



Cardiff High School

Ysgol Uwchradd Caerdydd

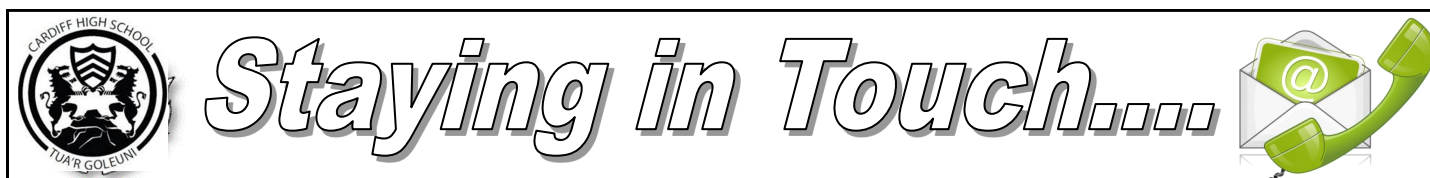
Assessment for Learning

& Reporting

Upper School

A Guide for Parents & Carers

*This booklet is applicable specifically to students
starting Y12 in September 2026*



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Details of departmental emails are provided at the back of this booklet		Please email ONeilN6@hwbcymru.net for further information about ParentPay	



September 2026

Introduction

Performance in Upper School often determines the route that a young person will take into higher education, employment or other training. You will of course be keen to support your child through this challenging time and we continue to place enormous value on your involvement.

This guide is designed to provide an overview of our approach to assessment and reporting in Upper School here at Cardiff High School. Contained within the following pages you will find information specifically related to A level study, details about our reporting procedures and also the other opportunities for communication during the academic year.

For students in Years 12 and 13, we continue to offer extensive support in the form of mentoring and guidance from our Achievement Team, our subject experts and also from specialist advisors. There are many opportunities for pupils to access extra help to develop their skills and understanding of subject content and also with revision and exam technique. By staying in touch with the school you can help your child to take full advantage of these valuable resources.

We hope that you find this booklet informative, but if you have any further questions or comments, please do not hesitate to contact the school.

Frequently Asked Questions...

What's the difference between AS and A2?

Pupils cover Advanced Subsidiary (AS) courses during Year 12 and then extend these to Advanced Level Courses (sometimes referred to as A2) in Year 13. At AS grades are awarded between A and E. At A2 grades are awarded between A and E. All examinations for AS and A2 are now taken in the Summer exam session and students are only allowed to re-sit a unit once. In Wales AS and A levels are still linked qualifications, so AS modules contribute to A2 qualifications. However, in England AS qualifications are stand alone qualifications which do not contribute to A2 grades.*

How many subjects do students study in KS5?

Most students select four AS subjects to study in year 12. Most students then select three subjects to continue studying to Advanced Level (A2) in year 13.

How do I know how individual subjects are assessed and what deadlines my son or daughter needs to meet?

Included at the end of this booklet is a summary of the structure of the assessment models for all KS5 subjects. This provides a broad outline of the approximate timings of assessments, including coursework, internal assessments and external exams, for each subject over the course of Key Stage 5. More detailed information is also available from the exam board website and directly from departments.

Does my child automatically enter Year 13 after completing Year 12?

To continue into Y13, students MUST secure at least three grades A-E at AS level. They must have achieved at least an E grade in the subjects they wish to take into A2. In addition, students must have upheld high standards, in terms of attendance, punctuality and general conduct throughout Y12. The school does not have the capacity to allow students to re-take Year 12.

Does a student's AS results influence their predicted grades for their UCAS form?

Yes. Teachers will use AS grades in setting UCAS predicted grades. Universities may also look at the AS grades students have achieved when making offers for course places.

What is the relative weighting of AS and A2 units?

In England AS levels have effectively been abolished (they still remain as stand alone qualifications, but do not contribute to A Level grades). However, in Wales AS modules are taken at the end of Y12 and contribute 40% to the overall A Level grade. This means that A2 modules sat in Y13 contribute the other 60% of the full A level qualification. (See also the subject mapping at the end of this document for subject specific details about the weighting of units)

Can students re-sit AS unit exams?

Students sit AS units in the Summer of Y12. The exam board permits one re-sit per unit which would need to be done at the end of Y13. It is however worth remembering that doing AS re-sits will add workload and pressure because at the end of Y13, students will sit the more challenging A2 units for the first time. Any AS re-sits will incur an entry cost.

What is the Uniform Mark Scale (UMS) and how is it used to calculate grades?

Why do we need UMS?

UMS stands for Uniform Mark Scale. Candidates may take units at different stages during the course and may re-take some units before cashing in their final grade. Each exam paper is unique, and so the difficulty of exams may vary slightly from year to year. Senior examiners take this into account in deciding on the raw marks needed for particular grades. They look at samples of candidates' work from the current year and from previous years, at examiners' reports and statistical data. For example, in one session 46 raw marks may be required for a grade E, and in the next session (because the paper is more straightforward) the E boundary may be set at 48. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken.

What is a UMS mark out of?

