

<i>Citizenship studies</i>	6	U x2 4 x2 5 x1 8 x1	OCR		
<i>Business studies</i>	1	5 x1	Pearson		
<u>TOTAL ABOVE 4</u>	38 GCSE courses	23 (60.5%)			
<u>TOTAL 1-9</u>	GCSE courses	34 (89.5%)			
<u>Entries with no results</u>	3 GCSE courses	4 (10.5%)			

Comments: This year qualifications have been determined by teacher assessed grades or TAG's. The TAG assessments were a combination of classroom assessments, mock examinations and classroom work. In 2020 PHS managed to obtain qualifications in 6 GCSE subjects and in 2021 this has increased to 13 GCSE subjects with a pass rate of 60.5%. Business Studies was offered through external tutors and a CAMNAT qualification in health and wellbeing: child development was first offered.

2020

GCSE				Functional Skills				ELC			
<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>	<u>subject</u>	<u>Candidates</u>	<u>results</u>	<u>Exam board</u>
ENGLISH language	1	5	AQA	ENGLISH Level 2	1	1 pass	AQA	ENGLISH step up to English	9	Level 3 x5 No pass x5	AQA
First language English	1	3	Cambridge iGCSE	MATHS Level 1	2	Pass x2	AQA	MATHS	4	Level 1 x1 Level 2 x1 Level 3 x2	AQA
MATHS Foundation	1	2	Edexcel	ICT Level 1	2	Pass x2	OCR	SCIENCE Single award	3	Level2 x3	AQA
MATHS Higher	1	6	Edexcel	ICT Level 2	3	Pass x3	OCR	Further science	7	Level 2 x4 Level 3 x3	edexcel
SCIENCE Coord sciences double award	2	2-2 x1 4-4x1	Cambridge iGCSE	TOTAL PASS RATE		5 (100%)		TOTAL PASS RATE	23 courses	(100%)	
PHOTO	1	1 x1	AQA					Entries with no results	0 courses	0 (0%)	
TOTAL ABOVE 4	3 GCSE courses	4 (44%)		AWARDS							
TOTAL 1-9	6 GCSE courses	9 (100%)		<u>subject</u>	<u>candidates</u>	<u>Results</u>	<u>Exam Board</u>				
Entries with no results	0 GCSE courses			Maths Award in number and measure	3	Level 1 Pass x3	Edexcel				
				TOTAL PASS RATE		3 (100%)					

Comments: This year entries are based on teacher assessment and not formal examination due to the Covid crisis. All examinations were cancelled for the June series. Pupils were put forward who would of passed their formal examinations. Some pupils were not entered due to the absence of formal examination. These pupils lacked classwork to justify entering them during these difficult circumstances. During a normal examination year these pupils would have been entered. Putting them forward this year would have put them in a disadvantage.

