



## **Queen Mary's Grammar School**

### **Academic Integrity and NEA Policy (including Artificial Intelligence)**

#### **September 2025**

#### **Purpose of the Policy:**

Queen Mary's Grammar School is committed to academic integrity and will ensure that all teachers, students, and parents are aware of what this entails. The school presents this policy as part of its effort to maintain the integrity of its academic processes. Academic integrity should be a concern of the entire school community, and a commitment to it must involve students, teaching and associate staff, and parents.

It is a matter of trust that all students in all year groups at Queen Mary's Grammar School will submit work for assessment of their own that is appropriately referenced. However, it is necessary to give guidelines as to what this means and what the consequences will be if any work does not meet this standard.

This policy incorporates the Mercian Trust: [AI Acceptable Use Policy](#) and the JCQ document: [AI Use in Assessments Regulations](#)

#### **Principles of the Policy:**

- Promote good academic practice and a culture that encourages independent academic integrity
- Enable students to understand what constitutes academic integrity and academic misconduct
- Encourage students to look to their teachers and associate staff for support when completing assessed work, in order to prevent any possible form of misconduct
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they must ensure that their work is 'academically honest'
- Explain to students precisely what sanctions may be imposed, if they are found guilty of misconduct.
- Recognise the potential benefits and risks of using Artificial Intelligence tools in our educational activities

#### **Responsibilities:**

**Students and their parents:**

Queen Mary's Grammar School, in line with the Joint Council for Qualifications (JCQ) and A Level and GCSE awarding bodies' recommendations and practice, may submit selected pieces of work to external bodies for verification and evaluation of sources. Whenever possible, students should be able to submit electronic copies of any work to either the teacher or the relevant Head of Department for such verification at any time. It is recommended that students keep all rough notes and drafts that they produce in preparing work for submission to teachers or examiners, to defend themselves against charges of malpractice, if they occur. Parents are instrumental in encouraging their child to work in an honest manner ahead of interim and final submission deadlines.

**The School and its staff:**

Staff will ensure that all students are provided with example material, to learn how to use others' work to support their own. Staff will offer guidance on appropriate referencing styles and will also inform students of the possible consequences should they plagiarise others' work. The School Leadership Team will ensure that the policy is maintained fairly and consistently. It will also provide regular relevant training and development opportunities to the staff and students. Staff should be always mindful of the importance of modelling academic integrity.

### Procedures: reporting, recording and monitoring.

If a teacher, or another member of staff, suspects that a student may have breached Queen Mary's Grammar School's standards of academic integrity, they will inform the relevant Head of Department. Together, they will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. Students should be aware that there are multiple tools available to investigate a suspected case of plagiarism, which include but are not limited to:

- Close analysis of the submitted work and comparison with previous work to look at:
  - Spelling and punctuation (including Americanisms)
  - Grammatical usage
  - Writing style and tone
  - Vocabulary
  - Complexity and coherency
  - Perspective
  - Structure
  - General understanding and working level
  - The mode of production (i.e. whether handwritten or word-processed)
  - Quotations and/or use of references where these are expected
  - Inclusion of references which cannot be found or verified
  - Graphs/data tables/visual aids where these would normally be expected
  - Specific local or topical knowledge
- Like many universities and other educational bodies, we will also make use of widely available automated plagiarism-detection programs and services, such as:
  - GPTZero (<https://gptzero.me/>)
  - Turnitin Clarity (<https://www.turnitin.com/>)

If it cannot be shown that there is work which is clearly inappropriate, the student will be found not guilty of dishonesty and no record will be kept of the matter. If, however, it *can* be shown that inappropriate work has been submitted, the Head of Department will make a recommendation to the Deputy Head responsible for Curriculum as to whether or not the case is one of academic dishonesty, or of an academic infringement.

Again, in line with the awarding bodies' policy and practice, the determining difference between these two possibilities will be one of **intent**. The Deputy Head responsible for Curriculum, in consultation with the Head Teacher and relevant Head of Department, will decide the outcome of the case.

Any student who has been found to be academically dishonest in any of the above ways, or otherwise, will have a record of this put into his or her student file, and this will be communicated to the student's parents. Appropriate internal sanctions will be put in place according to the behaviour policy, regardless of whether the work submitted counts towards an external qualification or not.

