

Ofqual Exam Proposal – January 2021

CONSULTATION

Consultation on how GCSE, AS and
A level grades should be awarded in
summer 2021



Department
for Education

ofqual



Ofqual Proposal – January 2021

The full report can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953000/6743-1_GCSE_AS_and_A_level_grades_should_be_awarded_in_summer_2021.pdf

As a summary we have prepared the following to guide you through the key points. All stakeholders – teachers and parents are invited to submit their response to this by Friday 29th January and we would encourage you to do this.



Proposals

How will grades be determined?

- Grades this year should be based on teachers' assessments of the evidence of the standard at which their students are performing ... and should indicate their demonstrated knowledge, understanding and skills.
- Teachers should assess students on the areas of content they have covered and can demonstrate their ability, while ensuring sufficient breadth of content coverage so as not to limit progression.
- Teachers should be able to use evidence of the standard of a student's performance from throughout their course (including NEA).
- A breadth of evidence should inform a teacher's assessment of their student's deserved grade.
- Teachers are not being asked to decide the grade that a student might have achieved had the pandemic not occurred.

Proposals –

How will grades be standardised within and across institutions?

- Exam boards could provide ... papers which teachers could use to assess their students – ***consultation is asking whether the use of these papers should be optional or mandatory.***
- Papers would be marked by teachers.
- Exam boards could also sample teachers' marking as part of the external quality assurance arrangements and to seek to ensure this was comparable across different types of school and college.
- The set of papers provided by the exam boards should cover a reasonable proportion of the content and teachers should also have some choice of the topics on which their students could answer questions. Students should be assessed across a range of content.
- Teachers should record the evidence on which they base their decision for each student.

Proposals

The use of Non-Exam Assessments (NEA)

- Teachers should take account of the standard of the student's non-exam assessment in their final assessment.
- Students should not be penalised if they have been unable to complete their non-exam assessment for reasons beyond their control.
- Teachers should mark non-exam assessments, however the exam boards should not be required to moderate their marking this year.

Proposals

The use of other Performance Evidence

- If teachers do not use the exam board set papers, or even where they do, they should use additional ways to assess students and to gather evidence of the standard at which their students are performing.
- Where teachers devise their own assessment materials, they should be comparable in demand to the papers provided by the exam boards.
- Teacher devised assessments used to support the final assessment should be used at the same time as the exam board papers would be taken.
- We propose that other sources of performance evidence could include:
 - formal tests
 - mock examination results
 - substantial candidate work (which relates to the qualification specification, and where the school or college are confident it was completed without support / external support)

Proposals – Appeals

- Teachers should not tell students the grade they have submitted to the exam boards on their behalf.
- Once results have been issued a student who believes their teacher has made an error when they assessed their performance in 2021 should be able to appeal to their school or college on that basis. Appeal process should include:
 - Review of marked papers
 - Review of NEA
 - Review of any other evidence used to support submitted grade decision
- The outcome of the teacher assessment should only be changed if the person undertaking the appeal found that the outcome was not legitimate.
- A student should also be able to appeal further to the exam board (on the grounds that the school or college had not acted in line with the exam board's procedural requirements).

Timeline

Jan – May - Students continue their academic studies

May/ early June - Teachers make final assessments about students' performance (possibly through use of a selection of exam board provided papers)

Early – mid June - Papers marked, internal quality assurance process, grade evidence organised and recorded

Mid June - Grades submitted to exam boards

June - External quality assurance by exam boards throughout June

Early July - Results released to students

July onwards - Appeals process

Please respond and make sure your voice is heard!

<https://www.gov.uk/government/consultations/consultation-on-how-gcse-as-and-a-level-grades-should-be-awarded-in-summer-2021>

Direct Link to the response survey:

<https://www.smartsurvey.co.uk/s/8BYI4T/>

CONSULTATION

Consultation on how GCSE, AS and A level grades should be awarded in summer 2021



Department
for Education

ofqual

Vocational Courses

At APS this effects the following courses:

- BTEC First in Sport
- Cambridge National iMedia
- Full information available here:

<https://www.gov.uk/government/consultations/consultation-on-alternative-arrangements-for-the-award-of-vtqs-and-other-general-qualifications-in-2021?>

Proposals

- January exams going ahead with February and March written exams cancelled
- Level 1/2 qualifications adaptation to units
- Level 1/2 qualifications reduction of unit assessments

First In Sport

BTEC approach to adaptation to delivery and assessment in 2020/2021

Summary of adaptations



Following discussions with Ofqual and the Department for Education we're now able to give you a further update on our adaptation approach for vocational assessments in the 2020/21 academic year.

Below is a summary of the adaptations permitted for BTEC qualifications.

Qualification Suite	Adaptations				
	Exam timetable moved	External assessment task adaptations	Work placement adaptations	Reduction of internal assessment evidence requirements	Reduced Optional Unit Assessment
BTEC Nationals (with external assessment)	✓	✓	✓	Performing Arts and Music only	✓
BTEC Nationals (100% internal assessment)	-	-	✓	Performing Arts and Music only	✓
BTEC Level 2 Technicals	✓	✓	✓	-	-
BTEC Firsts	✓	✓	-	Music only	✓
BTEC Tech Awards	✓	✓	-	✓	-
BTEC Level 1 and below	-	-	-	-	-

Cambridge National - iMedia

Cambridge Nationals

For learners certifying in 2020-21 or in 2021-22, and where disruption to teaching has been so great that it is necessary, assessment can now be reduced by **one optional moderated unit, or, where circumstances require it, one mandatory moderated unit**. This might work as follows*:

- With four units left to take, learners are, where necessary, allowed to take three unit assessments
- With three units left to take, learners are, where necessary, allowed to take two unit assessments
- With two units left to take, learners are, where necessary, allowed to take one unit assessment
- With one unit left to take, learners must take one unit assessment.

For the details of how reduction of assessment of an optional or mandatory moderated unit works for each Cambridge Nationals qualification,  [please see here](#).

* Please note there is **no reduction in assessment** for Cambridge Nationals **Information Technologies** as it only has two units.

Cambridge National - iMedia

We have been in contact with the board for iMedia and this is the breakdown advice at the moment.

RO81 - Examined unit will be OCR assessed grade as they were entered in summer 2020

RO82 - Completed and awaiting moderation result.

RO91 - Currently being completed and will be moderated.

Please respond and make sure your voice is heard!

<https://www.gov.uk/government/consultations/consultation-on-alternative-arrangements-for-the-award-of-vtqs-and-other-general-qualifications-in-2021?>

Direct Link to the response survey:

<https://www.smartsurvey.co.uk/s/ACIHL2/>

