

Littleover Community School




and Sixth Form Centre

Non-Examined Assessments and Coursework Policy (including Internal Appeals Policy) and Risk Management Plans

September 2025

School Leader	D Buchanan
Link Governor	

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By:	D Buchanan	Signed:	

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Non-Examined Assessments and Coursework

GCSE and A level Specifications.

All GCSE and A-level specifications are linear, with terminal examinations (ie no module exams in November, January or March). GCSEs are examined at the end of Year 11 and A-levels at the end of Year 13. A small number of students are entered for AS level exams in some subjects at the end of Year 12.

Many subjects also have a Non-Examined Assessment (NEA) or an element of Coursework, conducted throughout the course.

The OCR National courses and BTEC courses allow students to enter module exams throughout Year 10 and 11, and allow resits. There is a separate policy regarding the conduct of BTEC and Cambridge Nationals coursework tasks.

NEAs and Coursework

NEAs and coursework are an internal assessment of students' work, used to assess students' skills in aspects that cannot be tested in an examination e.g. practical skills, exploration of creative processes, investigative skills, undertaking research, gathering data, performing, working with others, selecting and applying strategies, extracting and interpreting information from a variety of sources. It can take many different forms: handwritten, a print-out, recordings of interviews, artefacts etc

Teachers should ensure students are aware of and understand the assessment criteria. These are supplied by the exam board, but students may need extra clarification from teachers to help them fully understand the nature of the skills they need to demonstrate. Explanations must be general and not specific to a student's work.

When students have a free choice of topic or flexible choice of output, the task chosen should be discussed with the teacher and verified as appropriate, such as through the exam board's own systems or subject advisory services, or a robust process led by the Head of Subject.

Parents/carers.

Parents and carers can encourage their child to spend time thinking about and preparing for coursework as soon as tasks are introduced. If students are allowed to do tasks at home, ie low supervision, parents may provide their children with access to resources and discuss this with them. However, parents/carers should not give direct advice. A child who needs specific help should ask their teacher. Any additional help must be declared, such as through the authentication statement.

Supervision of Tasks

Teachers and students must be aware of the level of teacher supervision, guidance and advice permitted on each task.

Students should be advised of the recommended amount of time to spend on the task, commensurate of the number of marks available or the weighting of the component.

Students should be reminded to keep their work secure at all times, and reminded about backing up their work.

Partially complete or complete work should not be shared on social media.

Marking

Virtually all NEAs and coursework tasks are marked by the classroom teacher using mark schemes or assessment criteria supplied by the exam board. All teachers' marking must be standardised internally before a sample is sent off for external moderation.

Teachers should refer to their subject specifications for advice on helping students during the conduct of the NEA/coursework task and for guidance on drafting and redrafting work etc.

Once work is submitted for final assessment it must not be revised.

Teachers must pay close attention to the requirements of the particular specification, so that marks are awarded in accordance the assessment criteria. Teachers should show clearly how the marks have been awarded, e.g. with summary comments on the work or on the cover sheet, or key pieces of evidence being flagged up in the margin/text of the work.

Marking must be clear and unambiguous; it must facilitate internal standardisation and enable the external moderator to check the marking criteria have been applied correctly by the centre.

Roles and Responsibilities

Head of Subject / Curriculum Coordinator

- Plan Schemes of Work to incorporate NEAs/coursework, with sufficient time allocations and preparation time. Review SoW each Summer term and inform Assistant Headteacher with Responsibility for Assessment, Recording and Reporting (ARR) of any changes to plans.
- Familiarise all teachers involved with the tasks. Ensure teachers are aware of when the tasks should be done and under what conditions.
- Choose appropriate tasks from those provided by the exam board or develop new tasks in line with the boards' specifications and control requirements.
- If time allows, provide practice tasks, or schedule in more tasks than are actually required and choose the best.
- Ensure all teachers are familiar with the assessment criteria.
- Provide opportunities for teachers to discuss NEAs and coursework tasks.
- Liaise with the Learning Support Department about support for students with One Page Profiles and EHCPs, if allowed.
- Ensure all teachers' marking of NEAs and coursework tasks is standardised internally.
- Support class teachers in ensuring all students complete NEAs and coursework on time and assist with arrangements and supervision of students completing tasks later than the rest of the class. Assist class teachers with students who are poorly prepared for NEAs/coursework and likely to under-achieve.
- Make department staff aware of whole school activities which may impinge on NEA/coursework lessons and adjust NEA/coursework lesson timings if necessary.
- Supply the exams officer with details of all unit codes (for exams, NEAs and coursework)
- Submit marks, usually electronically, to the exam board.
- Submit samples, usually electronically, to the exam board.

Class Teachers

- Understand and comply with the exam boards' specifications for conducting NEAs and coursework, particularly with regard to what help and advice students can be given, collaboration during tasks and the drafting and redrafting of work.
- Be familiar with subject specific guidelines, teacher's notes and additional information on the exam board's web-site.
- Ensure confidential materials are obtained in sufficient time for preparation and are kept secure at all times.
- Ensure students are fully prepared for tasks and/or have the opportunity to do practice tasks.
- Ensure students are aware of the assessment criteria.
- Ensure students know the overall structure of the GCSE course and the weighting / importance of NEAs/coursework.
- Supervise NEAs/coursework, being aware of what assistance is permitted.
- Ensure students' work is kept secure.
- Be alert to signs of malpractice, and report any alleged, suspected or actual instances of malpractice to the CC and SMT. There is a separate policy for malpractice which teachers should be familiar with.
- Inform the Learning Support Curriculum Coordinator of your task dates so appropriate access arrangements can be made and TA help can be provided.
- Ensure work is marked, with appropriate annotation justifying the marks, by the date set by the CC/school, so as to allow internal standardisation to take place.
- Ensure students sign the authentication forms.
- Retain students' work securely between lessons and after the task is complete until the closing date for enquiries/ appeals is past. (Usually Oct after the Year 11/13 exams)
- Ensure students' marks are written down, put on a department spreadsheet or on G4S in case work is lost (e.g. in a fire).
- Ensure all students have the required amount of time for their NEAs/coursework. Make arrangements for students missing due to ill health or other school activities to catch up.
- Inform the Head of Subject / Curriculum Coordinator about students who miss large amounts of time, or who are poorly prepared for NEAs/coursework and hence likely to under-achieve.
- Be aware of activities in the school diary which may impinge on lessons.
- Ensure students are made aware of their mark promptly (within 3 working days) of completion of in school moderation.
- If a teacher teaches their own child, or marks the work of their own child, the centre must declare this to the exam board and that script must be included in the sample to the moderator, whether it is asked for in the sample or not.

Senior Management Team

- Have an overall plan of when NEAs/coursework will take place over the 2 year course and coordinate alterations if necessary. Review annually. (Assistant Headteacher (ARR).)
- Make parents / students aware of the overall schedule of NEAs/coursework. (Assistant Headteacher (ARR))
- Ensure CCs, HoDs and HoYs have a plan of when all departments are NEAs/coursework. (Assistant Headteacher (ARR))
- Ensure all staff have a calendar of school activities. (Assistant Headteacher (Diary))
- Be accountable for the conduct of NEAs/coursework. (Assistant Headteacher (ARR))
- Be aware of students with long absences, students causing concern in more than one department and assist in managing these students (through HoY/SMT and CC/SMT meetings)
- Ensure departments have sufficient safe, secure storage for ongoing and completed tasks (School Business Manager)
- Resolve issues arising from the need for particular resources e.g. TAs, ICT rooms
- Arrange rooms when coursework/NEAs cannot take place in the normal rooms e.g. Language speaking exams
- Publish an internal appeals policy for NEAs/coursework on the school web-site.

