The NC: What’s changing?

The final version of the new Key Stage 3 Programme of Study was published in September 2013, ready for teaching from September 2014. National Curriculum Levels have been removed and will not be replaced.

What has the government said about assessment?

Schools will be able to introduce their own methods of assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned.

Taken from a Department for Education article on assessing without levels, published June 2013.}

Schools are telling us that they are considering a number of options when it comes to assessment criteria, such as using assessments taken from a Department for Education article on assessing without levels:

"Published June 2013.

Schools will be able to introduce their own methods of assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned."

End-of-lesson assessments

There’s an End-of-lesson assessment for every double-page in the student book. These are formatted multi-choice/multi-screen interactive tests which students complete on-screen, great for checking knowledge either in class or for homework. The tests are auto-marked, giving feedback for the student and the student outcome is recorded as a percentage in your Kerboodle markbook.

Self-assessments

For each chapter in the student book there's a Self-assessment, complete on-screen, taking approximately 10 minutes. These are auto-marked, with the students' responses recorded in your markbook.

Exam-style questions

For every chapter, there’s an Exam-style question at a KS3-appropriate level. For each question there is:

1. a front-of-class presentation to help you discuss what students are required to do and how they can achieve the mark they want
2. teacher notes, including mark scheme, differentiation suggestions and sample answers
3. the task, for students to complete on paper. You will need part of a lesson to brief your students and up to 20 minutes for them to write their answers. You mark the questions using descriptors built around Bloom’s Taxonomy. You can convert the marks into scores using the mark scheme and enter them into your Kerboodle markbook.

Extended assessment tasks

There’s an Extended assessment task for every chapter, which consists of:

1. a front-of-class presentation to help you brief your students
2. teacher notes, mark scheme and sample answers
3. the task, for students to complete on paper. You’ll need a lesson or part of a lesson to brief your students, and the students will need approximately two hours to complete their task. You mark the task using descriptors built around Bloom’s Taxonomy and it’s easy to convert the marks into scores which can be entered into your Kerboodle markbook.

How does geog.123 support assessment?

Schools are telling us that they are considering a number of options when it comes to assessment criteria, such as continuing to follow existing level criteria, or introducing grade indicators or terms based on Bloom’s Taxonomy. Whichever approach you take, geog.123 Kerboodle provides a flexible bank of assessment options.

A higher profile for:

- core knowledge
- locational knowledge
- physical geography and earth science topics: glaciation, floods, weathering, soils and the geological timeline are all specified
- a requirement to study a region in Africa and a region in Asia
- a list of continents, regions, and countries is also detailed: Africa, Asia (including China and India), the Middle East, and Russia.

There’s a link to the complete Programme of Study on our website: www.sortedsecondary.co.uk/geog.123

Opportunities for assessment are also highlighted in your Teacher’s Handbook.

Take a closer look at some sample assessments here.