Each qualification is allocated a total uniform mark. Typically for A Level this may be 500 or 600 UMS. The total uniform mark for the qualification is split between the units in proportion to their importance (weighting). For example, in a specification allocated 400 uniform marks which has four equally weighted units, each unit will be allocated 100 uniform marks. However, if one unit carries less weight than the others, a practical exam for example, it will carry a smaller proportion of the UMS marks.

How is a unit raw mark converted to a uniform mark and grade and how is the overall subject grade determined?

Examiners use a conversion method to translate raw marks into UMS and then the range of uniform mark percentages allocated to a particular grade is the same each year:

- A: 80 - 100% of the total uniform marks allocated to the unit
- B: 70 - 79% of the total uniform marks allocated to the unit
- C: 60 - 69% of the total uniform marks allocated to the unit
- D: 50 - 59% of the total uniform marks allocated to the unit
- E: 40 - 49% of the total uniform marks allocated to the unit

So, each unit can be awarded a separate grade, but this is only the grade for that single unit. To work out the overall subject grade, the uniform marks obtained for each unit are added up and the subject grade is based on this total. The grade boundaries depend on the total number of UMS marks allocated to the qualification. The table below shows the number of uniform marks required for each grade, for subjects with totals of 500 or 600 UMS. To find out how many UMS marks are allocated to each subject, please see the assessment mapping section at the end of this booklet.

Total Uniform Mark (UMS) allocated to the A Level qualification	Subject grade awarded				
	80% of total UMS	70% of total UMS	60% of total UMS	50% of total UMS	40% of total UMS
	A	B	C	D	E
500	400 - 500	350 - 399	300 - 349	250 - 299	200 - 249
600	480 - 600	420 - 479	360 - 419	300 - 359	240 - 299

So how does a student achieve an A* grade?

A* is awarded at A2 subject level only, there is no A* at unit level. To obtain an A* a candidate must:-

- Obtain a grade A at A level - ie on an A Level with a 500 UMS maximum they must score a total of 400 or more and on a 600 UMS A level they need a total of 480 or more
- In addition**, students must average at least 90% in the A2 units.

How will I know if my child is working to the best of their ability - will they be given targets?

There is significant evidence that attainment at Key Stage 5 is strongly linked to attainment at GCSE. At Cardiff High we use a system called Alps (A level performance system) which analyses these links in order to help set targets. This system allows us to support students and teachers in working together to establish meaningful goals for students to work towards and, most importantly, to plan what they will need to do to achieve their goals. There is a separate presentation available to you in order to help you understand this system. Students will also be shown this presentation at school before completing their target setting activity early in the Autumn Term.

September Target Setting Activity

At the start of their Y12 students are guided through a target setting activity. This encourages them to reflect on past performance, to consider what they want to achieve at A Level and so establish what they think they will need to do in order to make this happen. At key points during the academic year students will re-visit their personal targets and reflect on their current progress.

Y13 Target Setting

At the start of Y13 students will carry out a similar target setting activity, reflecting on their AS results and their plans for the future. This will involve consideration of many aspects including the following questions.

- *Which subjects they should take through to year 13?*
- *Will they benefit from re-sitting any AS modules? What implications will this have on their Y13 exam load?*
- *How do their current grades relate to those demanded by universities or colleges for their preferred courses if they are considering further study post-18.*

Some Further Points about Targets

- *All targets are A2 targets - we do not set AS targets, as most students are aiming for A2 qualifications and separate targets can be confusing.*
- *The targets set by teachers are the grades we believe students could achieve by the end of year 13, should they adopt a positive attitude to their learning, act on the advice offered by their subject teachers and take advantage of all the support opportunities provided.*
- *Targets are not necessarily fixed and may be updated during the Key Stage.*
- *Via reports and parents' evenings at strategic points throughout the Key Stage, subject teachers will inform you how your child is progressing towards these targets.*
- *Throughout years 12 and 13 students are encouraged to reflect on their own performance and consider their own personal targets, not just in terms of a grade, but also in terms of the specific actions they need to take in order to make further progress. Student targets may not always be the same as the targets set by their teacher, however this is not a problem. Any differences will often be the catalyst for fruitful discussions about individual performance and how students can achieve their very best.*
- *Should there be specific concerns about your child's achievement, progress or attitude, the Achievement Team will contact you.*

Reports

The move from KS4 to KS5 can be quite daunting. There is a significant increase in the demands placed on students, both in terms of the content of the courses they are studying and also the new skills they need to develop. In addition, students are required to become increasingly independent in their approach to studying, to manage their own time and be proactive in seeking guidance when necessary.

You will naturally be concerned that your child settles well into their chosen subjects and begins to demonstrate the attitudes and approaches which will help them achieve to the very best of their potential. In view of this, our reporting procedures in Upper School start with an early interim attitudinal report at the end of the first half of the Autumn term.

Conduct & Effort

We seek to encourage students to adopt a positive and resilient attitude to school. In order to secure success and thrive, students need to be consistently ready and willing to learn. High levels of effort, participation and commitment will result in strong outcomes and valuable learning experiences.

