



NEW CAIRO BRITISH INTERNATIONAL SCHOOL



Assessment Guide

Secondary School

AY 2008-2009

Providing parents and students with
information regarding continuous
and formal assessment in the
Secondary School

Table of Contents

Assessment in the Secondary School	3
Introduction	3
Regular Assessments	3
Homework	3
Coursework	4
Effort Grades	4
Relationship of NCBS Grades to External Assessment Grades	4
External Examination Grades	5
EdExcel Grades for GCSE and GCE Examinations	5
Reporting To Parents	7
Subject Specific Assessment Information	9
Art	9
Drama	9
English	12
Humanities	13
Information & Communications Technology	15
Mathematics	17
Modern Foreign Languages	19
Music	21
Physical Education	22
Science	24
Learning Support	27
Individual Needs	27
English as an Additional Language	27
Special Arrangements	28

Parents are encouraged to contact the school at any time if they wish to discuss the progress of their child

Appointments should be made through the Secondary Office (Telephone: 2758-2881 ext. 110 or 153) to ensure that the relevant member(s) of staff is available to see you.

Assessment in the Secondary School

NCBIS is a caring, vibrant and forward thinking international school. Our staff have a shared sense of purpose with high expectations both pastorally and academically. At NCBIS we develop independent, confident individuals able to contribute positively to future society.

Introduction

Our work in the Secondary School builds on each student's experience and achievements during Primary education. Our students, in most cases, study up to 13 separate subjects – there are many teachers and the learning is very resource oriented, with students expected to prepare their own notes, learn facts and theories and relationships and be able to apply these to a variety of situations.

There is an emphasis on understanding, application, and evaluation as opposed to merely memorising information.

NCBIS broadly follows the English National Curriculum. It has its own framework, which we have adapted for our students, in which we are able to teach, monitor progress, moderate students' work and assess their capabilities so that they can recognise their potential.

At NCBIS we treat all of our students as individuals and aim to provide them with opportunities to attain achievements within their extended grasp. As far as possible, work set is within the capability of each student. If a student has any individual learning requirements, the school does have a support network which includes a specialist Individual Educational Needs/Gifted and Talented Coordinator (IENCO) and links with specialised external agencies, which can be used to meet these needs as necessary.

In all subjects, at the start of the year, every student is given an outline of the topics that will be covered. For each section of work, students are given some kind of formal assessment and, where the section is longer, may also have a formal assessment in the middle. Feedback on students achievement is reported to parents either through a grade and effort report or a full written report.

The purpose of this booklet is to provide parents and staff with details of the internal NCBIS assessment criteria in each subject, from Key Stage 3 to Key Stage 5. Also provided are details of any setting (ability groups) that is carried out within particular subject areas.

Regular Assessments

Throughout the year, informal and formal assessment tasks, tests and examinations take place. During the third term, all students sit end of year examinations in Years 7 - 10. Assessment grades are reported to parents according to a published schedule (see page 7). Students will generally have at least one formal assessment task per half-term, which will be combined with continuous assessment tasks to obtain an overall attainment grade. We believe that assessment should help facilitate learning and not merely indicate what our students have achieved.

Homework

Homework is an integral part of the curriculum. Homework is set and marked regularly as the systematic use of homework consolidates learning, extends students and encourages self-discipline and a methodical approach to study. Students have homework each night in several subjects following the suggested homework timetable where possible in Key Stage 3. Whilst homework will usually be set at least once per week for all subjects, occasionally, at the discretion of the teacher, it may not be set at all, or may be set more than once. Homework can take many forms: reading a book, working on questions, research, coursework, working on an extended project, revision, etc.

Please note at GCSE and A level, homework is set every lesson.

Coursework

Coursework is an integral part of most subjects studied at GCSE. These pieces of work contribute to the final examination mark and must be assessed against the externally set criteria. Depending on the subject, coursework can take many forms: investigations, reports, practical tasks, essays, research projects, compositions, etc. The total contribution of coursework towards the overall mark varies from subject to subject (e.g. 0% Mathematics to 60% Information and Communication Technology).

It is imperative that coursework is completed on time. It is also critical that the work is that of the student, without any external assistance. Any attempt to submit work that is not wholly the student's, could lead to the complete loss of all examination results. Final work is internally marked and is externally moderated by the Examining Board.

A consolidated schedule of the various coursework deadlines is sent home to parents. It is important to note that coursework should be submitted by 8am on the day that it is due.

Effort Grades

In addition to academic achievements, teachers provide effort grades to clearly indicate the amount of effort that each student has put into their studies. Effort grades appear on the school reports.

Grade	Descriptor	General Definition
1	Excellent	<i>Consistently high level of effort and motivation. Has full interest in the subject and regularly asks or answers questions. Can be relied upon to be organised and assist/help others.</i>
2	Good	<i>Well motivated, interested and organised. Contributes regularly with questions and answers. Cooperates well with staff and other students.</i>
3	Moderate	<i>Reasonable level of effort and interest. Occasionally contributes in the form of questions and answers. Usually organised and cooperative.</i>
4	Inconsistent	<i>Low level of motivation and effort. Lacks interest and rarely contributes questions or answers. Lack of organisation and cooperation.</i>
5	Unsatisfactory	<i>Very little effort. Lacks motivation/interest and does not offer any answers/questions. Low level of participation. Can be a disruptive influence.</i>

Grades to External Assessment Grades

In each key stage the relationship between the internal and external assessment grades is summarised as follows:

Key Stage 3

In Years 7, 8 and 9, the NCBIS grades are very closely aligned to the English National Curriculum levels.