Exams Officer

- Enter students for individual units (NEAs/coursework and exams) by the required date.
- Enter students' cash-in codes for their terminal exam.
- Ensure secure storage of materials until curriculum areas are permitted access.
- Ensure Heads of Subject and Curriculum Coordinators can access exam board marksheets electronically and are aware of when they are available for completion.
- Ensure students know their candidate number.

SEND Coordinator

- Apply for access arrangements.
- Liaise with teaching staff to ensure they are aware of students' needs and entitlements.
- Re-distribute TAs when required for NEAs/coursework.

Monitoring and Review

- CCs will be asked to keep SMT informed of progress on NEAs/coursework in their fortnightly link meetings, including problems conducting the tasks and student performance.
- CCs should review schemes of work annually, to include making their department aware of what tasks are available for the following year.
- The Assistant Headteacher with responsibility for assessment will review the timetable of all NEAs/coursework and GCSE exams annually and publish to staff, students and parents. In the event of too many demands on students at any time, some departments will be asked to move their assessments to a different time of year.

Suspected Malpractice

Staff will make students aware of the specific demands of their subject's NEA. They will outline what would be considered malpractice. This could be defined in two ways:

- a) Plagiarism
- b) Misuse of Artificial Intelligence

As a centre, we will ensure that all assessment materials are kept securely and that staff know the signs to look out for when suspecting malpractice.

There is a separate Malpractice Policy which covers instances of malpractice in more detail.

Plagiarism

As NEA/coursework is produced in different circumstances than exams, there is the potential for plagiarism. Where plagiarism is suspected, the following guidance applies:

- Teacher to report incident to line manager (curriculum co-ordinator or head of subject).
- CC/HoS to investigate incident further.
- CC/HoS to report incident to Assistant Head (ARR) to decide upon appropriate action.

Misuse of Artificial Intelligence (AI)

As a school, we have been proactive in exploring the teaching and learning benefits of AI (such as ChatGP and Google Bard) through setting up an AI working group. We will also be ensuring that the controlled conditions expected of NEA/coursework production are adhered to strictly, including monitoring any potential misuse of AI. As JCQ state (Protecting the Integrity of Qualifications 2023), whilst the potential for misuse is new as a result of AI tools, the measures in place to ensure students know to submit work which is entirely their own and for identifying potential malpractice are well-established.

Authentication

Students and staff will sign an exam board authentication declaration. This will only be signed if staff are satisfied the work submitted is the student's own, and any/all uses of AI and other citations have been fully referenced.

See Malpractice policy for more detail.

NEAs and Coursework– Internal Appeals Policy.

Parents and/or students are entitled to request a review of the marking of their work if they feel that the assessment criteria have not been applied correctly.

In the event of an appeal from a student or parent with regard to the mark awarded for an NEA or coursework task, (including English Spoken Language Endorsement and the Practical Skills Endorsement for A-level Sciences), the following procedure will take place:

- Students must be told their mark within 3 working days of internal moderation.
- Students are allowed 5 working days from being told their mark to request a review of the marking of their work
- This should all take place before marks are submitted to the exam boards.
- Students/ parents requesting an internal review of marking should explain on what grounds they wish to request the review.
- Teachers should make copies of assessment criteria available to parents/ students in order to do this.
- Parents/students should understand that when the marking is reviewed, the mark may go up or down.
- The review is of how the marking criteria have been applied to the candidate's work. It cannot deal with complaints about the quality of teaching, student absence/illness etc.
- The review will take place in school, to eliminate any possible breaches of security.
- The student is not allowed to have their work back.
- The student's work must not be altered in any way.
- The review will be conducted by a qualified member of LCS staff not previously involved in the moderation/marketing process. In many cases, the piece of work will have been second marked already through the moderation process which may be sufficient to justify the mark awarded.
- Where a member of staff is not available to conduct the internal review, a suitable teacher external to LCS will be asked to conduct the review.
- The outcome of the review will be communicated to parents/students before final marks are submitted to the exam board.

Dates for Spring/Summer Term 2026

Note: These are the latest possible dates for the majority of subjects. Some departments may work ahead of these dates, depending on time scales set by their external moderators.

**See below for subjects with exceptions.*

Event	Date
Coursework/ NEA deadline	Friday 27 th March 2026
Marking and internal moderations completed by INSET day	Wednesday 22 nd 2026
Students informed of marks	Thursday 23 rd April – Friday 24 th April 2026
Last day for requests for reviews	Friday 1 st May 2026 by 3pm
Submission of marks to exam boards	Friday 8 th May 2026 from 3pm

**Deadline Exceptions*

A Level PE: The EAPI (Evaluation and Analysis of Performance for Improvement) marks are submitted by 15th March. Marks will be made available to students by 4th March.

GCSE Media Studies: Marks must be submitted to exam boards by 5th May. Moderated marks will be made available to students by 22nd April.

Art A Level and GCSE will notify students of marks by 13th May. Marks are submitted by 31st May.

- Review requests may initially come to the class teacher, but should immediately be passed on to the CC and Assistant Headteacher (Assessment and Reporting).
- Any students who submit a request more than school 5 days after being informed of their marks should be told their request is too late.
- The CC/ HoS will be asked to re-mark the piece of work, using the exam board’s assessment criteria. If the work was originally marked by the CC / HoD this should be done by another teacher involved in the same course.
- The reviewer will need to have the student’s work, the assessment criteria, the internal assessor’s marksheet, and any annotations or comments made by the teacher.
- The reviewer should provide a reason for upholding or changing the mark awarded. Any changes should be clearly explained on the mark sheet/record form attached to the work.
- If all teachers in the department have been involved in the original marking/ moderation of the work, a teacher from another department with similar assessment criteria, or a teacher from another school should be asked to review the marking.
- If the original mark is within tolerance of the new mark, the student / parent should be informed of this in writing by the CC or Assistant Headteacher (Assessment and Reporting).
- If the original mark is out of tolerance, the student/parent should be informed in writing, internal records should be updated and the new mark should be submitted to the exam board. The Head of Centre should be informed.

In the event of a complaint about the conduct of an NEA or coursework task:

The Assistant Headteacher (Assessment and Reporting) will investigate whether the correct procedures have been followed. If it is found that they were not, students will be given the opportunity to complete another task, **if a suitable alternative task exists**. This may have to be completed after school.

Risk Management Process

<u>Example Risks and Issues</u>		<u>Possible Remedial Action</u>		<u>Staff</u>
		<u>Forward Planning</u>	<u>Action</u>	
<u>Timetabling</u>	Assessment schedule clashes with other activities.	Put together NEA/CWK timetable in preceding Summer term.	Check NEA/CWK schedule against school calendar in preceding summer term.	ARR
	Too many assessments close together across subjects or lines of learning.	Move NEA/CWKs if necessary in negotiation with curriculum coordinators	Space assessments where possible.	ARR with CCs
<u>Accommodation</u>	Insufficient facilities for all candidates.	Careful rooming for Y10/11 classes when timetabling.	Arrange room swaps if necessary, with plenty of notice	RJS, RJ, CCs
<u>Resources</u>	IT system unavailable on day of assessment.	Download tasks well ahead of scheduled assessment date in all cases.	Book IT equipment well ahead and download tasks before scheduled date of assessment.	CCs
	Teaching staff/assessors unable to access task details.	Test secure access rights ahead of schedule every year and every session.	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	Exams officer, CCs
	Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	Exams officer

<p><u>Absent Candidates</u></p>	<p>Candidates absent for all or part of assessment (various reasons).</p>	<p>Discuss alternative sessions with parents/candidates.</p> <p>Ensure all parents/ candidates have details of NEA/CWK schedule at start of year.</p> <p>Candidates write details in homework diaries/planners in advance.</p>	<p>Plan alternative sessions, with supervisor/teacher and rooms.</p> <p>Use Period 6 sessions organised by HoY</p>	<p>CC, HoY class teacher, ARR</p>
<p><u>Control Levels for Taking Tasks</u></p>	<p>Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration).</p>	<p>Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.</p>	<p>Seek guidance from the awarding body.</p>	<p>CCs, ARR</p>
<p><u>Supervision</u></p>	<p>Student study log not provided or completed (if required)</p>	<p>Ensure teaching staff/assessors are aware of the need for study logs to be completed early in course.</p>	<p>Ensure teaching staff/candidates start, continue and complete study logs, so all aware of number of hours /tasks completed.</p>	<p>CCs, ARR</p>
	<p>Teaching staff/assessors do not understand supervision of NEA/cwk is their responsibility.</p>	<p>Ensure teaching staff/assessors understand nature of NEA/cwk and their role in supervision. Provide information/ INSET in dept meetings</p>	<p>CCs ensure all teaching staff are aware of the level of supervision/guidance allowed.</p> <p>Seek guidance from awarding body.</p>	<p>CCs, ARR</p>
<p><u>Task Setting</u></p>	<p>Teaching staff/assessors fail to correctly set tasks.</p>	<p>Ensure teaching staff understand the task setting arrangements as defined in the awarding body</p>	<p>Seek guidance from the awarding body.</p>	<p>CCs, ARR</p>

		specification. Use dept meetings and INSET time.		
	Assessments have not been moderated as required in the awarding body specification.	Check specification and plan required moderation appropriately. Provide adequate moderation time for teachers involved.	Seek guidance from the awarding body.	CCs, ARR
<u>Security of Materials</u>	Assessment tasks not kept secure before assessment.	Ensure teaching staff understand importance of task security.	Request/obtain different assessment tasks from awarding body	CCs, ARR
	Candidates' work not kept secure during or after assessment.	Define and provide appropriate level of security, in line with awarding body requirements, for each department as necessary.	Take materials to secure storage.	Class teacher, CC, ARR
	Insufficient or insecure storage space.	Look at provision for suitable storage early in the course.	Find alternative spaces.	CCs
<u>Deadlines</u>	Deadlines not met by candidates.	Ensure all candidates are briefed on deadlines/penalties for not meeting them. Use HoY to help keep students up to date.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	CCs

	Deadlines for marking and/or paperwork not met by teaching staff.	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of deadlines.	Seek guidance from awarding body.	CCs, ARR
<u>School Closure due to Coronavirus etc</u>	Students not able to complete work due to school closure or period(s) of self- isolation. Teachers unable to complete marking of tasks	Teaching staff keep track of students' progress on longer tasks on a regular basis and record this to ensure they can give an accurate teacher assessment if required. Teaching staff keep up to date on any changes to exam board requirements and specifications	Follow guidance from Ofqual and exam boards	CCs ARR Class teachers
<u>Authentication</u>	Candidate fails to sign authentication form.	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in.	Find candidate and ensure form is signed.	Class teacher, CCs
	Teaching staff fail to complete authentication forms or leave before completing authentication.	Ensure teaching staff understand importance of authentication forms and the requirement of a signature.	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season.	Class teacher, CCs

Marking	Teaching staff interpret marking descriptions incorrectly.	Ensure appropriate training and practising of marking. Plan for sampling of marking. Use dept meeting time, INSET days to discuss and prepare for marking.	Arrange for remarking. Consult awarding body specification for appropriate procedure.	CCs
	Centre does not run standardisation activity as required by the awarding body.	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted. Plan moderation day into schedule of INSET days.	Check with the awarding body whether a later standardisation event can be arranged.	CCs, ARR

GCSEs

	Task Details	Study Period	Course %	Deadline
Art	Portfolio: Students produce a portfolio developed throughout the course that demonstrates all four assessment objectives through sustained tasks and supporting studies, including observational drawing, artist research, experimentation with materials and techniques, and final outcomes linked to the Natural Forms and Identity Units	Year 10 and 11	60%	30 th April 2026
	Externally set assignment: Students respond to one starting point from the AQA exam paper, completing preparatory work that addresses all four assessment objectives before producing a final outcome during 10 hours of supervised exam time.	Year 11	40%	16/17 th April 2026
Drama	Students create a piece of original Drama in groups, based on a stimulus given to them by their teacher. Alongside the performance, the students produce a Devising Log of 2500 words to chart the development of their ideas and an evaluation of the final performance.	Year 10 and 11	Performance 10% Devising Log 30%	26 th March 2026
Music	Solo and Ensemble performances to be recorded in a concert format on 4 th March. The combined total must be a minimum of 4 minutes.	Year 10 and 11	30%	27 th March 2026
	Free and Brief compositions. The combined total must be a minimum of 3 minutes.	Year 10 and 11	30%	27 th March 2026
Design and Technology	Students complete a project independently based on a chosen context and identification of a primary user. This will relate to their chosen material area of study. It involves researching, designing, planning, manufacturing, and evaluating a piece of work with marks awarded for both the process and the final product.	June 1 st Yr10 and Year 11	50%	26 th March 2026
Food Preparation and Nutrition	Students will complete 2 tasks and are based on themes set by the exam board. The Food Investigation Task (15%) involves researching, planning and carrying out a scientific investigation, recording and analysing the results and evaluating. The Food Preparation Task (35%) involves researching, planning 3 dishes to be made in a 3-hour period, costings, nutritional analysis, sensory analysis and evaluating.	Year 11	50%	27 March 2026

Computing	REMOVE – No official NEA			
English Language	Spoken Language Endorsement (SLE). Students give a spoken presentation on a subject of their choice to be presented to a small audience followed by questions. This may be recorded. Grades: Pass, Merit, Distinction.	July Year 10	0% Separate endorsement	15 th May 2026
Media	Students complete a fully realised production piece, chosen from a list of possible briefs.	July Year 10 through to December Year 11.	30%	5 th May 2026

BTEC and Cambridge Nationals

	Task Details	Study Period	Course %	Deadline	Submission
PE Sports Science (CNAT)	Principles of Training: Students complete 5 Tasks, looking at the components of fitness, the different methods of training and then create a training programme and evaluate this.	Year 10 (sept – Easter approx)	40%	27 th March	15 th May 2026
	Nutrition: Students look at the different nutrients, and which ones might be more beneficial to each sport. Students then produce a diet plan for an athlete.	End of Year 10/Start of Year 11	20%	27 th March	15 th May 2026
Health and Social Care (CNAT)	Unit R033 - Supporting individuals through life events – Tasks 1, 2a & 2b. Learners will understand the life stages and key milestones of growth and development for all age groups, including factors affecting growth & development in the life stages. Students will explore what ‘Expected & unexpected’ life events are, with examples. They will investigate the Physical / Intellectual / Emotional / Social / Financial impacts on an individual because of a life event, identifying individual’s needs;	Year 10 (Sept – Easter Approx)	30%	27 th March	15 th May 2026

Digital Information Technology (BTEC)	<p>thereafter, they will research Formal/Informal/ Charitable sources of support.</p> <p>RO35 1: Current public health issues and the impact on society. Tasks 1-4.</p> <p>Learners will understand the importance of a healthy society, public health challenges for society, current health promotion campaigns and their benefits.</p> <p>Learners will know the importance of a healthy society, public health challenges for society, current health promotion campaigns and their benefits.</p> <p>Know and understand the aims and methods to be used towards a target audience, in a Health Promotion Campaign.</p>	<p>End of Year 10/Start of Year 11 (Until Dec approx)</p>	<p>30%</p>	<p>27th March</p>	<p>15th May 2026</p>
	<p>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</p> <p>Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.</p>	<p>Year 10 September - December</p>	<p>30%</p>		<p>15th December</p>
	<p>Component 2: Collecting, Presenting and Interpreting Data</p> <p>Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</p>	<p>Year 10 January – May</p>	<p>30%</p>	<p>14th April 2026</p>	<p>15th May</p>

A Levels

	Task Details	Study Period	Course %	Deadline
Art	Personal investigation: Students produce a sustained practical investigation into an idea, issue, concept or theme of their own choosing, supported by written material of 1000–3000 words that demonstrates critical understanding of relevant artists and contextual sources. The component is internally assessed and externally moderated.	April Yr 12 – January Yr 13	60%	11 th -13 th May
	Externally set assignment: Students select one starting point from an AQA exam paper, completing a preparatory period of research and development before producing a final outcome(s) during 15 hours of supervised time. This component is set by AQA, marked by the centre and moderated by AQA.	Feb – May Yr 13	40%	6 th -8 th May 2026
Music	A public performance of one or more pieces, performed as a recital. The total performance time across all pieces must be a minimum of eight minutes. Externally assessed.	Sept Y12 – May Y13	30%	4 th March 2026
	Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. Externally assessed.	Sept Y12 – May Y13	30%	27 th March 2026
Design and Technology	Students complete an iterative design project independently that focusses on problem solving and creative thinking. The marking criteria are divided into five bands; explore, design thinking, design communication, final prototype and evaluate. This is assessed using a 'best fit' approach to differentiate learners' work.	July Yr12 – March Yr13	50%	26 th March 2026
Textiles	Students complete an iterative design project independently that focusses on problem solving and creative thinking. The marking criteria are divided into five bands; explore, design thinking, design communication, final prototype and evaluate. This is assessed using a 'best fit' approach to differentiate learners' work.	July Yr12 – March Yr13	50%	26 th March 2026
History	Students complete a research project on the causes of the First Crusade, or an approved topic of their own choosing. They write a 4-part, 4,000 word essay complete with footnotes and bibliography.	Oct Y12 – Feb Y13	20%	12 th Feb 2026

Geography	A 3000–4000-word Geographical Investigation into an issue of student's choice linked to the A Level Specification.	Sept - Nov	20%	24 th – 28 th November 2025
Biology	A series of 12 required practical experiments during the two year course.		0%	April of Yr 13
Chemistry	A series of 12 required practical experiments during the two year course.		0%	April of Yr 13
Physics	A series of 12 required practical experiments during the two year course.		0%	April of Yr 13
Computing	Practical Programming Project - The project allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation.		20%	May of Yr 13
PE	Evaluating and Analysing Performance for Improvement (EAPI):	2 nd March 2026	15%	15 th March 2026
	Practical	23 rd February 2026	15%	15 th March 2026
English Language	Crafting Language: Two pieces of creative writing in the same genre but with different functions/audiences (30 marks), plus a commentary (20 marks).	July Year 12 – March Year 13	20%	15 th May 2026
English Literature	Comparison of two texts. Students produce one extended comparative essay referring to both texts. Advisory word count is 2500-3000 words and total of 60 marks available.	July Year 12 – March Year 13	20%	15 th May 2026
Media	Students complete a fully realised production piece, chosen from a range of briefs.	March yr12 – November yr13.	30%	November yr13.
Extended Project	Students choose one from:			
	Dissertation - 6000 word essay dealing with a contentious issue.			
	Investigation/Field Study - Empirical research of an issue with a 5000 word write up.	Either Sept - Feb Y12 or Any time in Y12 - Feb Y13	100%	28 th February 2026
	Performance - Performance in response to an agreed brief plus 3000 word write up.			
	Artefact - Artefact created in response to an agreed brief plus 3000 word write up.			