Both Interim and Full Reports provide assessments about a student's attitude to learning. For each subject pupils will be awarded a score for their Conduct & their Effort according to the following criteria:-

	Conduct	Effort
1	- Always very polite and respectful to everyone, teachers, visitors and other pupils - Behaves very well throughout all lessons - Always works very well, both individually and with others - Supportive of other people	- Always tries their very best, even if they find something difficult - Always concentrates very well throughout all lessons - Always contributes very positively to activities - Always shows that they want to do well - Always shows that they care about their work
2	- Generally polite and respectful to everyone, teachers, visitors and other pupils - Behaves well for nearly all lessons - Works well both individually and with others	- Generally tries their best, even if they find something difficult - Concentrates well throughout nearly all lessons - Contributes positively to most activities - Shows that they want to do well in nearly all lessons - Shows that they care about their work in nearly all lessons
3	- Usually polite and respectful to others - Usually behaves well, but occasionally needs reminding of the rules - Usually works well both individually and with others, but occasionally needs reminding to follow instructions	- Usually tries their best, but can be put off if they find something difficult - Usually concentrates well, but occasionally needs reminding to focus - Usually contributes to activities, but occasionally needs prompting to get involved - Usually shows that they want to do well, but occasionally lacks motivation - Usually shows that they care about their work, but occasionally needs reminding to take more pride in it
4	- Sometimes needs reminding to be respectful - Sometimes needs reminding of the rules about behaviour - Sometimes needs reminding to follow instructions	- Sometimes tries their best - Sometimes needs reminding to focus - Sometimes contributes to activities - Sometimes shows that they want to do well - Sometimes shows that they care about their work
5	- Often needs reminding to be respectful - Often needs reminding of the rules about behaviour - Often need reminding to follow instructions	- Rarely tries their best and is often put off if they find something difficult - Rarely concentrates well and often needs reminding to focus - Rarely contributes to activities - Rarely shows that they want to do well - Rarely shows that they care about their work

Full Reports

Different types of report are produced at strategic points during the sixth form. An interim report provides a snapshot of attitudes to learning and serves to initiate discussion and intervention where necessary. A full report contains much more subject specific detail about targets, attainment, progress and areas for improvement. The timeline which follows provides information about the structure and content of the report cycle in Upper School. The different types of information included are explained below.

Overall A2 Level Target Grade

For both Y12 and Y13 we set an end of course A2 target. The A2 Target Grade represents an aspirational, challenging A2 target for students to work towards. If they apply themselves fully and act upon all the guidance and advice offered, this is the grade we would hope they might eventually achieve, when they sit their exams, at the end of the A Level course in the summer of Y13. This target is not fixed and may change over the course of the two years of Upper School.

A Predicted Fine Grade

In order to indicate where a student currently is, in relation to their target grade, teachers will use all the evidence available to them at the time of writing the report, in order to award a Predicted Fine Grade. This represents the grade the teacher believes this student is likely to achieve when they sit their examinations at the end Year 13, if they continue to work in the same way and make the same sort of progress, as they are doing at the time of writing the report.

Teachers will use a variety of evidence to arrive at this grade. This will include the standard of the student's work, both during lessons and for homework assignments. In addition, teachers will draw evidence from the student's performance in any relevant assessments, coursework or exams completed to date. In order to provide some extra detail, these grades are divided into three categories to give an indication of how secure this predicted grade is at the time of writing. For example:-

B1	<i>Current performance suggests the student is secure in going on to achieve a B grade and there is scope for them to possibly achieve an A.</i>
B2	<i>Current performance suggests the student is reasonably secure in going on to achieve a B grade.</i>
B3	<i>Current performance suggests the student is demonstrating aspects of B grade potential, however, this prediction is not yet secure and there is a possibility of their grade dropping to a C.</i>

- If the Target Grade and Predicted Fine Grade are similar, this suggests that the teacher believes that the student is on the right path and is likely to achieve this target as long as they keep working.***
- Where there is a gap between the Target Grade and the Predicted Fine Grade, this shows that the teacher believes that the student is capable of achieving the higher target, but that the student's current performance is not in line with this. Something needs to change in order for them to achieve their target.***

Updated Attitudinal Scores

Updated Conduct & Effort scores

A Written Comment

Each subject teacher writes a comment including areas of strength, progress made and other subject specific information



Upper School Timeline

Year 12 : Academic Year 2026-27



September 2026 - Y12 Induction & Introduction to Upper School Information Evening

This is an opportunity for both students and parents to learn about sixth form study in Cardiff High

October 2026- Y12 Interim Reports

An interim report is issued. The report provides an early indication about how your child has settled into Y12

November/December 2026—Internal Assessments & NEA (Non Examined Assessment)

Internal assessments are likely to take place before Christmas but will vary from subject to subject. Students may also be working on pieces of NEA which contribute to their actual grades. The curriculum mapping at the end of this document provides some broad assessment timeframes and more specific arrangements will be communicated with students by each department.

3rd December 2026 :- Y12 Parents' Evenings

This is an opportunity to talk individually to each of your child's teachers about their potential, current levels of achievement and progress.

March 2027- Full Y12 Report

A full report is sent home providing assessments of attitude to learning and a predicted fine grade for each subject. The A Level target is also included together with a comment detailing particular strengths and advice for improvement. If necessary parents may be invited into school to discuss any concerns arising from this report.