Key Stage 4 (Years 10+11)

As students begin to work towards their chosen GCSE examinations, the assessments also move from the NCBIS grades towards the criteria of the examinations themselves. This enables, teachers, students and their parents to have a realistic idea of the student's performance at examination level

Key Stage 5 (Years 12+13)

At this level, nearly all work is assessed as it would be in the examinations. As with the GCSE courses, some subjects do use NCBIS Internal Grades to help students develop confidence in the early parts of the course. However, as examinations approach, the assessment tasks – and therefore the results produced by students – are marked against the examination criteria.

External Examination Grades

National Curriculum Tests (also known as SATs)

These are carried out in May of Year 9 in the following subjects: English, Mathematics and Science.

It's currently planned that we will continue to administer KS 3 National Curriculum Tests (SATs) during May 2009.

We will keep you updated of any changes.

Test		Levels Covered	Timings
English	Paper 1 Reading	4 - 7	1 hour plus 15 minutes reading time
	Paper 2 Writing	4 – 7	45 minutes including 15 minutes planning
	Paper 3 Shakespeare	4 - 7	1 hour 15 minutes
Mathematics	Paper 1 Non-calculator	3-5, 4-6, 5-7, 6-8	1 hour
	Paper 2 Calculator allowed	3-5, 4-6, 5-7, 6-8	1 hour
	Paper 3 Mental maths test A	3-5, 4-6, 5-7, 6-8	20 minutes
Science	Paper 1	3-6, 5-7	1 hour
	Paper 2	3-6, 5-7	1 hour

More information is also available on the QCA website at www.qca.org.uk

EdExcel Grades for GCSE and GCE Advanced Supplementary (AS) and (A2) Examinations

The grade boundaries for each subject vary from year to year. Changes are determined by the results of each subject's examinations worldwide and recommendations from EdExcel's examiners and moderators.

GCSE Grades	Explanation
A*, A, B, C, D, E, F, G	Passes, where an A* is highest and a G is the lowest passing grade.
U (UNCL)	Unclassified. (Ungraded fail)
GCE Grades	Explanation
A, B, C, D, E, N	Passes, where a grade A is the highest and a grade E is the lowest passing grade, N is a borderline fail.
U (UNCL)	Unclassified. (Ungraded fail)

People often refer to a 'C' as the lowest passing grade at GCSE which isn't correct. However, many schools, including NCBIS require students to achieve a minimum of 5A*-C grades to enter Sixth Form.

AUC and other universities within Egypt only recognize A*-C grades at GCSE. Certain departments at universities only recognise A-D at AS & A level, whereas others will recognise A-E.

Additionally, AUC and other local international universities require students to have 8 or more GCSEs and / or GCEs.

For more information on the range of courses available at NCBIS for AY 2008-2009, there will be GCSE and GCE Options Booklets that will be sent home to parents of children in Years 9 and year 11.

The booklets will be sent home prior to the evening on Wednesday 26th November.

More information is also available on the EdExcel website at www.edexcel.org.uk

Reporting To Parents

Each half-term the grades awarded for that period are calculated to

give an **overall attainment** grade and an **effort grade** according to pre-defined NCBIS scales agreed by each department. The grades consist of **continuous assessment** for work carried out each week, a **formal assessment** for tests, examinations or formal tasks and an **effort grade**, which reflects how well a student has been working.

Grade Reports provide a “snapshot” of a student’s performance during a specific period. These reports do not include detailed comments by subject teachers or a pastoral report.

Written Reports include detailed comments by subject teachers about each student’s strengths, areas for improvement and targets. Students receive an end of term grade for each term. These reports also include a Pastoral Report which contains the student’s own opinions of their performance and agreed Pastoral targets for the future.

	6 th Nov 07	5 th Feb 09	31 st March 08	25 th June 08
Y7	Grade reports	Written reports	Grade reports	Written reports
Y8	Grade reports	Written reports	Grade reports	Written reports
Y9	Grade reports	Written reports	Grade reports	Written reports
Y10	Grade reports	Written reports	Grade reports	Written reports
Y11	Grade reports	Written reports + Mock exam results	Grade reports	N/A
Y12	Grade reports	Written reports	Grade reports	Written reports
Y13	Grade reports	Written reports	Grade reports	N/A

Progress Reports

If a student is causing concern in a single subject area, the relevant teacher sits down with him/her to try and resolve the issue and set specific targets. A student may be causing concern in a number of areas; in which case the relevant Form Tutor coordinates monitoring and target setting. If adequate progress is not realised, it may be necessary for the Form Tutor to place the student on report for a period of time to monitor performance and progress against agreed targets. Similarly, if a teacher is concerned about the progress, performance or effort of a student then they will write a progress report. These can be sent home at any time. These reports are also used if a teacher wishes to praise a student for outstanding progress, performance or effort.

