



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

In pursuit of educational excellence for all

YEAR 10

**A guide to the non-examined assessment
(NEA) components at GCSE level**

2018-19

Overview of the Year 10 Non-examined Assessment Components for GCSE

The purpose of this brief guide is to provide some background information which we hope will help students as they plan their work and parents as they support them with the work.

The current GCSE course specifications (grades 1-9) contain a much-reduced proportion of ongoing/coursework/controlled assessment components and an increased proportion of examination assessment which is tested at the end of Year 11 in comparison with their predecessors. For a few subjects, where written assessment is less effective, high proportions of non-examined assessment (NEA) remain. The subjects that our students study which fit in to this category are Art, Design & Technology, Drama, Music and PE. This component is worth 60% in all subjects listed except for PE where it is worth 40% and Design Technology where it is 50%.

In addition to this, the three science subjects each have a range of practical activities which the students complete in their usual lessons (most of which are practical experiments the students would usually complete) and questions based on these practical activities are included in the Y11 examinations. A separate practical mark is not awarded at GCSE.

There is an English Spoken Language component which does not contribute to the GCSE grade which takes place at the end of Year 10. Parents will be informed about the arrangements for this by the department at the appropriate time.

In the Language subjects (French, German, Spanish) students undertake their Speaking paper as an oral session with their class teacher; this includes a role play, photo card stimuli and a general discussion. This will formally take place at an agreed time prior to the bulk of the examinations in Year 11.

In our remaining subjects – English Literature, Maths, Latin, Geography, History, RS and AS Computing there are no non-examined assessment components.

In some subjects the non-examined assessment work will be completed in Year 10 and in others in Y11 or even across both years. Students should check with their teacher when this will take place.

General guidance

Where a GCSE subject contains an element of non-examined assessment i.e. tasks which are completed at various stages of the two-year course (before the final examinations) and which contribute towards the final grade awarded subject the staff will, during lessons, explain exactly what is required for each task and what is being assessed. They will give guidance and advice as the task progresses and will make clear the **exact date** by which the work must be completed.

Some of the work will be carried out in such a way that students will be able to work in groups and get support from their teacher, and at other times work will be formally supervised under examination-style conditions and the work will be stored securely by the teacher.

Efficient time management is essential to achieve a good standard in the non-examined assessment components, as in all areas of study. It is vital that the task is begun as soon as it is set, that progress is made rapidly and effectively and that both interim and final deadlines are met to allow deadlines to be met and for marking to take place. Good attendance is also essential so that the explanation of the requirements is heard first-hand and so that the lesson time allocated to the assessment can be used. Just as GCSE examination dates are fixed and cannot be changed if a student is absent, so too non-examined assessment dates must be adhered to and cannot be changed (unless circumstances are exceptional). This is necessary to ensure that the assessment is conducted under the examination boards required supervision, and to ensure there is adequate time for the marking and moderation of the task.

It must be remembered, however, that failure to meet the non-examined assessment requirements will affect the GCSE grade awarded and, in some subjects, may even prevent a student from being entered for GCSE. Subject specific catch-up sessions may be arranged if necessary.

We know that students will want to do their best as they fulfil the requirements for each subject. We also appreciate the assistance and encouragement of parents in ensuring students spend an appropriate amount of time preparing for the assessments, and in exercising responsibility to ensure deadlines are met. By staff, students and parents working together we are confident that all non-examined assessment tasks will be completed efficiently and effectively.

STUDENTS MUST NOTE THAT the examination boards' regulations require that any work which is submitted for assessment must be their own. Appendix 1 at the end of this guide is Information for Candidates issued by the Joint Council for Qualifications (JCQ) – they must read this and adhere to the rules as set out by the JCQ.

ART (AQA Art & Design)

GCSE Art is 60% non-examined assessment based. Over the two years of the course students will complete **two** units of work which start in the September of Year 10. A unit of this type of assessment consists of preparatory studies, sketchbook work and a main piece, and has to meet four assessment objectives.

Towards the end of Year 11, students will complete an externally set task worth 40% of the overall GCSE grade. This will be completed over a number of weeks, and in the same way as the non-examined assessment projects. A 10 hour period of supervised time allows students to complete a final main piece of work.

Deadlines

It is important that students establish good regular study habits to enable them to allocate sufficient time for each of their GCSE subjects, and to meet all deadlines. Students will be set a final deadline together with interim deadlines for each unit of assessment. **It is imperative that students keep to these deadlines**, to ensure they continue to make progress in Art.