If the work has been submitted as an official piece of GCSE or A Level Non-Examined Assessment (NEA) coursework, including EPQ, it will not be accepted. If there is time for the student to do so before the school's internal deadline for this work, they will be allowed *one chance* to resubmit another piece of work in its place. If there is not time for the student to produce new work, he or she will normally not receive a grade for that subject. A second violation – in any subject - will result in the matter being referred to the School's SLT who will consider the student's removal from the relevant curricular programme. The student may not receive credit towards any other course she or he is undertaking at the school. Other disciplinary action may also be considered. If a student submits work to the GCSE or A Level awarding body, which is later recognised as having been produced dishonestly, the awarding body may choose to withhold certification for that student or disqualify them from the relevant programme of study.

**All staff, students and parents** should make sure that they are aware of the contents of this document and what academic integrity and dishonesty both mean. They should also make themselves aware of the consequences of academic dishonesty.

- **Parents** should speak to their children about the need to be honest and why it is important to be so in terms of academic progress. Parents can contact the school for help and support in reinforcing this message. Helpful resources are available.
- **Teachers and associate staff** should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative. They should also model good practice in the production and use of resources. Staff must ensure any AI tools used are reliable, compliant with GDPR, and appropriate for educational purposes. Outputs must always be verified for accuracy and suitability before use. Breaches of this policy by staff will be treated in line with the Trust's staff disciplinary procedures.
- **Heads of Department** should ensure that academic integrity and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the Head Teacher should be clear and reasoned.
- **The Deputy Head responsible for Curriculum, in consultation with the Head Teacher and relevant Head of Department**, will decide each case on its merits, and should communicate the decision clearly to all those concerned with reasons for any findings.
- **Students** should recognise that they are ultimately responsible for their own work and that the consequences of any breaches of the standard of academic integrity will be theirs alone. They should speak to teachers regularly about their work and show drafts of it at various stages in the production process. They should ask teachers for advice if they are at any time unsure of what they have done in relation to referencing sources. Students will be required to acknowledge this policy and to sign to say that they will abide by its contents. Breaches by students will be addressed in accordance with both this policy and the school behaviour policy.

### **Examples of Plagiarism:**

Although the following list is not exhaustive, academic dishonesty can take several forms:

- **Plagiarism:** taking work, words, ideas, pictures, information, or anything that has been produced by someone else and submitting it for assessment as one's own. This includes work produced by artificial intelligence (AI) chatbots, such as ChatGPT.
- **Copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.
- **Exam cheating:** communicating with another candidate in an exam, bringing unauthorised material, including a mobile device, into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **Falsifying data:** creating or altering data which have not been collected in an appropriate way.
- **Collusion:** helping another student to be academically dishonest.

## **Responsible Use of Artificial Intelligence (AI)**

Artificial Intelligence (AI) tools, including AI chatbots such as ChatGPT, are developing rapidly and will play an increasing role in higher education, employment, and everyday life. At Queen Mary's Grammar School, we recognise the importance of preparing students to use these tools responsibly, critically, and ethically. All staff and students must be prepared to explain and justify how AI tools have been used in their work.

Permitted uses of AI tools (with acknowledgement):

- Generating initial ideas or prompts for further independent research.
- Summarising or rephrasing information for personal study notes.
- Checking grammar, spelling, or improving clarity in drafts.
- Exploring different perspectives to inform critical evaluation.

Expectations:

- Students must seek permission from their teacher before using AI tools for study or assessment tasks.
- AI tools may support learning, but must never replace independent thinking, analysis, or evaluation.
- Any use of AI in assessed or submitted work must be fully acknowledged, in the same way as other sources.
- Students must be prepared to demonstrate their understanding of any work that has been supported by AI, for example through discussion with teachers.
- Students should critically evaluate AI outputs, recognising that they may contain inaccuracies, bias, or fabricated references.

Safeguarding and wellbeing:

- Students should be aware that some AI tools may generate inappropriate or unsafe content. Any concerns should be reported to a teacher in line with the school's safeguarding policy.
- AI tools must never be used to input or share personal or sensitive data, in line with GDPR and school data protection policies.
- Use of AI tools should be age-appropriate and aligned with the school's expectations for online safety and digital literacy.
- AI must not be used to harm, deceive, manipulate, or discriminate against any individual or group. Users should also consider the wider social and ethical implications of AI use.
- By embedding these principles, the School aims to help students develop the skills to use AI constructively and responsibly, while maintaining the highest standards of academic integrity.

## **The Misuse of AI in Assessments (JCQ):**

*The following extracts are taken from the Joint Council for Qualifications guidance, ["AI Use in Assessments: Protecting the Integrity of Qualifications"](#) (Apr 2025)*

"AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessments, which contributes to the award of qualifications.