Timing of the Grades

The End of Year Report that is issued will have the overall grades for each of the three terms and the end of year examination grade (when appropriate). These grades will then be averaged out to determine the student’s overall grade for the entire year. The end of term grades are from the reports that will be issued **13th December 2007**, **13th March 2008** and **26th June 2008**. Each end of term grade and the end of year exam will be equally weighed at 25%.

Secondary Information & Consultation Events		
Meet The Teacher Evening	14/10	For parents to meet the Secondary School Teachers. The event includes presentations from staff.
GCSE & GCE Options Evening	26/11	On these evenings Year 9 and 11 students and their parents are presented with a range of information about the variety of options available at GCSE or GCE level.
Parent / Teacher Evenings	Refer to table below	These evenings are designed for parents to meet individual subject teachers to discuss their child’s performance and their most recent reports.

Parents Evenings-AY 2008-2009			
Date	Year Group	Date	Year Group
16th November	8, 11	1st April	7,10,12,13
18th November	9, 10	5th April	8,9,11
24th November	7, 12, 13		

Parental Feedback

If parents have any immediate concerns about the reports that are sent home, we urge you to contact the school to obtain clarification. If the concern is related to a pastoral issue or overall academic progress, please contact the Form Tutor in the first instance. For subject specific concerns please contact the Head of department/ or classroom teacher.

Grade Boundaries

Please note that the grade boundaries in each subject area in this booklet are likely to vary when previous examination papers are used. In this instance, grade boundaries released by the examining body will generally supersede departments' published grades. This practice provides a more accurate indicator of what pupils are achieving.

Pastoral or Academic Progress Concerns

Pastoral

Form Tutor → Head of Key Stage → Director of Studies → Head of Secondary → Principal

Subject specific concerns related to teaching and learning

Subject Teacher → Head of Department → Director of Learning → Head of Secondary → Principal

Academic Progress

Form Tutor → Head of Key Stage → Director of Studies → Head of Secondary → Principal

Subject Specific Assessment Information

Art and Design

Ability Setting:

There is no setting in Art and Design, which is taught at Key Stages 3, 4 and 5.

Formal Assessment

In Art, KS3 students are assessed at the end of each term's project. There will be a minimum of one formal assessment per term. In KS4 and KS5 formal assessment is based on the EdExcel assessment matrix, which provides clearly defined objectives and assessment criteria.

Continuous Assessment

In Key Stage 3 this is achieved through teacher devised tasks in class and as homework. In Key Stages 4 and 5 the student's work journals are continuously monitored to assess progress. At the end of each project, students are expected to give presentations of their work to the rest of the class. Constructive comments are also recorded to guide students' work. Students take an active role in assessing their own work and in open class assessment discussions.

GCSE Art & GCE Art Coursework

These tasks are NOT assessed using the NCBIS Grade Criteria shown in this handbook. These pieces of work are assessed using the relevant EdExcel Examination Assessment Matrices.

NCBIS Internal Grades

In KS3 the end of term assessment is based on the average of the continuous and formal assessment grades. The weighing of overall grades of Art reports is divided into Record (25%), Understand (25%), Refine (25%), Realise (25%). In KS4 and KS5 assessment is based on the relevant GCSE or GCE assessment matrix determined by EdExcel. The end of Year 10 and Year 11 Mock GCSE examinations also act as formal assessments and the results of these are used to advise and guide students on areas requiring attention.

KS3

GCSE

AS/A2

Art: Grade Boundaries for NCBIS Reports	
Grade	Boundaries
A+	92%
A	84%
A-	80%
B+	76%
B	72%
B-	68%
C+	64%
C	60%
C-	56%
D+	52%
D	48%
D-	44%
E+	40%
E	36%
E-	0-32%

Art: Grade Boundaries for NCBIS Reports	
Grade	Boundaries
A*	97%
A	82%
B	67%
C	52%
D	41%
E	30%
F	20%
G	10%
U	<10%

Art: Grade Boundaries for NCBIS Reports	
Grade	Boundaries
A	80%
B	70%
C	60%
D	50%
E	45%
U	<45%

Drama and Theatre Studies

Drama is taught at Key Stage 3, 4 and 5.

Ability Setting

Students are not divided into ability sets in KS3 Drama.

Formal Assessment

KS3

These take place at least once in each scheme, usually based on a major piece of performance work as well as a practical end of year Drama examination. The examination is based on an individual performance in an extract from a play or a piece of devised theatre.

The assessment scheme is detailed in the table below.

Students will be assessed in three area's, which are

- Response
- Development
- Evaluation

KS4

In KS4, formal assessment tasks are carried out by all students after each unit of the GCSE syllabus has been completed.

Continuous Assessment

This is achieved through both practical and written work, including student self-evaluation.

GCSE and AS and A level course work

These pieces of work are assessed using the relevant Edexcel Examination Grade Guidelines.

NCBIS Internal Grades

In Drama the **end of term grades** are weighted 50% Continuous Assessment and 50% Formal Assessment.

