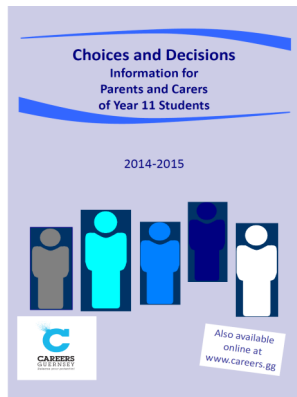


This brochure is designed to supplement a booklet that has already been distributed to parents of Year 11 students:

“Choices and Decisions, Information for Parents and Carers of Year 11 Students”



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Information for parents and carers of Year 11 students: Current changes in post-16 examination structures



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Changes in Post 16 Assessments

Guernsey Grammar School and Sixth Form Centre

Changes in AS and A Levels Linear assessment

New A Levels will be linear, so assessment of a student's knowledge and understanding of the whole course takes place at the end of two years. The first assessment of two year courses that start in September 2015 will be in June 2017. It is proposed that the first assessment of a new AS qualification could take place in June 2016.

Subjects

Plans are now confirmed for new A Levels for first teaching in September 2015 in the following subjects:

Art and Design
Business Studies
Computer Science
Economics
English (Literature, Language and Literature)
History
Photography
Psychology
Sciences (Physics, Chemistry, Biology)
Sociology

Proposed changes for AS Levels

The AS Level is currently proposed to be redeveloped as a standalone qualification. Unlike current AS Levels which equate to 50% of the UCAS points of a full A Level and contribute towards an A Level grade, new AS Level qualifications for first teaching in September 2015 will equate to only 40% of the UCAS points of a full A Level and will not contribute to the final A Level grade.

The first assessment of the new AS Levels is planned for June 2016.

The Sixth Form Centre intends to enter all AS Level students to sit the new AS examinations in Year 12 and then decide which A Levels they will continue to study in Year 13. This mirrors current practice, but students will be assessed across the whole syllabus in their second year rather than being assessed only on Year 13 work which is the current model. Students who choose subjects from the old and new models will undertake both assessment models in 2017.

International Baccalaureate Diploma

The IB Diploma Programme follows a stable and planned curriculum and assessment model, in which changes are scheduled on a 7 yearly basis. There are therefore no major changes this year or in the foreseeable future.



Guernsey College of Further Education

The following changes in the BTEC qualifications are currently planned for 2015.

Changes in BTEC qualifications

To ensure BTEC at Level 3 and Level 2 prepares students for a lifetime of learning in their chosen career, or for progression to further study, the new courses will contain a balance of:

Internal assessment (set by the College)

These assessments – usually in the form of assignments – still form the majority of the assessments for every course. BTEC has retained the flexibility to allow the College to tailor the assignments to meet local needs.

External assessment (set by BTEC)

BTEC are developing innovative approaches to external assessments in vocational contexts; the assessments may be a project, a performance or a written examination. There will be two opportunities to take the assessments in most sectors, so the College staff can decide when they think their students are ready. Level 2 BTEC currently already have 25 % external assessment. The Level 3 BTEC will have this in place for 2016

Project assessment

Students will also have the opportunity to take projects, designed in collaboration with employers, which allow them to use what they've learned from the whole course.

Building knowledge and technical skills for the world of work

This is planned through the development of:

- (i) Knowledge and thinking skills, e.g. analysis, evaluation and synthesis, understanding and recall and application
- (ii) Behavioural and attitudinal skills, e.g. working effectively in teams and entrepreneurial thinking
- (iii) Can-do, competence skills, e.g. using equipment and specialist tools, performing (e.g. a musical) or creating artefacts (e.g. a model prototype)

Current Assessment Changes

BTEC are currently implementing changes in assessment methods which means students will carry out assessments that, with careful feedback processes, prepare them for final assessments which they will complete independently.