8th March 2027- Upper School Exam Information Evening

Parents and carers are invited into school for a presentation about external examination processes and advice on how best to support their child during the external examination season.

10th May 2027:- External AS Examinations Commence

Pupils sit external actual modules which make up their AS qualifications and contribute to A2 qualifications. Whilst lessons are suspended during this time, the Achievement Team and subject teachers are available to offer support and guidance.

14th June 2027 :- Y12 Pupils Return to School

All AS examinations are completed and Y12 pupils return to school and re-commence normal lessons. A significant amount of the A2 content can be covered before the end of the summer term. The UCAS process starts and students benefit from Health & Wellbeing Days and school trips.

8th July 2027:- Y12 UCAS Launch and Parent Information Evening

This is an opportunity for both students and parents to learn about the university application process.

Results Day:- Mid August 2027

AS Level Results are available from School. Key members of staff from the achievement team, subject specialists and other experts will be on hand to offer guidance, advice and support.



Upper School Timeline

Year 13: Academic Year 2027-28



Your child will enter Y13 in September 2027. Please note that as the calendar for the academic year 2027-28 has not yet been set, the following structure and timings are approximate and correct at the time of publication of this document.

September 2027 - Student Review of AS performance and review of targets

Students will be supported to reflect on their own AS performance and to consider the steps they need to take as they start the second year of their A Level studies.

November/December 2027: Internal Assessments & NEA (Non Examined Assessment)

Internal assessments are likely to take place before Christmas but will vary from subject to subject. Students may also be working on pieces of NEA which contribute to their actual grades. The curriculum mapping at the end of this document provides some broad assessment timeframes and more specific arrangements will be communicated with students by each department.

December 2027- Y13 Full Reports

A full report is sent home providing assessments of attitude and predicted final grade for each subject. The A Level target is also included together with a comment detailing particular strengths and advice for improvement. AS level prior attainment from Y12 may be commented on and subject teachers have the opportunity to provide specific advice for the crucial last period of study before the final A2 Exams. If necessary parents may be invited into school to discuss any concerns arising from this report.

March 2028:- Y13 Parents' Evening

This is an opportunity to talk individually to all of your child's teachers about how they are performing in their A2 courses. Advice will be provided about what they need to do in order to make further progress and how to prepare for their Summer examinations.

March/April 2028:- Upper School Exam Information Evening

Parents and carers are invited into school for a presentation about external examination processes and advice on how best to support their child during the external examination season.

March /April 2028 onwards—Practical Exams

Practical / oral / performance exams may be taking place in some subjects Eg Sciences, Music, Drama, French & Welsh

May 2028: - External A2 Examinations Commence

Pupils sit external modules which make up their A2 qualifications and possibly re-sit some AS modules. Whilst lessons have now finished, the Achievement team and subject teachers are available to offer revision support and guidance.

Mid August 2028: - Results Day

A Level results are available from school. The Key members of staff from the achievement team, subject specialists and other experts will be on hand to offer guidance, advice and support.



Departmental Contacts

<u>English</u>	Mrs. L. Lleision-Jones (Lleision-JonesL5@hwbcymru.net)
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<u>Law</u>	Mrs. E. Tumelty (TumeltyE@hwbcymru.net)
<u>Additional Learning Needs</u>	Mrs. M. Dolan (DolanM8@hwbcymru.net)

Key Stage 5 -Individual Subject Assessment Timelines (Students starting Y12 in Sept 2026)