When properly referenced, this can be acceptable, although students cannot be credited for any work they produce for assessment which is not their own so the benefit to them of using AI is likely to be limited and they risk committing malpractice if AI is misused.

AI chatbots [such as ChatGPT] are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality [...]

[...] It is important that teachers and students are aware that the range of AI tools and their capabilities is expanding quickly, and that there are limitations to their use such as producing inaccurate or inappropriate content [...].

[...] The use of AI tools may pose significant risks if used by students completing qualification assessments, not least the risk of committing malpractice, for which serious sanctions can apply. As also noted above, the tools have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI tools often produce answers which may seem convincing but contain incorrect or biased information. Some AI tools have been identified as providing answers to questions that can prompt inappropriate actions, and some can also produce fake references to books/articles.”

#### **JCQ definition of AI misuse:**

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student’s own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student’s own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

#### **JCQ Consequences of AI misuse:**

AI misuse constitutes malpractice as defined in the [JCQ Suspected Malpractice: Policies and Procedures](#). The malpractice sanctions available for the offences of ‘making a false declaration of authenticity’ and ‘plagiarism’ include disqualification and debarment from taking qualifications for a number of years. Students’ marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.” (p.4)

## Appendix 1: Referencing Advice

This advice is taken from a document produced by Mr Mackenzie in the English Department. It is an excerpt from a more extensive resource, "[A Level Academic Writing Style Guide](#)". Click on the link to view the full document on the school website.

### MLA Referencing

In an exam, the easiest way to avoid plagiarism is to accurately reference authors directly and signifying any quotations using quotation marks:

In keeping with Mikhail Bakhtin's assertion that "degradation has not only a destructive, negative aspect, but also a regenerating one" we immediately learn that Hagrid is not as terrifying as first assumed.

However, in a prepared essay (such as your Non-Examined Assessment) you will need to include a list of each text you have referred to. This is known as a '**Works Cited**' list. There are many different methods to constructing a works cited list, each with their own merits. In this guide are the details on how to reference using the **MLA** format.

#### IMPORTANT

Which referencing system to use is one of the key areas in which students **MUST** confirm with staff or exam boards before submission.

The Works Cited list should include any book that you have quoted from, paraphrased, or referred to in the text. When constructing your list, be sure to set the works in alphabetical order according to the author's surname.

When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

#### Nota Bene:

The punctuation at the end of each element in this list is the same as it should be in your Works Cited.

The exact layout of references will depend on what type of text you are referencing, more specific details are covered in the next two pages.

## MLA Referencing: Text Type Specifics<sup>3</sup>

Any book that is listed in your Works Cited list should contain the following information: author's last name, author's first name(s)/initial(s), full title, publisher, date of publication. An example is given below (note the punctuation between details).

Wheeler, M. *Heaven, Hell, & The Victorians*. Cambridge UP, 1994.

However, there are many different types of books and articles that you might wish to incorporate, and each type has its own conventions. Some examples are given below to show you how to deal with most of the items that you will come across.

If the book has two or more authors, these should all be listed. However, as you can see from the following example, the surname only comes first at the start of an entry (so it can be listed alphabetically):

Walhout, C. and L. Ryken, editors. *Contemporary Literary Theory: A Christian Appraisal*. Eerdmans, 1991.

If you are referring to a particular edition of a work that is in general circulation and has a variety of editions, then the editor of the edition that you are using should be noted. This is often the case with pre-1900 works, where you are also expected to cite the publication details of the edition that you are using rather than the first edition. For example:

Corelli, M. *The Sorrows of Satan*. Edited by Peter Keating, Oxford University Press, 1998.

On some occasions you may wish to refer to a particular essay in a collection of essays. If so, then this should be indicated as follows:

Howells, C. A. "Fictional Technique in Radcliffe's *Udolpho*." *The Gothick Novel: A Casebook*. Edited by Victor Sage, Macmillan, 1990.

Students are making increasing use of sources that they find on the Internet. While this is fine, you should be careful to evaluate information critically before you use it. When referencing material from the internet you should include the above details **as well as** the date that you accessed the website and the full electronic address. For example:

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug. 2002, [alistapart.com/article/writeliving](http://alistapart.com/article/writeliving). Accessed 4 May 2009.