KS3 Drama

KS3	
A+	97%
A	85%
A-	82%
B+	78%
B	74%
B-	70%
C+	66%
C	62%
C-	58%
D+	53%
D	49%
D-	45%
E+	40%
E	36%
E-	30%
F+	24%
F	20%

KS 4 Drama

Drama: NCBIS Grade Boundaries & Descriptors for KS4		
Grade	Descriptor	Boundary
A*	Outstanding	97%
A	Excellent	85%
B	Very Good	74%
C	Good	62%
D	Moderate	49%
E	Weak	36%
F	Weak	24%
G	Weak	12%
U	Ungraded	<-12%

KS5-AS&A2 Theatre Studies is assessed in accordance with the criteria set by Edexcel Examination Board.

This includes continuous assessment, end of unit performance and a formal written examination

AS and A level	
A	72%
B	63%
C	54%
D	45%
E	36%

English

In KS3 and KS4 English Literature and English Language are taught as a combined subject.

Ability Setting

Depending on the levels of ability within a particular year group, students in KS3 or KS4 may be divided into ability groups at the discretion of the English Department.

Formal Assessment

In KS3 students complete modular tests in class within each unit, section or a minimum of once per half term. In KS4 and KS5, formal assessment tasks are carried out by all students after each unit of the GCSE or GCE syllabus has been completed.

Continuous Assessment

This is achieved through teacher devised tasks both in class and set as homework.

GCSE & GCE Coursework

These tasks are NOT assessed using the NCBIS Grade Criteria shown in this handbook. These pieces of work are assessed using the relevant Edexcel Examination Grade Guidelines.

NCBIS Internal Grades

In KS3, KS4 and KS5, the **end of term grades** are weighted 50% Continuous Assessment and 50% Formal Assessment. Additionally, **end of year grades** are calculated on the basis of each term's results (worth 25% per term) in addition to an end of year examination worth an additional 25%.

KS3

Relation between NCBIS Grades & NC Levels

Grade	A+	A/A-	B+/B/B-	C+/C/C-	D+/D/D-	E/F/G
Descriptor	Outstanding	Excellent	Very Good	Good	Moderate	Weak
Year 7/ 8	7	6	5	4	3	2
Year 9	8	7	6	5	4	3

KS4

English: NCBIS Grade Boundaries Descriptors for KS 4		
Grade	Descriptor	Boundary
A*	Outstanding	90%
A	Excellent	78%
B	Very Good	65%
C	Good	53%
D	Moderate	40%
E	Weak	28%
F	Weak	15%
G	Weak	8%
U	Ungraded	<8%

KS5

English: NCBIS Grade Boundaries Descriptors for KS 5		
Grade	Descriptor	Boundary
A	Excellent	80%
B	Very Good	70%
C	Good	60%
D	Moderate	50%
E	Basic Pass	40%
U	Ungraded	<40%

Humanities

Business Studies, Economics, Geography and History

Ability Setting

Students are NOT divided into ability sets in Humanities. They have each subject within tutor group classes in KS3.

Formal Assessment

In all KS3, Humanities subjects have a minimum of one formal and continuous assessment per half term.

In KS4, formal assessment tasks are carried out by all students during and after each unit of the syllabus is completed, as well as the final end of year examination. These formal assessments are marked according to GCSE guidelines.

Continuous Assessment

This is achieved through teacher devised tasks in class and as homework.

GCSE & GCE Coursework

These pieces of work are assessed using the Edexcel guidelines for each subject.

NCBIS Grades

KS3 end of term grade to be 50% continuous and 50% formal.

GCSE end of term grade to be 50% continuous and 50% formal.

AS/A2 end of term grade to be 50% continuous and 50% formal.

GCSE grades as below by subjects.

KS 4

Grade	Business Studies	Geography	History
A*	75	80	73
A	65	72	63
B	55	64	53
C	46	57	43
D	37	44	35
E	32	37	27
F	20	32	20
G	11	23	13
U	<11	<23	<13

GCE grades as below by subjects.

KS 5

Grade	Economics	Geography	History
A	66	69	67
B	58	62	61
C	50	55	53
D	43	47	46
E	36	40	39
U	< 36	<40	<39

Humanities : Grade Boundaries & Descriptors		
Key Stage 3		Descriptor
A+	92%	Outstanding
A	88%	Excellent
A-	80%	Excellent
B+	75%	Very Good
B	70%	Very Good
B-	65%	Very Good
C+	60%	Good
C	55%	Good
C-	50%	Good
D+	46%	Moderate
D	43%	Moderate
D-	40%	Moderate
E	30%	Weak
F	20%	Weak
G	10%	Weak
U	<10%	Ungraded

KS3

Relation between NCBIS Grades & NC Levels						
Grade	A+	A	B	C	D	E
Descriptor	Outstanding	Excellent	Very Good	Good	Moderate	Weak
Year 7	6	5	4	3	2	1
Year 8	7	6	5	4	3	2
Year 9	8	7	6	5	4	3

Information & Communications Technology

Ability Setting

Currently (2007-08) students are not divided into ability sets for Information & Communications Technology.

Formal Assessment

In KS3 students complete tests in-class at the end of each topic. In KS4, the coursework elements are assessed formally as part of their GCSE.