By the nature of the subject, much of the work will need to be completed in school. Whereas some of the preliminary/supporting studies for non-examined assessment can be undertaken at home, the main piece for each unit must be completed in school for teacher authentication, in accordance with examination board regulations. To give all students an equal opportunity to use the wider range of materials and the facilities of the Department, the Art Rooms are available during lunchtimes and for regular sessions after school.

DESIGN TECHNOLOGY (OCR J310)

During Year 10, students will experience three design and make scenarios to prepare them for the final design challenge and portfolio. The projects will be produced during lesson time, with research and development work continued for homework. Students will have the opportunity to work in the Design and Technology department at lunchtimes. It is imperative that deadlines are adhered to, as students must maintain pace as a class in order for teacher centred guidance to be relevant.

Iterative Design Challenge – Design Portfolio (50% weighting)

This component offers the opportunity for students to demonstrate understanding of and skills in iterative designing, in particular: the interrelated nature of the processes used to identify the needs and requirements of the client, creating solutions to meet those needs and evaluating whether the needs have been met. As an outcome of their challenge, students will produce a portfolio and one final prototype. It is through the iterative processes of designing that the students draw on their wider knowledge and understanding of Design and Technology principles. The contextual challenges will be released on 1 June 2019 and students will complete their portfolio in early February 2020. Students will then study for the examination.

Principles of Design and Technology - 2 hour written paper (50% weighting)

This component brings together the learners 'core' and 'in-depth' knowledge and understanding.

'Core' knowledge of Design and Technology principles demonstrates a broad understanding of principles that all students should have across the subject. 'In-depth' knowledge allows

students to focus more directly on at least one main material category. The question paper is split into these two sections. A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context.

DRAMA (AQA)

The GCSE exam board we follow for Drama is AQA and non-examined assessment makes up 60% of the final mark. This type of assessment comprises practical drama rehearsals and presentation. Students will work in smaller groups to present extracts from scripts and devise their own pieces of drama. Each term students complete one piece of practical assessment. Some assignments include the creation of a devising log which contributes to the final mark. Assessments are continual and every lesson contribution will impact student knowledge and understanding, as demonstrated in written work. Non-examined assessment is completed mainly during lessons; however students have the option of rehearsing their pieces after school, using this time as their homework allocation. This arrangement will depend on the availability of a member of staff to supervise. Students may rehearse during lunchtime but must make a prior arrangement to do so with the relevant member of staff. As this assessment is undertaken in groups, punctuality, good attendance and a positive attitude are essential.

ENGLISH LANGUAGE (AQA) & LITERATURE (Edexcel)

English Language (AQA)
English Literature (Edexcel)

Neither specification has any formal non-examined assessment component. They are both assessed by terminal examinations at the end of the course and the students will receive a separate grade for each course.

However, Spoken Language, which does NOT contribute towards the final grade will be assessed in one presentation. This will take place in the summer term of Year 10. It is reported separately on the examination certificate with a grade of either Pass, Merit or Distinction.

MUSIC (OCR)

The GCSE consists of 3 components, 2 of which are non-examined assessment components (worth a total of 60%). The final 40% is tested through a written examination.

Examined component (40%)

Listening and Appraising Examination (90 minutes)

Non-examined assessment components (60%)

Integrated Portfolio (30%) comprising performance, composition and commentary all linked to a chosen focus.

Practical Component (30%) comprising ensemble performance and composition to an OCR set brief.

All music lessons and homework are allocated to these aspects from the January of Year 11 onwards. Instrumental teachers will also assist pupils.

PHYSICAL EDUCATION (AQA)

The AQA Specification for **GCSE PE** is assessed using two written examinations (60% - 1 hour 15 minutes for each paper) and a non-examination practical assessment and written coursework (40%).

This course encourages students to

- become increasingly physically competent through being actively engaged in a range of physical activities.
- become increasingly effective in their performance in different types of physical activity both as an individual and in a group/team.
- develop their ability to engage independently and successfully in the processes of different types of physical activity.
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

The non-examination assessment consists of three practical performance assessments which take place throughout the course in lessons. This is in addition to a written evaluation and analysis piece of coursework, linking the theoretical and practical aspects of the subject together. Further assessments will also be available within the extra-curricular programme. If students plan to be assessed for offsite activities, they must inform the PE department at the start of the course.

J Rose

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This notice has been produced on behalf of:

AQA, OCR, Pearson and WJEC

Information for candidates: non-examination assessments

This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that:

the work which you submit for assessment must be your own;

you must not copy from someone else or allow another candidate to copy from you.

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2019.

You may be required to include a bibliography at the end of your piece of written work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) 'Mary, Queen of Scots', London: Weston Press.

If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained and **you must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK