

Introduction

Following the decision that no public examinations will take place during Summer 2021, Hawarden High school has formulated a process for assigning fair grades for its pupils. As part of that, this subject assessment plan will outline how Centre Determined Grades will be arrived at in National Baccalaureate Qualification (NBQ). It aims to provide transparency to the process for the whole school community.

The specification for NBQ in a “normal” year comprises of 3 challenges and the Individual Project which together count towards the overall award of the NBQ. Their weighting is as follows:

Enterprise and Employability Challenge: 20%

Global Citizenship Challenge: 15%

Community Challenge: 15%

Individual Project : 50%

In light of the on-going disruption to teaching and learning caused by the Covid-19 pandemic and to align with the approach to awarding Qualifications Wales Approved GCSE’s qualifications in summer 2021, WJEC have revised the arrangements for awarding the National Baccalaureate (NBQ) qualification this summer.

Learners who are certificating in summer 2021 will be awarded a holistic grade based on their demonstration of each of the skills assessed through the NBQ.

WJEC have identified a number of different routes intended to give centres options and a choice on how to gather the minimum evidential threshold to determine a holistic grade based on the levels of skills demonstrated.

Of the 4 possible routes we at HHS have chosen route 1 as it provides the best opportunity to demonstrate achievement based on work completed to date and the remaining time available.

Route 1 entails: Learners complete the Individual Project and one other Challenge of their choice.

Grade Boundaries	Level 1 Pass	Level 2 Pass	Merit	Distinction	Total Mark
Individual Project	15 (30)	36 (60)	54 (90)	72 (120)	96 (150)
Enterprise and Employability Challenge	5 (12)	14 (24)	21 (36)	29 (48)	36 (60)
Global Citizenship Challenge	5 (9)	14 (18)	21 (27)	29 (36)	36 (45)
Community Challenge	5 (9)	14 (18)	21 (27)	29 (36)	36 (45)

Here are two possible methods we can apply when making a teacher judgement to determine a holistic grade.

1. Using **total UMS** from the component evidence, and apply the normal grade percentages.

Examples

- A learner achieves a **raw mark** of 58 in the Individual Project and 26 in the Enterprise and Employability Challenge.

Using UMS converters, this gives 97 and 44. $97+44 = 141$

141 out of **210** = 67.1% This equates to a grade B

- A learner achieves a **raw mark** of 43 in the Individual Project and had a result from WJEC for the Global Citizenship Challenge with a **UMS** of 35.

43 converts to UMS of 72 in the Individual Project. $72 + 35 = 107$

107 out of **195** = 54.9%. This equates to a grade C.

Assessments across the year vary in levels of control dependent on the circumstances in which they were completed. Assessments which comprise of one challenge and the Individual Project which is completed under mixed low, medium and high-level control are likely to carry higher levels of weighting as the teacher considers the overall Centre Determined Grade.

High Control: Formal supervision, students, produce their work under direct supervision and with a restricted set of resources, usually during class time. No assistance may be given to students. This is not achievable online.

Medium Control: Informal supervision, Work is mainly completed under teacher supervision in the classroom, e.g. writing up investigations. This can be achieved virtually using monitoring platforms online such as Class Notebook and Spiral, well designed assessments where simple answers cannot be harvested from an internet search engine or peers, strict time frames of completion.

Low Control: Limited supervision. Work may be completed outside of the classroom without direct supervision. Most but not all online completed assessments would be considered low control due to the inability to monitor students at home.

Sources of evidence for Centre Determined Grades in NBQ

Assessment point 1 – 4 = Students work independently on Individual Project both remotely and in class lessons. Progress of work is monitored and students are provided with feedback regularly.

Assessment point 5 = Completion of the Individual Project (October 2020 – March 2021). This element is completed under **low level control** conditions. (Extended window: March 2021 – 14th May 2021)

Assessment point 6 = Final NBQ grade awarded based on performance in 1 Challenge (Global or Enterprise) and the Individual Project.

Access Arrangements

NBQ teachers will ensure that individual students who would usually have access arrangements in place have the same support for appropriate Controlled Assessment in NBQ.

If a student has missed a particular High-level Controlled Assessment task the NBQ department will aim to provide further opportunities to complete the missed High level Controlled Assessment, however cannot guarantee the control conditions due to Covid-19 restrictions. Levels of control when completing an assessment will be considered by teachers arriving at a centre determined grade.

Internal Quality Assurance

To ensure accurate marking of the Challenged and Individual Project the NBQ department will continue to standardize (as per normal year) to ensure consistency of marking in all aspects of the work.

1. Students complete Enterprise / Global Challenge and Individual Project.
2. Subject leader selects 3 sample assessments for each challenge and the Individual Project, redacts names and distributes to all NBQ teachers
3. Moderation of non-examination assessment. Subject leader and NBQ team (including an WJEC examiner) to mark assessments using the WJEC marking scheme.
4. NBQ teachers reveal marks they have awarded for each section of the assessment with mark scheme.
5. Following professional dialogue around the marking the subject leader and WJEC examiner (NBQ staff member) will provide a summary of key points to consider and look out for when marking the assessments to ensure consistency in marking.
6. The subject leader will then check a sample of each teachers marking before assessment point results are confirmed.

During or after the marking has taken place subject level moderation should occur following this protocol:

- The subject leader will look at samples of marking
- Teacher will mark work with score added to tracking sheet
- Work sampled will be **anonymised**. As part of moderation, assessed and/or annotated in **green pen** by the subject leader
- Sampling for moderation **will consider range** of particular groups to ensure fairness;
- **All decisions** will be recorded, per student

Moderation of CDGs

Subject teachers in NBQ will consider the portfolio of evidence submitted by each individual student when arriving at a centre determined grade, understanding that there may be a variance in the amount of evidence from one student to the next. This will mean looking at the levels of control the work has been completed under and also alongside the WJEC published grade characteristics. There will be a minimum requirement of evidence required to be submitted by each student which will be deemed sufficient to arrive at a centre determined GCSE qualification.

Once CDGs are arrived at by teachers a department review will take place which will include subject leaders and classroom teachers looking at portfolios of work across the cohort at different grade characteristics to ensure consistency. The grades will then be shared with the curriculum lead and senior leadership team to continue the rest of the internal and external moderation process as outlined in the "Process to Award Centre Determined Grades"