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026	YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027	YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028	
Art & Design	WJEC 500 UMS	AS Unit 1-Candidate portfolio (40% - 200 UMS) A2 Unit 2-Personal Investigation (36% - 180 UMS) A2 Unit 3-Exam Task (24% - 120UMS)	Coursework Candidate Portfolio	INTERNAL ASSESSMENT PERIOD	Coursework Candidate Portfolio	Coursework Candidate Portfolio	Personal Investigation Coursework (Practical & Written elements)	Externally set exam task preparatory Work (TBC)	April 2028 15 hour exam over 3 days (TBC)
Business	WJEC 500 UMS	AS Unit 1-Written Exam (15% - 75 UMS) AS Unit 2-Written Exam (25% - 125UMS) A2 Unit 3-Written Exam (30% - 150 UMS) A2 Unit 4-Written Exam (30% - 150 UMS)				Summer 2027 AS Exams Unit 1 (15%) Unit 2 (25%)			Summer 2028 A2 Exams Unit 3 (30%) Unit 4 (30%)
Biology	WJEC 500 UMS	AS Unit 1-Written Exam (20% - 100 UMS) AS Unit 2-Written Exam (20% - 100 UMS) A2 Unit 3-Written Exam (25% - 125 UMS) A2 Unit 4-Written Exam (25% - 125 UMS) A2 Unit 5-Practical Exam (10% - 50 UMS)				Summer 2027 AS Exams Written Exams Unit 1 (20%) Unit 2 (20%)		April 2028 (Date set by WJEC) Unit 5 Practical Exam & Written Paper	Summer 2028 A2 Exams Unit 3 (25%) Unit 4 (25%)
Chemistry	WJEC 500 UMS	AS Unit 1-Written Exam (20% - 100 UMS) AS Unit 2-Written Exam (20% - 100 UMS) A2 Unit 3-Written Exam (25% - 125 UMS) A2 Unit 4-Written Exam (25% - 125 UMS) A2 Unit 5-Practical Exam (10% - 50 UMS)				Summer 2027 AS Exams Written Exams Unit 1 (20%) Unit 2 (20%)		April/May 2028 (Date set by WJEC) Unit 5 Practical Exam & Written Paper	Summer 2028 A2 Exams Unit 3 (25%) Unit 4 (25%)
Computer Science	WJEC 500 UMS	AS Unit 1-Written Exam (25% - 125 UMS) AS Unit 2-On screen Assessment (15% - 75 UMS) A2 Unit 3-Written Exam (20% - 100 UMS) A2 Unit 4-Written Exam (20% - 100UMS) A2 Unit 5-Coursework (20% - 100 UMS)	Theory & Practical Preparation		Theory & Practical Preparation	Summer 2027 AS Exams Unit 1 (25%) Unit 2 (15%)	Theory Preparation		March/April 2028 Approximate Coursework Deadline (20%)
DT Product Design	WJEC 500 UMS	AS Unit DT1-Written Exam (20% - 100 UMS) AS Unit DT2-NEA (Non Exam Assessment) Project (20% - 100 UMS) A2 Unit DT3-Written Exam (40% - 150 UMS) A2 Unit DT4-NEA Project (40% - 150 UMS)	DT2 NEA Project & Bespoke Theory Lessons NEA Project Iterative Analysis, research, design & development	DT2 NEA Project & Bespoke Theory Lessons NEA Project Final design, manufacture, testing & evaluation Exam preparation	Summer 2027 AS Exam Written DT1 Exam (20%) Begin DT4 NEA Project Iterative Analysis, research & design	DT4 NEA Project & Bespoke Theory Lessons DT4 NEA Project Iterative development of final solution & begin manufacture	DT4 NEA Project & Bespoke Theory Lessons DT4 NEA Project Final design, manufacture, testing & evaluation Exam Preparation	Summer 2028 A2 Exam Written DT3 Exam (40%)	

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026		YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027		YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028
Economics	WJEC 500 UMS	AS Unit 1-Written Exam (15% - 75 UMS) AS Unit 2-Written Exam (25% - 125UMS) A2 Unit 3-Written Exam (30% - 150 UMS) A2 Unit 4-Written Exam (30% - 150 UMS)				Summer 2027 AS Exams Unit 1 (15%) Unit 2 (25%)				Summer 2028 A2 Exams Unit 3 (30%) Unit 4 (30%)
English Literature	WJEC 500 UMS	AS Unit 1-Written Exam (20% - 100 UMS) AS Unit 2-Written Exam (20% - 100 UMS) A2 Unit 3-Written Exam (20% - 100 UMS) A2 Unit 4-Written Exam (20% - 100 UMS) A2 Unit 5-Coursework (20% - 100 UMS)	Study of set texts		Study of set texts	Summer 2027 AS Exams Unit 1 (20%) Unit 2 (20%)	Sept 2026- March/April 2027 Coursework & study of set texts Coursework Deadline (20%) Feb 2026			Summer 2028 A2 Exams Unit 3 (20%) Unit 4 (20%)
French	WJEC 500 UMS	AS Unit 1-Speaking (12% - 60 UMS) AS Unit 2-Listening, Reading Translation & Critical Response in Writing (28% - 140 UMS) A2 Unit 3-Oral exam (18% - 90 UMS) A2 Unit 4-Listening Reading & Translation (30% 150 UMS) A2 Unit 5-Critical & Analytical Response in Writing (12% - 60UMS)	Study of Film for the written essay. Study & practice of Listening, Speaking, Reading and Translation into English across the 2 areas of interest.			Summer 2027 AS Exams Unit 2	Study of Literature for the written essay. Study & practice of Listening, Speaking, Reading and Translation into French across the 2 areas of interest.			Summer 2028 A2 Exams Unit 4 (30%) Unit 5 (12%)
					April / May 2027 (date TBC) Unit 1 Speaking Exam				April / May 2028 (date TBC) Unit 3 Speaking Exam	
Geography	WJEC 500 UMS	AS Unit 1-Exam - Changing Landscapes (24% - 120 UMS) AS Unit 2-Exam - Changing Places (16% - 80 UMS) A2 Unit 3-Exam - Global Systems & Governance (24% - 120 UMS) A2 Unit 4-Exam - Contemporary Themes in Geography (16% - 80 UMS) A2 Unit 5-Independent Investigation (20% - 100 UMS)	Fieldwork Data Collection	ASSESSMENT PERIOD		Summer 2027 AS Exams Unit 1 (24%) Unit 2 (16%) Start Unit 5 Independent Investigation (20%)	Independent Investigation to be completed by October Half term (20%)			Summer 2028 A2 Exams Unit 3 (24%) Unit 4 (16%)
							ASSESSMENT PERIOD			
History	WJEC 500 UMS	AS Unit 1 Written Exam (20% 100 UMS) AS Unit 2 Written Exam (20% 100 UMS) A2 Unit 3 Written Exam (20% 100 UMS) A2 Unit 4 Written Exam (20% 100 UMS) A2 Unit 5 Non Examined Assessment (NEA) (20% 100 UMS)				Summer 2027 AS Exams Unit 1 Exam Unit 2 Exam	Coursework (NEA) Unit 5 (20%)			Summer 2028 A2 Exams Unit 3 Exam Unit 4 Exam