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<sup>3</sup> The information on text-specific MLA referencing is taken from the "Style Sheet" provided by the University of Roehampton

## References in the text

When you quote, the quotation should be marked using double quotation marks (" "). At the end of the quotation, the page number(s) of the quotation should be included in brackets. This page number should be the page number of the edition of the text you have used. This text should be included in your works cited list at the end of your essay. When quoting from plays or poems, you should use divisions (act, scene, part etc) and line numbers rather than page numbers. Two examples are given below:

1. The Chambers dictionary defines environmentalism as "concern about the environment and its preservation from the effects of pollution etc." (541).
2. Though primarily a comedic device, the Fool in *King Lear* also provides wisdom, such as when he asserts: "Then 'tis like the breath of an unfee'd lawyer: you gave othing for't" (1.4.128-130).

You must ensure that you provide enough information about your reference in the body of your essay to enable your reader to identify the right book in your Works Cited list. In the first of the two examples given above, the reader would know to look in the Works Cited for an item by the *Chambers Dictionary*, and in the second example, the reader would look for a work entitled *King Lear*. For this system of referencing to work effectively, it is important that you think about the information you are going to give your reader. You should be aware of any possible confusion and add information accordingly. For example, consider the following:

Rural ways of life are likely to be linked to the Romantic notion of nature, what Adrian Day calls a "sense of the health of the life of nature, in contrast with the depredations wrought by humanity" (39).

If there was only one text by Day in the Works Cited list, then the information given would be clear. However, if the Works Cited list contained two books by Day, then more information would need to be recorded. In this case, you might get round the problem by rephrasing the body of the essay as follows:

Rural ways of life are likely to be linked to the Romantic notion of nature, what Adrian Day, in *Romanticism*, calls a "sense of the health of the life of nature, in contrast with the depredations wrought by humanity" (39).

However, if you found it impossible to rephrase your sentence, you could add the title of the text to the bracket which followed the quotation:

Rural ways of life are likely to be linked to the Romantic notion of nature, what Adrian Day calls a "sense of the health of the life of nature, in contrast with the depredations wrought by humanity" (*Romanticism*, 39)

However, your priority should be on rephrasing your work where possible.

## Appendix 2: Non-Examined Assessment Deadlines

It has been evident in the past that those students that leave the completion of work until just before the submission date are more liable to a breach of academic integrity. It is for that reason that all students, with the support of staff and parents, are strongly encouraged to work towards deadlines in a manner that means they can meet any published submission date for Non-Examined Assessments (NEA). This includes draft deadlines at an earlier stage than the final submission dates. Staff will do all they can to support students that are faced with genuine barriers to the completion of work but deadlines, especially for NEA cannot be moved. Non-submission of drafts or final work by the deadline may result in that NEA being unmarked and a withdrawal from the GCSE or A Level qualification. Internal consequences will be issued in all cases of missed deadlines.

*Interim submission dates allow for a greater level of support and encourage students to build an evidence base to prove that there has been no plagiarism.*

Staff, students and parents will appreciate that meeting deadlines is an important part of academic integrity. Good management of time when working towards NEA submissions goes hand in hand with academic integrity.

### NEA specification information and deadlines are below:

| A Level          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                                              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------|
| Subject          | Outline of task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Weighting                       | Submission dates                             |
| Art              | The Personal investigation has two integrated elements, a portfolio of practical work and a related written study which summarises the context of your chosen area of study. The Personal investigation starts in Year 12 with all candidates being given a starting point theme. Candidates use this theme to develop into a unique and personalised response through investigations into art, craft and design practitioners, supported by a series of artistic explorations through a wide variety of art, craft and design mediums. The focus for this personal investigation portfolio is to include work that shows exploration, research, and acquisition of techniques, materials and skills in a unique and personal way. | 60%                             | Coursework<br>Feb Y13<br><br>Exam May<br>Y13 |
| Biology          | 32 practical tasks are completed over the two years of the course with 16 in each year. 12 of these are the required exam board practical tasks which are examined within paper 3. The additional tasks are to build up the required practical skills in the subject                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Paper 3 –<br>30%                | A Level<br>exams –<br>May Y13                |
| Chemistry        | A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.                                                                                                                                                                                                                                                                                                                                                                                                                    | Not part<br>of overall<br>grade | Ongoing                                      |
| Computer Science | Practical project: The candidate will choose a computing problem to work through according to the guidance in the specification: Analysis of the problem; Design of the solution; developing the solution; Evaluation.<br><br>This unit is a practical portfolio-based assessment with a task that is chosen by the teacher or learner and is produced in an appropriate programming language of the learner's or teacher's choice.                                                                                                                                                                                                                                                                                                | 20%                             |                                              |