Continuous Assessment

This is achieved through teacher devised tasks in class and as homework.

GCSE & GCE Coursework

The GCSE course is assessed by four practical tasks (worth 60% of the total) and one written paper (worth 40%). The full range of grades A* to G are obtainable by students.

These tasks are NOT assessed using the NCBIS Grade Criteria shown in this handbook. These pieces of work are assessed using the relevant Edexcel Examination Grade Guidelines. The AS course consists of three units, two coursework units and one practical examination. All units count equally towards the final examination grade. Work at AS/A level is graded according to the boundaries published in the Edexcel Examination Report.

NCBIS Internal Grades

In ICT the end of term grade is weighted 80% Continuous Assessment and 20% Formal Assessment for Key Stage 3.

ICT: NCBIS Grade Boundaries & Descriptors						
GCSE/GCE	Key Stage 3			Key Stage 4		
	Grade	Boundary	Descriptor	Grade	Boundary	Descriptor
<ul style="list-style-type: none"> Work is marked to examination standard, the grades being awarded according to the current grade boundaries. These grade boundaries change every year according to the Edexcel Examiners Report. GCSE grade is weighted <ul style="list-style-type: none"> 60% coursework 40% theory 	A+	90-100%	Outstanding	A*	83%	Outstanding
	A	85-89%	Excellent	A	71%	Excellent
	A⁻	80-84%	Excellent	B	60%	Very Good
	B⁺	75-79%	Very good	C	48%	Good
	B	70-74%	Very Good	D	38%	Moderate
	B⁻	65-69%	Very Good	E	29%	Weak
	C⁺	60-64%	Good	F	19%	Weak
	C	55-59%	Good	G	10%	Weak
	C⁻	50-54%	Good	U	<10%	
	D⁺	45-49%	Moderate			
	D	40-44%	Moderate			
	D⁻	35-39%	Moderate			
	E⁺	30-34%	Weak			
	E	25-29%	Weak			
E⁻	20-24%	Weak				
F	Less than 20%	Weak				

Relation between NCBIS Grades & NC Levels						
Grade	A+	A/A-	B+/B/B-	C+/C/C-	D+/D/D-	E
Descriptor	Outstanding	Excellent	Very Good	Good	Moderate	Weak
Year 7	6	5	4	3	2	1
Year 8	7	6	5	4	3	2
Year 9	8	7	6	5	4	3

Mathematics

Ability Groups

Following common UK practice and National Curriculum guidelines, all students at Key Stages 3 and 4 at NCBIS are divided into ability groups. Initial group placement is based on previous results, school reports and baseline assessment. Set placement is reviewed regularly and movement between groups is possible.

In Key Stage 3 the Key Maths books form the basis for our schemes of work. They provide a graduated set of resources that allow students to tackle material appropriate to their level. A guide to the targets for each year group is given below, in terms of National Curriculum levels.

Book Series	Year 7 Target	Year 8 Target	End of Key Stage Target
$7^1, 8^1, 9^1$	4	5	Level 6+
$7^1/7^2, 8^2, 9^2$	5	6	Level 7/8
$7^2, 8^3, 9^3$	6+	7+	Level 8+

In Key Stage 4, Higher Groups can achieve Grades A*, A, B, C or D at GCSE level and Foundation Groups can achieve Grades C, D, E, F or G at GCSE level

Formal Assessment

In KS3, KS4 and KS5 students complete tests at the end of each topic.

Continuous Assessment

This is achieved through teacher devised tasks in class and as homework.

Interpreting Grades

In Key Stage 3 we allow all students to access the full range of grades, regardless of the programme of study. In this way, students that are reaching their targets can gain the top grades. It is felt that access to the top grades provides motivation and reward to all students and appropriate progress should be recognized. **Therefore it is vitally important that Key Stage 3 grades are interpreted in the context of each programme of study.** For example, this means that an A grade in the 8^1 programme would be approximately equivalent to a grade B in the 8^2 programme and a grade C in the 8^3 programme, yet the individual achievement is comparable. Please ask your class teacher for further clarification if required.

In Key Stage 4 we recognise that realistic targets must be conveyed to students and parents, hence grades are reported that reflect those available at GCSE

NCBIS Internal Grades

In KS3 the end of term grades are weighted 50% for Continuous Assessment and 50% for Formal Assessment. In KS4 the weighting is 20% Continuous and 80% Formal Assessment. In KS5, all assessment is formal.

KS3			KS4				KS5	
Grade	Descriptor	Boundary	Higher		Foundation		Descriptor	Boundary
A+	Outstanding	90%	A*	90%	C	80	A	80%
A	Excellent	85%	A	75%	D	65	B	70%
A-	Excellent	80%	B	60%	E	50	C	60%
B+	Very Good	75%	C	45%	F	40	D	50%
B	Very Good	70%	D	30%	G	30	E	40%
B-	Very Good	65%	U	<30%	U	<30%	U	<40%
C+	Good	60%						
C	Good	55%						
C-	Good	50%						
D+	Moderate	46%						
D	Moderate	43%						
D-	Moderate	40%						
E	Weak	30%						
F	Weak	20%						
G	Weak	10%						
U	Ungraded	< 10%						

Modern Foreign Languages (MFL)

French, Spanish, German, MFL Arabic and Standard Arabic

Ability Setting

MFL French There are three or four ability groups, depending on number of students in the year. Students are grouped at the beginning of Year 7 (or on entry) and groups become more exact during Term 2. There is also setting at GCSE (not GCE) level, if there is more than one teaching group timetabled at the same time.

