

Pearson Edexcel

Summer 2021 Update

[Link to recording](#)



Agenda

- Key dates & deadlines
- Our support
- UK qualifications
- Assessment materials

Context

- Students will receive grades awarded and determined by teachers
- Pupils will only be assessed on what they have been taught
- No algorithm will be used
- Teachers will be able to draw on a range of evidence when determining grades, including:
 - *the optional use of questions provided by exam boards*
 - *mock exams*
 - *coursework*
 - *other work completed as part of a pupil's course, such as essays or in-class tests*
- Exam boards have provided guidance for teachers on their websites
- Teachers will submit grades to exam boards by 18 June
- Results days for GCSE, A level and some vocational qualifications will take place on the 10 (GCE) & 12 (GCSE) August.

Timelines

- **26 March** – UK JCQ Grade Descriptors
- **31 March** – UK Additional Assessment Materials – mapping grids, sets of questions (under padlock)
- **12 April** – UK Marking Exemplification (Under padlock)
- **19 April** – UK Grading Exemplification. Additional sets of questions publicly available
- **19 April** – All UK general support on Pearson Professional Development Academy (except Appeals)
- **26 April**: Entry deadline for **private candidates**
- **30 April**: Deadline for centre **Quality Assurance Policy submission** via proforma on CAP (Centre Admin Portal)
- **26 May to 18 June**: **Teacher Assessed Grades Submission** window opens via awarding organisations' respective portals
- **10 August**: A/AS Levels and relevant Level 3 results
- **12 August**: GCSE and relevant Level 2 results.

[Key dates available on our website.](#)

JCQ Guidance



JCQ Guidance on Determining Grades

- On Friday 26 March the [JCQ Guidance on Determining Grades was released](#).
- This is the main guide that UK centres will need to follow as they arrive at grades for learners this summer.
- Make sure you have downloaded the following from the JCQ website
 - **Editable Centre Policy**
 - **Assessment Record Sheet**
 - **Head of Department Checklist**
 - **Grade Descriptors**
- We have shared the link on our website and provided a [‘Top 10 Important Things to Note’ interactive pdf](#).
- The following slides summarise some of the key details.

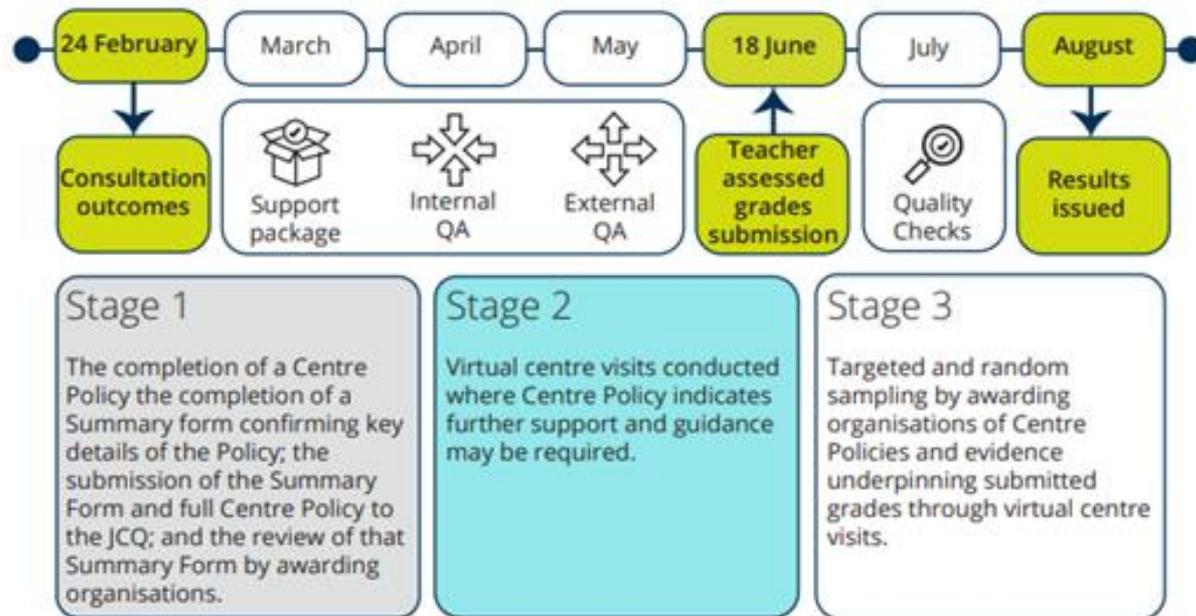
JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021:

PROCESSES TO BE ADOPTED BY EXAM CENTRES AND SUPPORT AVAILABLE FROM AWARDDING ORGANISATIONS

Quality Assurance Process

Quality Assurance Process

Timeline



Quality Assurance Process

- The Quality Assurance process will support centres to construct appropriate processes to underpin the determination of grades. There are internal and external elements to the process
- Internal Quality Assurance – Centre Policy
 - Every centre must produce a Centre Policy; this can be done by choosing to adopt the pre-populated template.
 - Only one policy needs to be produced and submitted via the CAP which can be found on Edexcel Online.
 - The policy must provide a summary of a centre's approach to assessment and quality assuring the centre determined grades they award to students, based on the evidence they have produced.
 - For every centre, the Head of Centre is required to complete the Summary of Centre Policy form and to upload the Centre Policy as an attachment prior to submission.
 - Submission of the Centre Policy must be completed by April 30th 2021.

Guidance On Grading

- Heads of Centre should ensure that students have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught.
- It is important that grades represent a holistic, objective judgement based on evidence of each student's performance in each subject.
- Evidence should be used consistently across the class or cohort wherever possible.
- The evidence can be of different types and can come from across the course of study.
- Please make sure your teachers have seen and used the subject specific support guides on [our website](#) and have accessed the [Pearson Professional Development Academy](#) training resources.



Arriving at a grade

1. Consider what has been taught
2. Collect the evidence
3. Evaluate the quality of the evidence
4. Establish whether the proposed range of evidence is suitable for all students
5. Assign a grade

The window for Teacher Assessed Grades submission opens via the Pearson portal 26th May – 18th June

The grading exemplification

We are releasing grade exemplification by the 19th of April to support teachers in assigning a grade this summer. We will be using historic exam responses from candidates to show the midgrade performance for each specification.

Grade descriptors

Grade descriptors have been created for GCSE, AS and A level subjects. They describe midgrade performance.

- A level: grade descriptors exist for Grades A, C and E. Characteristics of performance at the Grade A/Grade B borderline are included.
- AS level: grade descriptors exist for Grades A, C and E only.
- GCSE: grade descriptors have been created at Grades 8, 6, 5, 4 and 2.
- The Ofqual descriptors for 8, 5 and 2 have been used as the starting point. Characteristics of performance at the Grade 4/Grade 3 borderline are included

Each awarding organisation has created grading exemplification for each specification. This were made available by each awarding organisation **on April 19th**. The grading exemplification uses student responses from historical examination scripts (and other sources) to illustrate midgrade performance in previous summer series in which exams took place. The exemplification gives examples of the standards you will use to make grade judgements.

Use of data

Use of Data

One source of data which is available to centres is tracking systems, that provide target grades or predicted grades based on assessment inputs and data modelling. As the policy direction is that the final grade is derived solely based on performances produced by students, a grade derived based on a predicted trajectory or target grade is not permitted.

Used appropriately, data on historical student and centre performance can help support the internal quality assurance process for assigning grades. The purpose of reviewing data on past performance is not to attempt to determine a student or a centre's outcomes this summer, but as one source of evidence from examination series which operated as normal, that can inform teachers' professional judgement on the level of attainment achieved by their students.

Centres should be aware of the distribution of grades awarded to students in previous June series. However, grading judgements should not be driven by this data. Historical grade data should only be considered after grading judgements have been made.

Additional Assessment Materials

- Awarding organisations' existing assessment materials (including past papers and examiners' reports) will all be available as normal. In addition, the following materials have been made available to centres:
- 31st March, additional assessment materials including sets of questions and mapping grids; and
- 12th April, additional support materials including exemplar responses and links to other information which will help with using and marking these assessment materials.

Additional Assessment Materials

- The 2021 assessment materials are qualification-specific sets of questions covering key knowledge, understanding and skills
- The materials are available for all GCSE, AS and A levels, with the exception of Art and Design.
- They are drawn from a variety of examination questions and from a range of papers; they do not cover any NEA components.
- The number, breadth and depth of the material will vary between subjects, and reflect the characteristics of each qualification (e.g. where there is only one exam component there will be fewer materials than for a subject which is usually assessed entirely by examination). However, the assessments will draw on the equivalent of three series' worth of examination material, as a minimum.
- Support materials may also include:
 - past examiners reports;
 - marked examples of student work from past papers where they exist and support the marking of student work;
 - links to other information which will help with using and marking these assessment materials.

Reasonable adjustments

- Special Educational Needs Co-ordinators (SENCOs), SEND leaders and assessors have previously been advised to continue to process online applications as if examinations were taking place this summer. This will formalise the arrangements for the student's assessments and will ensure consistency with the Equality Act 2010.
- The awarding organisations will continue to provide their usual support to centres with advice and guidance on how to modify the additional assessment material resources for use in classroom assessments. Awarding organisations recognise that the additional assessment materials are being provided in a different way to past examination material and that these may present an issue for some teachers with visual impairments. In these cases, centres should contact the awarding organisations who will aim to provide extra support and guidance.

Appeals

- The arrangements for awarding grades to students in summer 2021 include internal and external quality assurance measures which aim to ensure that on results day students are issued with fair and consistent grades that have been objectively reached.
- Sharing information with students about the evidence being used as part of a centre's grade determination process is important and should help to avoid issues that may otherwise arise when results are issued.
- Students will be able to appeal their grade.
- A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error had been made.
- Where a centre does identify an error in the grade submitted to the exam board, it can submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade.
- Where a centre does not believe an error had been made, a student can ask the centre to appeal to the exam board on their behalf. The centre will submit the student's appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the grade reflected an appropriate exercise of academic judgement.
- If the exam board judges that it did not, the exam board will determine the grade that the evidence would support. The exam board will also check that the centre had followed its own process.

Communications and our support



Information and support

- Our support, guidance and training sessions are available via the Pearson Professional Development Academy for Grading, Additional Assessment Materials, Appeals, Quality Assurance and Unconscious Bias.
- There are downloadable guides, videos and pre-recorded and live events.
- This support will be available from 31 March and will be expanded upon over the coming weeks and released in full for UK Qualifications by 19 April and for International Qualifications by the 4 May
- [Sign up](#) to be the first to know when the training becomes available.

The screenshot shows the Pearson Professional Development Academy website. At the top, there is a search bar and a 'Courses' button. The main heading is 'Summer 2021 support'. Below this, a welcome message states: 'Welcome to our Summer 2021 support page, where you will find resources and live events that ensure you can provide the most appropriate and accurate grade for your students. This page will be updated with further training and relevant information as it becomes available.' A 'Register for further updates' button is prominently displayed. Below the main content, there are three columns: 'Live training' with an 'Access training' button, 'Resources' with an 'Explore resources' button, and 'Appeals' with a 'Find out more' button.

This section displays two categories of resources. The 'Checklists' section includes:

- Grading Checklist (PDF | 118.8 KB) Suitable for UK & International
- Using Grade Descriptors and Exemplification Checklist (PDF | 114.6 KB) Suitable for UK & International
- Quality Assurance Checklist (PDF | 110.3 KB) Suitable for UK & International

 The 'Guides' section includes:

- Grading: how to arrive at grades (PDF | 63.0 KB) Suitable for UK & International
- Quality Assurance: Appeals Overview (PDF | 58.9 KB) Suitable for UK & International
- Quality Assurance: Centre Policy Overview (PDF | 515.4 KB) Suitable for UK & International
- Using additional assessment materials - courses only Suitable for UK & International
- Using unseen assessment materials to support grading - courses only Suitable for International only
- Training for unconscious bias - courses only Suitable for UK & International

This section features 'Live training events' and 'Qualifications training events and updates'. The 'Live training events' section includes:

- How to arrive at grades:** A live session with our head of Assessments, who will give guidance on the process of determining grades for teachers and answer any questions. (1 hour (UK, ICAE), 23 April 2021 (open))
- Centre Policy overview:** A live session with our head of Assessments, who will give guidance on the centre policy process for teachers and answer any questions. (1 hour (UK, ICAE), 23 April 2021 (open))
- Assessment support:** A live session with our head of Centres, who will give guidance on how you may use the additional assessment materials and answer any questions. (1 hour (UK, ICAE), 27 April 2021 (open))

 The 'Qualifications training events and updates' section includes:

- UK subject-specific updates:** In these training sessions, we will:
 - announce the key updates from the Summer 2021 consultation
 - outline the approach for deciding TMRs
 - outline the timeline and process for TMR submission
 - share the available support for Summer 2021 assessment
 - give you an opportunity to ask questions
 A dropdown menu allows users to 'Check which subjects we'll be covering for each qualification', followed by a 'Search for UK training events' button.
- International qualifications updates:** In these training sessions, we will go through the process and guidance that international qualifications need to meet the needs of the Region 2021. This will include up-to-date information and guidance on:
 - Grading
 - Quality Assurance
 - Appeals
 Further support is available for centres. You will also be given the opportunity to ask questions. Please note: this session will focus on the summer assessment and the International GCSE and A Level series. We will not look in-depth at arrangements for particular subjects. A 'Search for international training events' button is provided.

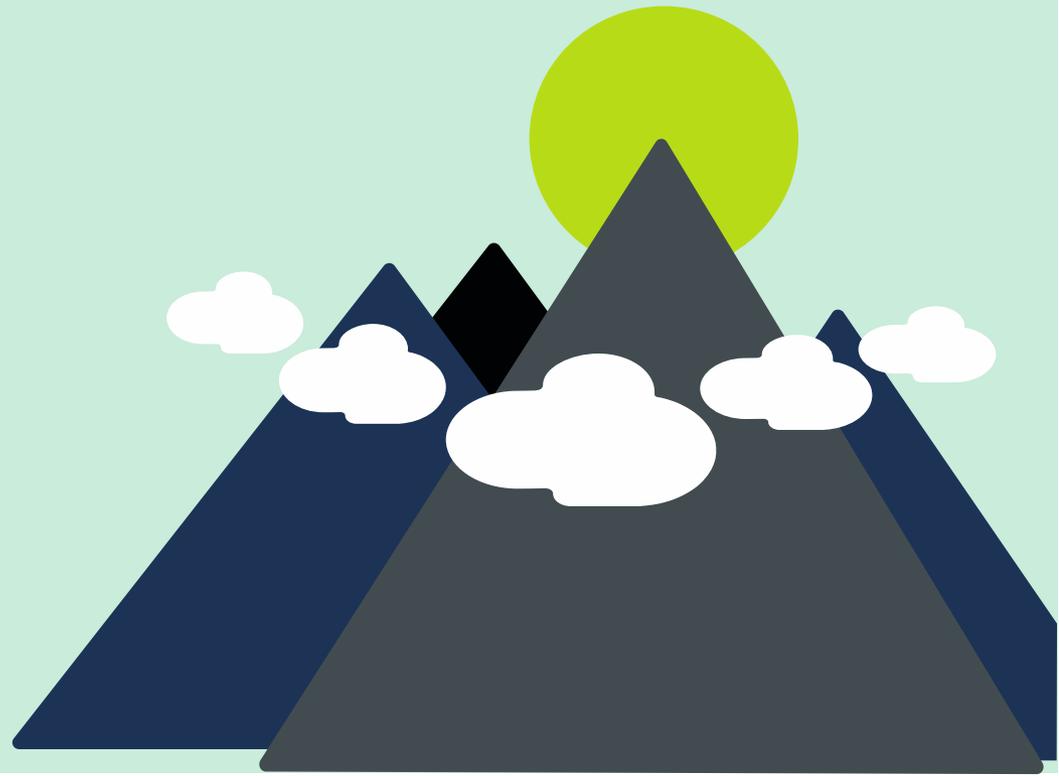
Information and support

- Our full subject support guides can be found on our [Summer 2021 support page](#)
- There is also some helpful information available on the [Ofqual website](#).
- [Sign up](#) to receive regular qualification updates through our Pearson Qualifications Bulletin.

Supporting students, parents and carers

- Take a look at our [students, parents and carers](#) web page. On here you'll find:
 - a [video](#) and a [letter](#) from Hayley White, our Assessment Director, explaining how students' grades will be determined this summer and the support we're providing to schools and colleges.
 - a link to a [student timeline](#) for summer 2021
 - a [feedback form](#), so students, parents and carers can get in touch should they need further help and support
 - a link to the [Ofqual infographic](#) that explains in a visual way how grades will be awarded this summer.
- Plus, do encourage sign up to our [Parents & Carers newsletter](#) for the latest information and support.

Summer 2021 subject specific information



NEA requirements - summer 2021

- There are no weighting for components for Summer 2021, teachers can use just theory evidence to formulate their TAGs
- Centres should ensure that their assessment policy for the Summer 2021 TAGs take this into account
- Centres should not attempt to predict an outcome or award a mark according to a students potential
- Centres will not be required to send any evidence to a moderator. The only time you may need to send evidence would be if Pearson request it as part of their QA
- You must keep all evidence securely in your centre.
- By completing internal standardisation across all NEA components and across the teaching staff, you would be able to ensure that your marking across the cohort is accurate.

NEA

- The adaptations to GCSE PE full course Component 3 (in summer 2021) are for any 2 activities listed in the specification
- The adaptations to GCSE PE short course Component 3 (in summer 2021) are for any 1 activity listed in the specification
- A level component 3, requirements stay the same student are required to complete their assessment in 1 activity/sport as a player/ performer or coach.
- If you are unable to complete any practical elements for your basket of evidence you will have to rely on marks from the theory components.
- External evidence from an external coach/instructor can be used to inform teacher's overall TAG and as additional evidence to support the teacher's overall holistic judgement.
- Where your students are unable to complete the PEP work for GCSE Component 4, mark the strands completed against the set criteria - utilise the new PEP marking grid.