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|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------|
| <b>Design &amp; Technology</b>           | <p>A substantial design and making task to be undertaken in the second year of the course. 45 hours</p> <p>A design folder (ePortfolio) and a final prototype to be submitted.</p> <p>The first year of the course will be used to build up skills, knowledge and understanding through a series of short learning experiences.</p>                                                                                                                                                                                                                                                                                                                                                                                         | 50%  | Apr Y13                                             |
| <b>English Literature</b>                | <p>Literature post-1900 (Component 03) is assessed by a 3,000-word coursework portfolio consisting of:</p> <ul style="list-style-type: none"> <li>• either a piece of re-creative writing plus a commentary (1,000 words) or a close, critical analysis (1,000 words) based on a section of a text</li> <li>• and one comparative essay (2,000 words) based on two studied texts</li> </ul>                                                                                                                                                                                                                                                                                                                                 | 20%  | <p>NEA 1:<br/>Oct Y13</p> <p>NEA 2:<br/>Feb Y13</p> |
| <b>English Language &amp; Literature</b> | <p>Independent study: analysing and producing texts (Component 04) is assessed by a coursework portfolio consisting of:</p> <ul style="list-style-type: none"> <li>• an essay analysing and comparing two non-fiction texts from the true-life crime genre</li> <li>• a piece of original non-fiction writing showcasing an understanding of the student's chosen genre, plus use of linguistic and literary devices.</li> </ul>                                                                                                                                                                                                                                                                                            | 20%  | Dec Y13                                             |
| <b>Extended Project Qualification</b>    | <p>Assessment takes three parts:</p> <p>A Production Log and Assessment Record will document the planning and progress of the project, including decision-making and the student's reflections on the process.</p> <p><b>Either:</b> A project product which consists solely of a research based written report should be approximately 5000 words, for example a research report of a scientific investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form.</p> <p><b>Or:</b> Where the chosen product is an artefact there must also be a research based written report of a minimum 1000 words.</p> <p>A live presentation on the project for a non-specialist audience</p> | 100% | Mar Y12                                             |
| <b>Geography</b>                         | <p>The second year of the course will focus on an independent study. Students must choose an independent title, related to the syllabus, and collect both primary (field) and secondary data, culminating in a written report of 3,000 – 4,000 words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20%  | Dec Y13                                             |
| <b>History</b>                           | <p>Component 3: Historical Investigation (coursework)</p> <p>A personal study based on a topic of student's choice</p> <p>The Wars of the Roses, 1377 to 1487</p> <p>This unit will allow students to engage with one of the most tumultuous periods in British history; a time when nobles and kings fought for power and control. Students will study a variety of key individuals, from the inept Henry VI, to the fearsome and manipulative Margaret of Anjou, exploring a host of themes such as kingship, aristocracy and the role of women in late Medieval politics.</p>                                                                                                                                            | 20%  | Dec Y13                                             |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |         |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|
|                                  | <p><b>Course Content</b></p> <ul style="list-style-type: none"> <li>• The authority of the Crown in 14th and 15th century England.</li> <li>• The role and influence of the aristocracy in politics and government.</li> <li>• The origins of the baronial wars between the Houses of Lancaster and York. The role</li> <li>• and significance of key personalities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |         |
| <b>Physical Education</b>        | <p>1. Practical Performances:<br/>This component will assess either:</p> <ul style="list-style-type: none"> <li>• Core and advanced skills in performing one activity</li> <li>• Core and advanced skills in coaching one activity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15%        |         |
|                                  | <p>2. Evaluating &amp; Analysing Performance for Improvement:<br/>This component draws upon the knowledge, understanding and skills a learner has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15%        |         |
| <b>Physics</b>                   | No coursework as such. Experiments done in fortnightly double lessons will prove the students' skills are good enough and will prepare for the Paper 3 practical section.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | NA         | Ongoing |
| <b>Drama and Theatre Studies</b> | <p>Practical Assessment 1: Creating Original Drama<br/>Students learn how to create and develop original devised ideas to communicate meaning as part of the theatre making process. They will develop ideas, research relevant processes and theatre practices, apply what they have learnt from live performances, explore devising work, rehearsal methods and refine work in progress. Students will study the work and methodology of one influential practitioner and apply working methods, principals, artistic intentions, style and conventions of this practitioner to their final pieces. The assessment also includes preparatory and development work, shown through a working notebook.</p>                                                                                                                                                                                                                            | 30%        |         |