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026		YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027		YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028
Digital Technology	WJEC 500 UMS	AS Unit 1 - IT1 Exam (20% -100 UMS) AS Unit 2 - IT2 Coursework (20% - 100 UMS) A2 Unit 3 - IT3 Exam (30% - 150 UMS) A2 Unit 4 - IT4 Coursework (30% -150 UMS)	Unit 2 Coursework (20%) Unit 1 Theory (20%)	INTERNAL ASSESSMENT PERIOD	February 2027 Unit 2 Coursework Deadline	Summer 2027 AS Exams Unit 1 Exam (20%)	Unit 4 Coursework (30%)	INTERNAL ASSESSMENT PERIOD	February 2028 Unit 4 Coursework Deadline (30%)	Summer 2028 A2 Exams Unit 3 Exam (30%)
Law	WJEC 500 UMS	4 Written Exams AS Unit 1 - (25% - 125 UMS) AS Unit 2- (15% - 75 UMS) A2 Unit 3 (30% - 150 UMS) A2 Unit 4 (30% - 150 UMS)				Summer 2027 AS Exams Unit 1 (25%) Unit 2 (15%)				Summer 2028 A2 Exams Unit 3 (30%) Unit 4 (30%)
Maths	WJEC 600 UMS	4 Written Exams AS Unit 1 - Pure Maths (25% - 150 UMS) AS Unit 2 - Applied Maths (15% - 90 UMS) A2 Unit 3 - Pure Maths (35% - 210 UMS) A2 Unit 4 - Applied Maths (25% -150 UMS)	Internal initial algebra test			Summer 2027 AS Exams Unit 1 (25%) Unit 2 (15%)				Summer 2028 A2 Exams Unit 3 (35%) Unit 4 (25%)
Maths & Further Maths (2 A Levels)	WJEC 600 UMS for Maths & 600 UMS for Further Maths	<u>Maths</u> Unit 1 - Pure Maths (25% - 150 UMS) Unit 2 - Applied Maths (15% - 90 UMS) Unit 3 - Pure Maths (35% - 210 UMS) Unit 4 - Applied Maths (25% -150 UMS) <u>Further Maths</u> Unit 1 - Further Pure A(13.3% - 80 UMS) Unit 2 - Further Stats A (13.3% - 80 UMS) Unit 3 - Further Mechs A (13.3% - 80 UMS) Unit 4 - Further Pure B (35% -210 UMS) Unit 6 - Further Mechs B (25% -150 UMS)	Internal assessments covering pure and applied units		Internal assessments covering pure and applied units	Summer 2027 4 Exams covering the whole of the single Maths A Level Unit 1 (25%) Unit 2 (15%) Unit 3 (35%) Unit 4 (25%)	Internal assessments covering further pure, stats and mechanics units		Internal assessments covering further pure, stats and mechanics units	Summer 2028 5 A2 Exams Unit 1 (13.3%) Unit 2 (13.3%) Unit 3 (13.3%) Unit 4 (35%) Unit 6 (25%)
Media	WJEC 500 UMS	AS Unit 1 Written Exam (24% -120 UMS) AS Unit 2 Non Exam Assessment (16% - 80 UMS) A2 Unit 3 Written Exam (36% -180 UMS) A2 Unit 4 Non Exam Assessment (24% - 120 UMS)	Unit 1 Sections A & C Start Unit 2 in October		Unit 1 Section B Unit 2 on-going Submit work to WJEC prior to Easter break (16%)	Summer 2027 AS Exams Unit 1 (24%)	Unit 3 Sections A & B Start Unit 4 in October		Unit 3 Sections B & C Unit 4 on-going Submit completed Unit 4 Production (24%)	Summer 2028 A2 Exam Unit 3 (36%)

