in addition to the topics detailed above.

Students will be given further guidance in lessons concerning the relevant topics to revise and a range of learning opportunities for review and recall will be provided. Revision resources are also available on the school website link: <http://www.jmhs.hereford.sch.uk/students/revision-resources/>.

If you have any further concerns or questions please don't hesitate to contact Dr. Jennings (Faculty Leader: Science) at adam.jennings@jmhs.hereford.sch.uk.