|                                  | <p>Practical Assessment 2: Making Theatre<br/>Students will learn how to contribute to text-based drama in a live theatre context for an audience. Working in groups to develop and present three extracts from three different plays. They will learn how to interpret texts, create and communicate meaning, realise artistic intention in text-based drama, analyse and evaluate their own work.<br/>The third extract must be influenced by the methodology and practises of an influential Practitioner, Director, Theatre Company or Designer (different to the one studied in the devised module). Students will develop understanding and knowledge of the connections between theory and practice in a range of periods, theatrical styles, social, historical and cultural contexts. A reflective report is also submitted which documents, analyses and evaluates the theatrical interpretation of all three extracts.</p> | 30%        |         |
| <b>Music</b>                     | Unit 1: Performing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35% or 25% |         |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                               |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------|
|                                | <p>Here students have the opportunity to perform both as a soloist and in ensembles. Performances can take place on any instrument, including voice. A recital is prepared for Year 13 and should last either for six to eight minutes (Option A) or twelve to fifteen minutes (Option B)</p> <p>Unit 2: Composing</p> <p>Students are required to compose two pieces. One from a brief set by the board and one working from their own brief. For option A, an extension to their composing comprises of four-part harmony and two-part counterpoint.</p>                                                                                                                                                                                                            | 35% or 25% |                                               |
| <b>Photography</b>             | <p>Component 01: Personal investigation:</p> <p>During the personal investigation students will produce two elements:</p> <ol style="list-style-type: none"> <li>1. A portfolio of practical work showing a personal response to either a starting point, brief, scenario or stimulus, devised and provided by student or staff.</li> <li>2. A related study: an extended response of a guided minimum of 1000 words.</li> </ol> <p>Component 02: Externally set task</p> <p>The early release paper will be issued by staff from the exam board and will provide a number of themes, each with a range of written and visual starting points, briefs and stimuli. During the course students also study a range of themes to extend their photographic horizons.</p> | 60%        |                                               |
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 40%        |                                               |
| <b>GCSE</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                               |
| <b>Art</b>                     | <p>Coursework portfolio derived from centre-determined starting points which pupils choose from in year 10.</p> <ul style="list-style-type: none"> <li>• Focus on exploration, research, acquisition of techniques, skills and outcomes.</li> <li>• Single project with defined structure and progression evidenced towards final outcome.</li> <li>• Flexible presentation options.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | 60%        | <p>Coursework Jan Y11</p> <p>Exam Apr Y11</p> |
| <b>Biology</b>                 | <p>There is no directly assessed practical work in Biology. However, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical in lessons. These questions will count for at least 15% of the overall marks for the qualification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NA         | GCSE exams May Y11                            |
| <b>Computer Science</b>        | <p>Programming project</p> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis, Design, Development, Testing, Evaluation &amp; conclusion</li> </ul> <p>Example non-exam assessment tasks are provided by OCR. Learners will produce a report that details the iterative development for the project. This is a vital part of the course to build computational thinking and programming skills for the written examination and to gain a rounded understanding of the subject.</p>                                                                                                                                                                                                                                                   | NA         | GCSE exams May Y11                            |
| <b>Design &amp; Technology</b> | <p>Design and Making Practice Approximately 30-35 hours' work. 100 marks are available.</p> <p>Consists of a single design and make activity that comes from study one of the contextual challenges released annually to Y10 by the examination board on 1st June.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 50%        | Easter Y11                                    |

|                           |                                                                                                                                                                                                                                                                                                                                                                                   |                       |            |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------|
| <b>English Language</b>   | <p>Component 3: Spoken Language Endorsement</p> <p>This is an internally assessed component, externally moderated, and leading to a separate endorsement. It does not contribute to the final GCSE English Language grade. Learners present information and ideas in a spoken presentation and listen and respond to others appropriately.</p>                                    | NA                    | March Y11  |
| <b>Music</b>              | <p>Unit 1 – Performing (minimum standard AB grade 4). Pupils perform 1 solo piece and 1 ensemble piece (both free choice). Both are recorded, internally assessed and then sent to the board for moderation.</p> <p>Unit 2 – Composing</p> <p>2 compositions with a combined duration of at least 3 minutes</p> <p>1 piece on a brief set by the exam board and 1 free choice</p> | <p>30%</p> <p>30%</p> | Easter Y11 |
| <b>Physical Education</b> | <p>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity)</p> <p>Analysis and evaluation of performance to bring about improvement in one activity</p>                                                                    | 40%                   |            |