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026		YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027		YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028
Music	WJEC 500 UMS	AS Unit 1 Performing (12% - 60 UMS) AS Unit 2 Composing (12% - 60 UMS) AS Unit 3 Appraising Written Exam (16% - 80 UMS) Students choose the greater weighting in either Unit 4 or Unit 5 A2 Unit 4 Performing (22% or 14% - 110 or 70 UMS) A2 Unit 5 Composing (14% or 22% - 70 or 110 UMS) A2 Unit 6 Appraising Written Exam(24% - 120 UMS)	September 2026 Composition Briefing is published by WJEC	INTERNAL ASSESSMENT PERIOD	March - April 2027 (Date set by board) Performing Exam April 2027- Composing Controlled Assessment deadline Summer 2027 AS Exam: Written Appraising Exam		September 2027 Composition Briefing is published by WJEC	INTERNAL ASSESSMENT PERIOD	March - April 2028 (Date set by board) Performing Exam April 2028- Composing Controlled Assessment deadline Summer 2028:-A2 Exam: Written Appraising Exam	
Physics	WJEC 500 UMS	AS Unit 1 -Written Exam (20% 100 UMS) AS Unit 2 -Written Exam (20% 100 UMS) A2 Unit 3 -Written Exam (25% 125 UMS) A2 Unit 4 -Written Exam (25% 125 UMS) A2 Unit 5 -Practical Exam (10% 50 UMS)				Summer 2027 AS Exams Unit 1 (20%) Unit 2 (20%)			March/April 2028 (Date set by WJEC) Unit 5 Practical Exam (10%)	Summer 2028 A2 Exams Unit 3 Exam (25%) Unit 4 Exam (25%)
PE	WJEC 500 UMS	AS Unit 1 - Written Exam (24% - 120 UMS) AS Unit 2 - Practical consisting of:- Practical assessment in 1 activity; coaching; and a Practical & Performance Portfolio (16% - 80 UMS) A2 Unit 3 - Written Exam (36% 180 UMS) A2 Unit 4 - Practical consisting of:- Practical assessment in 1 activity; and a Practical & Investigative Research (24% - 120 UMS)	Dec 2026 Practical submission of video evidence		Jan 2027 Coaching moderation and assessment Feb 2027 Final PPP coursework deadline & Practical moderation of performance Part of Unit 2 (16%) March 2027 Practical Marks submitted	Summer 2027 AS Exams Unit 1 (24%)	Dec 2027 Mid Point Practical Assessment Investigative Research completed (part of Unit 4 -24%)		Feb 2028 Final IR coursework Deadline & Moderation of Practical (part of Unit 4 - 24%) March 2027 Practical Marks submitted	Summer 2028 A2 Exams Unit 3 Exam (36%)

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026		YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027		YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028
Psychology	WJEC 500 UMS	AS Unit 1 Written Exam (20% -100 UMS) AS Unit 2 - Written Exam (20% - 100 UMS) A2 Unit 3 - Written Exam (40% - 200 UMS) A2 Unit 4 - Written Exam (20% - 100 UMS)		INTERNAL ASSESSMENT PERIOD		Summer 2027 AS Exams Unit 1 (20%) Unit 2 (20%) After AS Exams Independent Psychological Investigation 1		INTERNAL ASSESSMENT PERIOD	Jan Feb 2028 Independent Psychological Investigation 2	Summer 2028 A2 Exams Unit 3 (40%) Unit 4 (20%)
Religious Studies	WJEC 500 UMS	AS Unit 1 - Exam (15% - 75 UMS) AS Unit 2 - Exam (25% - 125 UMS) A2 Unit 3 - Exam (20% - 100 UMS) A2 Unit 4 - Exam (20% - 100 UMS) A2 Unit 5 - Exam (20% - 100 UMS)				Summer 2027 AS Exams Unit 1 (15%) Unit 2 (25%)				Summer 2028 A2 Exams Unit 3 (20%) Unit 4 (20%) Unit 5 (20%)
Sociology	WJEC 500 UMS	AS Unit 1 - Exam (15% - 75 UMS) AS Unit 2 - Exam (25% - 125 UMS) A2 Unit 3 - Exam (25% - 125 UMS) A2 Unit 4 - Exam (35% - 175 UMS)				Summer 2027 AS Exams Unit 1 (15%) Unit 2 (25%)				Summer 2028 A2 Exams Unit 3 (25%) Unit 4 (35%)
Theatre Studies	WJEC 500 UMS	AS Unit 1 - Performance (24% - 120 UMS) AS Unit 2 - Written Exam (16% - 80 UMS) A2 Unit 3 - Performance & Evaluation Report (36% - 180 UMS) A2 Unit 4 - Written Exam (24% - 120 UMS)	Exploration of practitioners, styles & genres Study of exam text & development of Creative Log		Jan/Feb 2027 Unit 1 Internally Assessed Performance (24%) Submission of Creative Log & Evaluation	Summer 2027 AS Exam Unit 2 (16%)	Exploration of new practitioners, styles & genres Study of exam texts		March/April 2028 Unit 3 Externally Assessed Performance & Evaluation Report (36%)	Summer 2028 A2 Exam Unit 4 (24%)

SUBJECT	EXAM BOARD & UMS TOTAL	ASSESSMENT DETAILS (Where unit weightings are given - these represent the proportion of the full A Level)	YEAR 12 AUTUMN TERM 2026	YEAR 12 SPRING TERM 2027	YEAR 12 SUMMER TERM 2027	YEAR 13 AUTUMN TERM 2027	YEAR 13 SPRING TERM 2028	YEAR 13 SUMMER TERM 2028
Welsh 2nd Language	WJEC 500 UMS	AS Unit CA1 Oral Exam (15% -75 UMS) AS Unit CA2 Coursework (10% - 50 UMS) AS Unit CA3 Written Exam (15% - 75 UMS) A2 Unit CA4 Oral Exam (25% - 125 UMS) A2 Unit CA5 Written (15% - 75 UMS) A2 Unit CA6 Written Exam (20% -100 UMS)	Sept 26 - April 27: Coursework (10%)	March, April or May 2027 Oral Exam CA1 (15%)	May 2027 AS Exam Written Exam CA3 (15%)		March, April or May 2028 Oral Exam CA4 (25%)	Summer 2028 A2 Exams Written Exams CA5 (15%) CA6 (20%)

Information for candidates

AI (Artificial Intelligence and assessments)

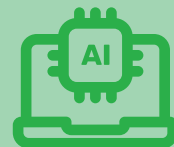
What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

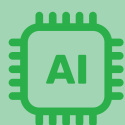
AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

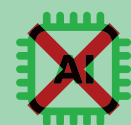
When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.



**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, *ChatGPT 3.5* (<https://openai.com/blog/chatgpt/>), 25/01/2025.

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK

If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

*****Declare** – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.





Joint Council for
Qualifications^{CIC}

Information for candidates

Written examinations

Effective from 1 September 2026

Produced on behalf of:



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This document has been written to help you.

Read it carefully and follow the instructions.

If there is anything you do not understand, ask your teacher.

You should also check with your teacher which calculator you may use in your exams.

A. Regulations – Make sure you understand the rules

- 1** Be on time for all your exams. If you are late, your work might not be accepted.
- 2 Do not** become involved in any unfair or dishonest practice during the exam.
- 3** If you try to cheat or break the rules in any way, you could be disqualified from **all** your exams.
- 4** You **must not** take any unauthorised material into the exam room, including:
 - (a) notes;
 - (b) earphones or earbuds (e.g. AirPods), MP3/4 players or similar devices, smart devices, smart glasses, tablets (e.g. iPads or iPods);
 - (c) a mobile phone;
 - (d) a watch (e.g. analogue, digital, smartwatch);

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to sanctions and possible disqualification.

- 5 Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 6 Do not** talk to or try to communicate with or disturb other candidates once you have entered the exam room.
- 7** You **must not** write inappropriate, obscene or offensive material.
- 8** If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 9 Do not** borrow anything from another candidate during the exam.

B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of your exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other permitted equipment needed for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may be used only for diagrams, maps, charts, etc, unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, dictionaries and computer spellcheckers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
 - (a) make sure it works properly; check that the batteries are working properly;
 - (b) clear anything stored in its memory and make sure it is in exam mode;
 - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
 - (d) **do not** bring any operating instructions or prepared programs into the exam room.
- 3 **Do not** use a dictionary or computer spellchecker unless you are told otherwise.

D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
 - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - (b) the question paper is incomplete or badly printed;
 - (c) you think you have not been given the expected access arrangement(s).
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet. **Do not** open the question paper until you are told that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and place any additional answer sheets inside your answer booklet. (For CCEA examinations place any additional sheets behind your answer booklet.)

Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

E. Advice and assistance

- 1 If, on the day of the exam, you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
 - (a) you have a problem and are not sure what you should do;
 - (b) you do not feel well;
 - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.

F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.

Place any loose additional answer sheets inside your answer booklet.

Make sure you add your candidate details to any additional answer sheets that you use.

For CCEA examinations, any loose additional answer sheets should be placed **behind** your answer booklet.

- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets (used or unused), rough work or any other materials provided for the exam.



Joint Council for
Qualifications^{CIC}

Information for candidates

Non-examination assessments

Effective from 1 September 2025

Produced on behalf of:



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This document tells you about some things that you **must** and **must not** do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

If there is something that you do not understand, you **must** ask your teacher.

Preparing your work — good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will then record the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you **must** write up your **own account** of the assignment. Even if the information you have is the same, you **must** describe in your own words how that information was obtained. You **must draw your own conclusions from the data**.

You **must** meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it. **Do not** share it with anyone, including posting it on social media. You must always keep your work secure and confidential. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use any prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources, such as textbooks, encyclopedias, journals, TV, radio and on the internet.

You can demonstrate your knowledge and understanding of a subject by using information from sources, or generated from sources, which may include the internet and AI. Remember, though, information from these sources may be incorrect or biased. You **must** take care how you use this material - you cannot copy it and claim it as your own work.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You **must** take care how you use this material though - you **cannot** copy it and claim it as your own work.

The regulations state that:

‘the work which you submit for assessment **must** be your own’;

‘you **must not** copy from someone else or allow another candidate to copy from you’.

When producing a piece of work, if you use the same wording as a published source, you **must** place quotation marks around the passage and state where it came from. This is known as **referencing**. You **must** make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and **must** show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: http://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2026.

Where computer-generated content has been used (such as an AI chatbot), your reference **must** show the name of the AI tool used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2026. You should also reference the sources used by the AI tool in generating the content.

You **must** retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non-editable format (such as a screenshot) and provide a brief explanation of how you used it. This **must** be submitted with your work for final assessment so that your teacher can review the work, the AI-generated content and how it has been used.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether this is necessary. Where required, your bibliography **must** list the full details of publications you have used in your research, even where these are not directly referred to. For example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Plagiarism

Plagiarism involves taking someone else's words, thoughts, ideas or outputs and trying to pass them off as your own. It could also include AI-produced material. **Plagiarism is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who will be very familiar with work on the topic concerned. They may have read the source you are using or even marked the work you have copied from.
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Sanctions for breaking the regulations

If it is discovered that you have broken the regulations, one of the following sanctions will be applied:

- you will be awarded zero marks for your work;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which sanction is appropriate.

REMEMBER – IT’S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK.