

Assessment rationale: Year 11 GCSE Chemistry

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	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.
3	<p>The Edexcel Level 2 GCSE in Chemistry 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	In this subject, internal quality assurance processes have been applied in order to ensure standardisation.
7	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.