Individual performance is monitored continuously and students may be moved between ability groups when appropriate and practicable.

We also offer a class for fluent speakers who sit external exams early.

MFL Spanish Setting at KS3 only, where there are sufficient students for two to three teaching groups.

Arabic/German No setting for MFL Arabic, Standard Arabic or German.

Formal Assessment

In KS3 students complete modular tests in class at the end of each topic. These included listening, reading, speaking and writing assessments. In KS4 and KS5 formal assessment tasks are carried out by all students after each unit of the GCSE or GCE syllabus has been completed.

Continuous Assessment

This is achieved through teacher devised tasks in class and in homework, including reading, comprehension, vocabulary, display, spoken (tape recordings) and oral presentations.

GCSE & GCE Coursework

Currently there is no coursework for GCSE and AS examinations. The A2 examination has one coursework element, which represents 30% of the overall A level grade. It consists of two pieces of extended writing.

NCBIS Internal Grades:

In KS3, KS4 and KS5 the **end of term grades** are weighted 50% Continuous Assessment and 50% Formal Assessment. Additionally, **end of year grades** are calculated on the basis of each term's results (worth 25% per term) plus an end of year examination worth an additional 25%.

Relation between NCBIS MFL Grades & NC Levels							
NC level	7	6	5	4	3	2	1
Year 7				A+ / A / A-	B+ / B / -	C+ / C / C-	D
Year 8		A+	A / A-	B	C	D	E
Year 9	A+	A / A-	B	C	D	E	F

Please Note: The grade boundaries are used to determine NCBIS INTERNAL assessments. Grade Boundaries for GCSE and GCE Examinations will vary each year, depending on examination results world wide and recommendations from the EdExcel Examiners. The Grade Boundaries may also vary between each MFL subject.

MFL: NCBIS Grade Boundaries & Descriptors for KS3, 4 & 5

KS3			KS4		KS5	
Grade	Descriptor	Boundary	Grade	Boundary	Grade	Boundary
A+	Outstanding	> 92%	A*	85%	A	80%
A	Excellent	86%	A	80%	B	70%
A-	Excellent	80%	B	70%	C	60%
B+	Very Good	75%	C	55%	D	50%
B	Very Good	70%	D	45%	E	40%
B-	Very Good	65%	E	30%	U	<30%
C+	Good	60%	F	20%		
C	Good	55%	G	10%		
C-	Good	50%	U	<10%		
D+	Moderate	46%				
D	Moderate	43%				
D-	Moderate	40%				
E	Weak	30%				
F	Weak	20%				
G	Weak	10%				
U	Ungraded	< 10%				

Music

Ability Setting

There is no setting for Music.

Formal Assessment

In KS3, KS4 and KS5 formal assessment tasks are carried out by all students after each unit of the GCSE or GCE syllabus has been completed.

Continuous Assessment

This is achieved through teacher devised tasks in class and as homework, including reading, musical appreciation, performance, composition, display and presentations.

GCSE Coursework

These tasks are NOT assessed using the NCBIS Grade Criteria shown in this handbook. These pieces of work are assessed using the relevant EdExcel Examination Grade Guidelines.

NCBIS Internal Grades:

In KS3, KS4 and KS5 the **end of term grades** are weighted 50% Continuous Assessment and 50% Formal Assessment.

Music: NCBIS Grade Boundaries & Descriptors for KS3, 4 & 5

KS3			KS4		KS5	
Grade	Descriptor	Boundary	Grade	Boundary	Grade	Boundary
A+	Outstanding	> 92%	A*	83%	A	79%
A	Excellent	88%	A	74%	B	71%
A-	Excellent	80%	B	64%	C	63%
B+	Very Good	75%	C	55%	D	55%
B	Very Good	70%	D	46%	E	47%
B-	Very Good	65%	E	37%	U	<47%
C+	Good	60%	F	29%		
C	Good	55%	G	21%		
C-	Good	50%	U	<21%		
D+	Moderate	46%				
D	Moderate	43%				
D-	Moderate	40%				
E	Weak	35%				
F	Weak	30%				
U	Ungraded	< 30%				

Physical Education

Core PE Lessons

Ability Setting

Most classes in KS3 are taught as single sex mixed ability classes. KS4 lessons are mixed (boys and girls), with students being given the opportunity to choose their activities from the wide range on offer.

Formal Assessment

Students are assessed on each activity area. At the end of each activity block (approx 7 weeks) they are given a grade for effort and attainment.

Continuous Assessment

The formal assessment is collated throughout the year, so that we can assess students' ability to meet the various challenges of individual activities, new skills and concepts.

NCBIS Internal Grades

These are based on the continuous assessment process carried out through all Key Stages. The marking system that is in place and the grade boundaries are shown in the table below.

