

Qualification: English Literature GCSE

1. Introduction

- 1.1 This Qualification Assessment Plan is designed to outline how the department will gather and verify evidence to determine grades for approved GCSEs in Summer 2021.
- 1.2 The Qualification Assessment Plan will ensure that the department is compliant with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements. It will also ensure that the department follows the information provided by WJEC through the Qualification Assessment Framework for each qualification offered.
- 1.3 The Qualification Assessment Plan provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process in awarding Centre Determined Grades (CDGs).

2. Roles and Responsibilities

- 2.1 In relation to the Qualification Assessment Plan, the following roles and responsibilities apply in terms of the determination of grades.
 - 2.1.1 Directors of Schools of Learning will:
 - Support Heads of Department in decisions on Qualification Assessment Plans.
 - Ensure consistency in decisions within their school of learning.
 - Support the Head of Centre and Deputy Headteacher in the internal quality assurance of final CDGs.
 - Ensure that each qualification in their school of learning has successfully completed internal moderation of evidence and that decisions are recorded in line with WJEC protocols.
 - Countersign a declaration for each qualification in their school of learning to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.
 - 2.2.2 Heads of Department will:
 - Ensure that processes within the department they lead meet the requirements of the publicised WJEC Qualification Assessments Frameworks. This includes setting tasks for pupils from WJEC adapted past-papers to enable all pupils to demonstrate what they know and understand.
 - Provide a Qualification Assessment Plan for each qualification in their department, which includes training teachers on the consistent use of assessments and mark schemes.
 - Ensure that moderation of work is undertaken to secure standardisation across the department they lead, which includes accurate records of internal processes.
 - Ensure consistency in decisions within their department, including how agreed adjustments are made.
 - Manage teachers' storage of evidence and Learner Decision Making Records.
 - Ensure that pupils entitled to access arrangements have these in place for the qualifications that they are responsible for.

- Sign a declaration for each qualification in their curriculum area to confirm the accuracy of the CDGs through valid, reliable and fair assessment for all pupils, that has been quality assured and moderated.

2.2.3 Teachers will:

- Ensure assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each pupil which are a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- Ensure that evidence is gathered within the published schedule (Appendix 1) and that activities set follow the expectations of the Head of Department and relevant WJEC Qualification Assessment Frameworks.
- Ensure that pupils are aware of the nature and criteria of the task set and ensure pupils understand when an activity will contribute towards the determination of a grade.
- Ensure that reasonable adjustments and access arrangements are in place for identified pupils.
- Ensure that each pupils' work is collected and stored securely.
- Mark submitted work within agreed timeframes set by Heads of Department.
- **Not** provide pupils with an opportunity to improve their work once submitted.
- Complete Learner Decision Making Records.
- Ensure that each pupil's work can be retrieved to support internal reviews and/or appeals.

3. Use of Evidence

3.1 The approach ensures that there is sufficient opportunity for pupils to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each WJEC Qualification Assessment Framework. It is the quality of evidence used to underpin judgements that is more important than the quantity of evidence.

3.2 The evidence generated will not be completed in the form of an examination. However, pupils will produce work within a specified timeframe to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would need to be produced over a series of no more than three lessons.

3.3 Work will be completed independently by pupils, under similar "control levels" to existing arrangements, for Non-Examination Assessment which is supervised by teachers. This is to ensure that the evidence produced is the pupil's own. Whenever possible, this work will be completed in class in place of standard work, which is then assessed. Where external factors prevent this from happening, such as national lockdowns etc, then work will need to be completed at home. However, where this is the case, teachers will introduce mechanisms to support authenticity of pupil's work by:

- Ensuring work is submitted immediately at the end of the set timeframe during a synchronous 'live' lesson. Pupils' cameras will be switched on to enable the teacher to virtually supervise the authenticity of work.
- Where a piece of work appears to be atypical to a usual standard, the classroom teacher will raise this concern with the Head of Department and the work submitted will be compared to the pupil's other work.

3.4 Adapted past-paper questions will be completed in line with the school's schedule that indicates when the production of evidence will take place, to ensure that pupils understand how grades are determined and which work will be used as evidence. This will also ensure that the production of work is evenly distributed over the set timescale.

3.5 CDGs will be awarded using the following evidence:

3.5.1 Adapted past-paper questions

- Unit 1 Section A questions 1.1 and 1.2 from a selected adapted paper (AO1, AO2, AO4)
Prose text focused questions assessing pupils' contextual understanding, and comprehension, inference and deduction skills.

3.5.2 Centre-devised assessment

- Unit 3 Shakespeare soliloquy study (AO1, AO2)
Drama text focused question assessing comprehension, inference and deduction skills.

3.5.3 Non-Examination Assessment

- Unit 3 NEA Welsh Writing in English (AO1, AO2, AO3)
Comparative essay of two poems of Welsh literary heritage which assess pupils' comprehension, inference and deduction, and comparative skills.

3.5.4 Other contributing evidence

- N.A.

3.5.5 Access Arrangements

- Access arrangements will be made available to identified pupils according to JCQ criteria.
These include reading support and extra time.



Grade Descriptors

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates will show the ability to move beyond straightforward presentation of information to evaluate and analyse topics of more complexity. These will often be a matter of personal interest and concern. The talk will be well-structured and designed to engage the audience. There will be minimal reliance on notes or prompts. Language will be varied and have a wide range of well-chosen vocabulary. There will be a deliberate attempt to use language for effect.

Candidates respond critically and perceptively to a variety of texts, developing interpretations and evaluating how they engage and affect the reader. They will be able to analyse in detail and with insight how writers use language, grammar and structure. They demonstrate a secure understanding of texts, confidently exploring explicit and implicit meanings. Evidence selection, where relevant, is purposeful and used convincingly to substantiate analysis. Candidates make convincing and relevant links between/across texts when summarising, synthesising and comparing information.

Candidates' writing communicates effectively with mature and well-judged ideas. Writing is sustained and skilfully adapted to purpose and audience, using techniques confidently to fully engage the reader. Structural features are effectively used to purposefully shape and sequence writing. A wide range of accurate and varied sentence structures is used to deliberately engage. Vocabulary choices convey precise meaning and

show ambition in range. Use of spelling, punctuation and grammar are secure, accurate and precise. Writing will be virtually error-free.

Grade C

Candidates will give a reasonably developed presentation of greater length which may be based on facts or information but will also show some evidence of simple analysis and evaluation – for example, if based on a leisure activity, there may be comments on the benefits to health or interpersonal skills. The talk will be organised and there may still be some reliance on prompts or notes. There will be some attempt to engage the audience through appropriate language or rhetorical questions, for example. Language used will be varied and involve a wider vocabulary and more consistent grammatical accuracy.

Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They will be able to demonstrate an understanding of how writers use language, grammar and structure. They demonstrate a valid understanding of texts by responding to explicit and implicit meanings. Evidence selection is relevant and appropriately used to support points made. Candidates are able to summarise, synthesise and compare information/ideas from different sources.

Candidates' writing is coherent and interesting with some thoughtfully developed ideas. Writing shows clear awareness of purpose and audience and uses techniques to engage the reader. Structural features are used carefully to sequence and organise writing. A range of varied sentence structures is used to achieve some effect. A range of vocabulary choices is used purposefully to convey precise meaning. Use of spelling, punctuation and grammar is mostly secure and used accurately. Writing will be mostly consistent in control.

Grade E

Candidates will give a simply structured talk on a topic which will generally be information based. There will be an attempt to engage the audience on a simple level such as using eye contact or direct address. There may be some reliance on notes or prompts. If questions are asked, answers will be straightforward. The language used will show some range of vocabulary and there may be an attempt to use the right register for the audience.

Candidates show some understanding of the main ideas, themes or argument in a range of texts. Candidates demonstrate a straightforward understanding of how meaning and information are conveyed. They make some relevant comments about how writers create effects and show awareness of both explicit and implicit meanings. They are able to refer to specific evidence and examples when commenting on the text. Candidates are able to make straightforward summative points and links between texts.

Candidates' writing produces some coherent writing with some interesting ideas. Writing shows some awareness of purpose and audience and there may be an attempt to use some techniques to interest the reader. Some structural features may be used logically to organise and sequence ideas. Some variety of sentence structures may be evident albeit used inconsistently. Some range of vocabulary is evident. Use of spelling, punctuation and grammar shows some control but may be inconsistent. Writing may be straightforward in style and scope.

Grade G

Candidates will give a fairly brief presentation (possibly around two minutes or less) which will generally be factual. There may be some reliance on notes or prompting from the teacher in the form of questions. Language will be simple and straightforward and may show some lack of grammatical accuracy.

Candidates show a basic understanding of the main ideas or themes in a text. Candidates demonstrate a basic understanding of how meaning is conveyed. They may make some relevant comments about explicit and implicit meanings. They may refer to specific

4. Quality Assurance Processes

4.1 Processes for quality assurances will be in line with the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements, including the volume of moderation samples and approaches to conflicts of interest etc.

4.2 The department will apply the following approach to the assessment of evidence:

- The teacher will assess the pupils' work in **purple pen**, using WJEC mark schemes to support the accurate awarding of grades. Moderation activities to establish standardised approaches will take place as soon as is reasonable and practicable, once evidence has been submitted.
- Moderation activities may involve a number of teachers. Therefore, additional comments of moderated work made by a separate member of staff will be written in **green pen**.
- Heads of Department will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work.

- Directors of Schools of Learning will lead final quality assurance moderation sessions to review any discrepancies, with comments made in **red pen**.
- At all stages, appropriate forms will be retained as evidence to support the final CDG.


4.3 Any review of a grade will follow the expectations outlined by the school and, in line with expectations outlined by WJEC.

5. Recording Decisions

- 5.1 The school will keep a record to clearly document the rationale for grade decisions as per Learner Decision Making Record templates made available to schools by WJEC. Decision records will include a clarity of explanation which pupils and their families will understand.
- 5.2 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied and where the evidence is safely stored. Records will also be kept from internal moderations to standardise work and verify performance, as described in the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.
- 5.3 Decisions on awarding CDGs **will not** be communicated to pupils and/or parents/carers by individual staff within the department.

6. Professional Learning

- 6.1 All staff will engage in appropriate professional learning to support the fair, equitable and reliable approach to the determination of CDGs. See Appendix 2.

Confirmation		Approved	
Signature	<i>T. Ganda</i>	Signature	
Name	T Ganda	Name	R Thomas
Role	Head of English	Role	Deputy Headteacher
Date	12 th April 2021	Date	12 th April 2021

Appendix 1: Adapted Past-Paper Evidence Schedule

The following schedule is designed to indicate when the evidence from past-paper tasks will be generated, which will then be used to support the determination of CDGs, in relation to 3.5.1 and 3.5.4. However, evidence to form the basis of 3.5.2 and 3.5.3 may be generated earlier. In addition, pupils are not required to complete all units in some qualifications, as per WJEC adaptations to subject specifications for Summer 2021.

Given the nature of the evidence gathered to support CDGs, it is not possible to publish a detailed timetable. Furthermore, as pupils will not be sitting examinations, it is likely that pupils will be completing activities as different stages to peers within designated year groups. The use of a schedule is designed to ensure that the model is deliverable to both pupils and staff, ensuring that workload is managed as fairly as possible. However, there may be exceptional circumstances where it may not be possible for pupils within individual classes to undertake activities within the schedules window. Dates are subject to change owing to the uncertainty of the pandemic and national timescales.

Fortnight	Assessment
19 th April 2021 – 30 th April 2021	English Language Reading Unit 3 English Literature Unit 1 (Year 10) History Unit 3 Mathematics Unit 1 and Unit 2 Religious Studies Unit 2 Spanish Unit 2 and Unit 3 Welsh Unit 4
4 th May 2021 – 14 th May 2021	English Language Writing Unit 3 Hospitality and Catering (Year 10) Health and Social Care Unit 1 History Unit 1 ICT Unit 3 (Year 10 and Year 11) Physical Education Unit 1 Physical Education Short Course Unit 1 (Year 10) Science Double Applied Unit 3 Science Double Award Unit 5 Spanish Unit 4
17 th May 2021 – 28 th May 2021	Biology Unit 2 Chemistry Unit 2 Constructing the Built Environment Unit 1 (Year 10) Design Technology Engineering Unit 1 Design Technology Product Design Unit 1 English Language Writing Unit 2 Mathematics-Numeracy Unit 1 and Unit 2 (Year 10 and Year 11) Physics Unit 2 Religious Studies Unit 1 Science Double Award Unit 4 and Unit 6

Appendix 2: Timeline – Deadlines, Guidance and Training Events

Activity	Date
Senior and middle leadership training on “Qualifications Wales Summer 2021: Guidance on alternative arrangements for approved GCSEs”, “WJEC Assessment Creation Guidance” and “WJEC GCSE Grade Descriptors Consultation Document”	1 st March*
Training: Foundations and creation of assessment	5 th March
Guidance on centre policy on assessment and quality assurance	5 th March
Training: Centre approach to assessment and QA of grading decisions	w/c 8 th March
Deputy Headteacher, Director of Learning and Head of Department assessment framework, moderation and exam entries quality assurance meetings	10 th March – 17 th March*
Training: Live Q&A	12 th March
High-level appeals process guide for centres	15 th March
Final Qualification Assessment Frameworks including grade descriptors	w/c 15 th March
Grading guide for centres	w/c 15 th March
Assessment materials for centres	w/c 15 th March
Middle leadership Centre Policy on Assessment and Quality Assurance Processes and Qualification Assessment Plan launch	18 th March*
Senior leadership Centre Policy on Assessment and Quality Assurance Processes review	19 th March*
Entries deadline	19 th March
Subject specific training materials	w/c 22 nd March
Centres submit assessment and internal quality assurance policies to WJEC	19 th – 25 th March
Training: Unconscious bias and objectivity	22 nd March
Department Qualification Assessment Plan review meetings to include training teachers on the consistent standardised use of assessments and mark schemes	25 th March*
Training: Live Q&A	25 th March
Heads of Department submit Qualification Assessment Plans	25 th March*
WJEC provides feedback to centres on their policies	12 th April
Deputy Headteacher provides feedback to Heads of Department and finalise Qualification Assessment Plans	12 th April*
Training: Making final judgements	19 th April
Adapted past-paper assessments	19 th April – 28 th May
Entries amendment window deadline	22 nd April
Final appeals process guide for centres	w/c 26 th April
Training: Good practice in making final grading decisions and quality assurance	26 th April
Training: Live Q&A sessions	5 th May
Training: Submitting CDGs	17 th May
Final quality assurance of marking and moderation	11 th June*
Teachers enter CDGs on database	15 th June*
Deputy Headteacher final quality assurance of CDGs at individual, department and whole school levels; subsequent meetings with Heads of Department and Senior Leadership Team	16 th June – 22 nd June*
Pupils receive CDGs for review (5.3.1)	25 th June*
Submission of CDGs	2 nd July

WJEC quality assurance of learner decision records and overall outcomes	21 st June – 12 th July
GCSE results day	12 th August
Pupils have the opportunity to appeal GCSE results to WJEC and they will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (5.3.2 and 5.3.3)	24 th August – 21 st September**

**Internal Porth Community School dates*

***Provisional date set by Qualifications Wales*

Appendix 3: Head of Department Checklist for Qualifications Summer 2021

Checklist	Yes / No
I have a password for the WJEC secure website.	Y
I have downloaded and read the WJEC Assessment Creation Guide.	Y
I have read all WJEC Assessment Materials and have a clear a Qualification Assessment Plan to support the awarding of CDGs.	Y
The Deputy Headteacher has approved my Qualification Assessment Plan.	
I will ensure fairness to all pupils is maintained by my department throughout this process.	Y
I will ensure that my team reads, understands and adheres to the Porth Community School Centre Policy on Assessment and Quality Assurance Processes for the Summer 2021 Alternative Arrangements.	Y
I will ensure that my team participates in appropriate training and appropriately follows the timeline for deadlines, guidance and training events.	Y
My team are aware of the accepted evidence that can contribute to a CDG.	
I will ensure that my team reads, understands and adheres to the Qualification Assessment Plan.	
My team are clear about what needs to be taught and how the assessment(s) will be administered and supervised.	
I will ensure that mark schemes are understood and consistently applied.	Y
My team are aware of the access arrangements and reasonable adjustments for pupils.	
My team are aware of special consideration which needs to be applied before CDGs are awarded.	
I will ensure that my team and I check the authenticity of each pupil's work to negate the risk of plagiarism.	Y
I will ensure my team understand the WJEC best-fit grade descriptors (and boundaries where appropriate) and understand that CDGs will be a holistic judgement rather than focusing on a single source of evidence.	Y
I will ensure that all teachers complete a Learner Decision Record for all pupils undertaking a qualification in my department.	Y
I will ensure that moderation meetings occur, that queries/concerns are discussed and clarity is given.	Y
I will quality assure all data which will be submitted to the required database by the specified deadline.	Y
My team and I are aware that CDGs will be shared with pupils and parents before submission to the WJEC.	
I will ensure that all assessment evidence is securely stored and available for review if required.	Y