Marking System for PE Core Curriculum

Mark for Each Category of Relevant Activity	Interpretation
1	Well above expected level of attainment within the year group
2	Above expected level of attainment for year group
3	Achieving expected level of attainment for year group
4	Below expected level of attainment for year group
5	Well below expected level of attainment for year group

KS3 Marks	Grade	KS4 Marks	Grade
Exceptional Performance	A+	Exceptional Performance	A*
1.0	A	1	A
1.3	A-		
1.7	B+	2	B
2.0	B		
2.3	B-		
2.7	C+	3	C
3.0	C		
3.3	C-		
3.7	D+		
4.0	D	4	D
4.3	D-		
4.7	E+		
5.0	E	5	E

GCSE and A-level

Students are taught in mixed ability groups. Teachers routinely differentiate their lessons.

Continuous Assessment

This is achieved through teacher devised tasks in class and as homework.

GCSE & GCE Coursework

These pieces of work are assessed using the Edexcel guidelines for each activity.

NCBIS Grades

GCSE end of term grade to be 50% continuous and 50% formal.

AS/A2 end of term grade to be 50% continuous and 50% formal.

Grade	GCSE Grade Boundaries		AS/A2 Grade boundaries	
	Boundary	Descriptor	Boundary	Descriptor
A*	86%	Outstanding	83%	Outstanding
A	77%	Excellent	71%	Excellent
B	68%	Very Good	60%	Very Good
C	60%	Good	48%	Good
D	50%	Moderate	38%	Moderate
E	40%	Weak	29%	Weak
F	30%	Weak	19%	Weak
G	20%	Weak	10%	Weak
U	<20%		<10%	

Science

Ability setting

KS3

Students are taught in a mixed ability group in Y7 and are set in Y8 and Y9 based on previous school reports and formal and continuous assessment results.

GCSE and A-level

Students are taught in mixed ability groups. Teachers routinely differentiate their lessons.

Assessment

KS3

In KS3 students complete tests in-class at the end of each topic. These tests are leveled (see table to correlate National Curriculum levels to NCBIS grades). Continuous assessment grades also match the National Curriculum levels and are determined through teacher devised tasks in class and homework.

NC LEVEL	7a	7b	7c	6a	6b	6c	5a	5b	5c	4a	4b	4c	3a	3b	3c
Year 7				A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Year 8		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E
Year 9	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-

The extended paper has been abolished and students cannot therefore obtain a level 8 in the Key Stage 3 tests.

GCSE 360 Science Edexcel

(GCSE Biology, GCSE Chemistry and GCSE Physics separate sciences)

In KS4 due to the modular nature of the course students will be sitting actual tests in the following sessions: November 2008 (year 11 only), March 2009 and June 2009 and November 2009, March 2010, June 2010. The results of these tests will count towards their overall grade.

Method of assessment	Duration	Weighting	Date
Internal assessment (GCSE Science Biology/Chemistry/Physics component)	45 minutes	10%	In class in exam conditions after each B1 /C1/P1 unit
Internal assessment (GCSE Additional Science Biology/Chemistry/Physics component)	45 minutes	10%	In class in exam conditions after each B2 /C2/P2 unit.
Internal non-moderated practical skills	Throughout GCSE Biology/Chemistry/ Physics course	10%	Built into lessons- Need a mark out 18- best mark in each area goes forward.
Externally assessed multiple – choice paper (GCSE Science Biology/Chemistry/Physics component)			
B1a/C1a/P1a	20 minutes	10%	First sitting March 2009
B1b/C1a/P1a	20 minutes	10%	First sitting March 2009
Externally assessed- (GCSE Additional Science Biology/Chemistry/Physics component)			
	30 minutes	10%	First sitting March 2009

Structured paper B2/C2/P2 Multiple-choice paper B2/C2/P2	20 minutes	10%	
Externally- assessed structured paper- B3/C3/P3	60 minutes	30%	One sitting June 2009

GCSE Science

Method of assessment	Duration	Weighting	Date
Internal assessment (GCSE Science Physics)	45 minutes	10%	In class in exam conditions after each B1 /C1/P1 unit
Internal assessment (GCSE Science Biology)	45 minutes	10%	
Internal assessment (GCSE Science Biology)	45 minutes	10%	
Internal non-moderated practical skills	Throughout GCSE Science course	10%	
Externally assessed multiple – choice paper (GCSE Science Physics)			
P1a	20 minutes	10%	First entry June 2009
P1b	20 minutes	10%	First entry November 2009
Externally assessed multiple-choice paper (GCSE Science Biology)			
B1a	20minutes	10%	First entry March 2009
B1b	20 minutes	10%	First entry March 2009
Externally assessed multiple-choice paper (GCSE Science Chemistry)			
C1a	20 minutes	10%	First entry March 2010
C1b	20minutes	10%	First entry March 2010

Internal assessment contributes to 30% of the overall grade. All pieces of internal assessment are carried out in school in accordance with Edexcel's Examination criteria. These pieces of work are assessed using the relevant Edexcel Examination Grade guidelines.

Internal Assessment grade boundaries

Score out of 30	Grade
28-30	A*
25-27	A
22-24	B
19-21	C
16-18	D

Multiple choice grade boundaries

Mark /40	Grade
36	A*
32	A
28	B
24	C
20	D
16	E

Continuous assessment is achieved through teacher devised tasks in class and as homework.

GCE Advanced Level

Formal assessment tasks are carried out by all students after each unit of the GCE syllabus has been completed. Continuous assessment is achieved through teacher devised tasks in class and as homework. GCE coursework pieces are assessed using the relevant EdExcel examination criteria.

NCBIS Grade boundaries and descriptors for Science GCE Internal Assessment; Biology, Chemistry and Physics.

Grade	Descriptor	Boundary
A	Excellent	75%
B	Very Good	65%
C	Good	55%
D	Moderate	45%
E	Basic Pass	40%
U	Ungraded	≤40%

NCBIS Grades for Reporting

In KS3 the end of term grade is weighted 50% continuous assessment and 50% formal assessment.

In GCSE the continuous grade will reflect their score in the internal assessments and where possible the formal assessment grade will be their actual mark from test marks in class and/or actual marks from the examinations sat in the module tests.

In KS5 the weighting is 40% Continuous Assessment and 60% Formal Assessment.

Please note that the above grade boundaries are used to determine NCBIS internal assessments. Grade boundaries for GCSE and GCE examinations will vary each year, depending on examination results worldwide and recommendations from the EdExcel Examiners.

Learning Support

Individual Needs

Assessment of pupils with individual educational needs

Individual Needs may arise in the pupil who is Gifted and Talented and/or who has Special Educational Needs. The assessment of these pupils occurs in a focused way when they are first referred to the IENCO. An Individual Education Plan (IEP) is created to establish pupil targets. The IEP is reviewed in an assessment cycle twice annually.

Assessment may be carried out to:

Identify the level at which the pupil is working in relation to expected norms at that age.

Create a profile of verbal and non-verbal skills.

Establish risk of the pupil having a specific learning difficulty*

To identify specific processing difficulties associated with language and communication.

A full assessment will also involve:

The collection of quantitative data from admission tests and external examination results

Qualitative data from interviews with parent, pupil, teachers and other professionals that may be involved with the pupil.

Parents will be invited into school to contribute to the assessment process. They will receive the results of any testing carried out in school within 10 working days. If an IEP is drawn up, a copy will be sent to the pupil and to their parents in advance of circulation to teachers so that alterations can be made.

Review of progress

Both pupil and parents will be asked to attend review meetings that are held twice yearly. These meetings will include feedback regarding pupil progress and minutes will be provided within 10 working days. The IEP will be amended or rewritten.

Access arrangements

Access arrangements for pupils with special educational needs varies between SATs, GCSE AS and A2 exams. There must be historical or medical evidence of the special need and proof that the special access arrangement is appropriate. Any measure proposed must not give the student an unfair advantage over other students. In some cases the school is responsible for the collection of evidence of a students need; in other cases, this is provided by another professional, (medical or Educational Psychologist). On occasions an application has to be made to the awarding body in January of the year in which the exam is taken. Parents who are concerned that their child requires a special access arrangement should contact the IENCO.

*The IENCO is not qualified to provide a diagnosis and parents may be advised to consult an Educational Psychologist or other medical professional. This may also be necessary for certain access arrangements for SATs, GCSE and AS/A2 examinations.

English as an Additional Language

The initial process for EAL is similar to IEN. When a student joins the school his/her ability in English is assessed. This is to find out if the student has the necessary vocabulary and understanding of the English language for the student to access the NCBIS curriculum. Alternatively the IENCO is alerted to concerns by teaching staff or parents.

The student's work is assessed for possible EAL difficulties and if the student does not have the necessary ability then the IENCO will decide from the assessment whether the student needs IEN, EAL or both.

EAL support consists of a structured programme of study linked to the National Curriculum and mainstream course of study. EAL students are regularly tested and set targets at an appropriate level so that they can develop the necessary language ability required to access the curriculum at the level of the student's intellectual ability rather than their language ability.

Special Arrangements

The IENCO is responsible for coordinating all special arrangements for students who either receive EAL support or who are registered on the NCBIS Special Needs Register. The IENCO contacts parents of students for who such arrangements may be necessary. *In some cases, e.g. where special/additional invigilators or an amanuensis is required, this may involve additional costs to parents.*

Internal NCBIS Assessments & Examinations

The IENCO coordinates any special arrangements for IEN students with the relevant Head of Department and the Director of Learning/ Examinations Officer. Parents are informed of the arrangements that are made.

External Assessments & Examinations

Key Stage 3 National Curriculum Tests (NCT's) (formerly known as SATs)

Applications for special arrangements for students sitting the Key Stage 3 tests are made to the Qualifications & Curriculum Authority in the UK. Applications must be made in advance and require independent evidence that is no older than 2 years of the needs of the student as well as evidence from the school of the support that the student has been receiving.

GCSE & GCE Examinations

The process for applying for special arrangements at GCSE or GCE level is managed by Edexcel in the UK. Applications must be made well in advance and require detailed independent evidence of the needs of the student as well as evidence from the school of the support that the student has been receiving.