



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### English

#### OCR GCE English Language and Literature (OCR H474)

1. Evidence was gathered across all examined and non-examined components.
2. For examined components, multiple pieces of evidence have been included in the evidence bundle in order to demonstrate student progression and progress.
3. For examined components, all evidence conforms to the question requirements as the students would have experienced in exam conditions. The majority of evidence is from essays done in exam conditions, or as assessment pieces of work.
4. For the non-examined components, students have completed the task as per the usual requirements of this part of the course.
5. Evidence has been gathered and clearly demarcated for each student. Raw scores have been recorded on a front sheet.
6. A combination of raw scores and the grade descriptors have been used to support in awarding the student their overall grade. Though individual pieces of work have been assessed on their own merits, the grade has been awarded across the entire evidence folder which covers all units of work.
7. Each piece of work has been moderated by another teacher on the course – raw scores have been adjusted where relevant.
8. Each student's holistic folder has been moderated against the grade descriptors by all teachers on the course.

#### OCR GCE English Literature (OCR H472)

1. Evidence was gathered across all examined and non-examined components.
2. For examined components, multiple pieces of evidence have been included in the evidence bundle in order to demonstrate student progression and progress.
3. For examined components, all evidence conforms to the question requirements as the students would have experienced in exam conditions. The majority of evidence is from essays done in exam conditions, or as assessment pieces of work.
4. For the non-examined components, students have completed the task as per the usual requirements of this part of the course.
5. Evidence has been gathered and clearly demarcated for each student. Raw scores have been recorded on a front sheet.
6. A combination of raw scores and the grade descriptors have been used to support in awarding the student their overall grade. Though individual pieces of work have been assessed on their own merits, the grade has been awarded across the entire evidence folder which covers all units of work.
7. Each piece of work has been moderated by another teacher on the course – raw scores have been adjusted where relevant.
8. Each student's holistic folder has been moderated against the grade descriptors by all teachers on the course.

#### OCR Extended Project Qualification (OCR H857)

1. This course is a non-examined component with marking criteria applied across one project.
2. Students were able to complete the project despite lockdown, as it is an independently driven project.
3. Raw scores were given to the project based on the four assessment criteria, to give an overall total – as in usual years. The cover sheet/marking sheet has been completed as in usual years.
4. The raw score/AO achievement was cross-referenced with the grade descriptors.
5. The work was marked by the course leader and then moderated by the Head of Sixth Form.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### Mathematics

#### OCR GCE Mathematics A (OCR H240)

#### EDEXL Further Mathematics (EDEXL 8FM0)

All students had the opportunity to complete mock exams in January 2021, OCR check in mini tests for Pure (10 assessments), Statistics (5 assessments) and Mechanics (4 assessments). In term 5 students completed 3 past papers. All students had the opportunity to fill in gaps and ensure they had a complete evidence bundle of assessments. Exam board mark schemes were used. A process of marking moderation was carried out. Historic grade boundaries were applied to the scores on each assessment in order to provide a starting point to the final teacher assessed grade.

In the dept INSET guidance on moderating was shared with the dept:

- Sources of evidence should be consistent across the cohort, if other evidence has been provided the reasons for this being included should be documented.
- Grade descriptors should have been applied fairly and appropriately, the grade awarded should depend upon the extent to which the student has met the assessment objectives, shortcomings in some aspects may be balanced by better performance in others.
- The final grade awarded should be a holistic objective judgement based on evidence of performance.

A-Level teachers reviewed each evidence folder and agreed a proposed TAG. Moderators considered the evidence as a whole and determined if there was consistency across folders within in each grade. Where they agreed with the teacher recommended TAG, the form was signed and the TAG confirmed. Where the moderators disagreed the folder was brought to the central group following all groups completing their allocated moderation for the group to agree the final TAG.

### Science

#### EDEXL BTEC Applied Science (EDEXL WYG76)

The course is made up of 4 units, two which are externally marked examined units and two internally marked coursework units. In year 12 the students received a Centre Assessed Grade (CAG) for their Unit 2 coursework grade. This unit was marked by 4 different assessors who had all taken part in a moderation session to ensure they were aware of the marking criteria. The work also went through the Internal Verification process. A grade was required for this unit by the exam board in order to enable Pearson's to determine a grade to be awarded for their Unit 3 exam which they were due to sit in May but was then cancelled.

The students were able to sit their second examined unit, Unit 1, in January 2021 and so received an externally marked grade for this unit.

The final unit, unit 8, was an internally assessed coursework unit. This unit was unable to be fully completed as the students were unable to complete a resubmission for the final assignment before the internal deadline for the TAGs to be entered. This unit was sampled by our standards verifier. He was only able to sample the first assignment as this was the only piece that was fully completed and internally verified before the deadline for his report. His report agreed with the marking that was completed and the assessment decisions that were made. The remaining two assignments were marked and internally verified through the same process to determine a grade for this unit.



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## A Level or Equivalent Subjects

The marks for each unit were then placed in our tracker to determine a final point score. This was then compared to the most recent grade boundaries for the course to decide on a final grade for each student.

### **OCR GCE Biology (OCR H420)**

As part of the evidence portfolio students have completed a mock exam and 11 assessments. These assessments have been completed under exam conditions, however some of the assessments were completed at home when they were on virtual weeks. The assessments were all formed from past paper questions, including a majority of questions from November 2020 papers. They were all structured as a formal exam paper, with a small proportion of multiple-choice questions at the start then short and long answer questions. The topics covered were a full breadth and range from papers 1 and 2 but discounted the small amount of content not delivered due to lockdowns.

Students also completed some assessment materials provided by the exam board in addition to these assessments, however these were completed independently so the level of control was less.

The marking of these assessments was completed by Biology teachers being randomly allocated a set number of assessments to mark. The marking was then quality assured across all the teachers of Biology.

Teachers of the students then reviewed all of the assessment evidence and the mock exam with the grade descriptors to provide their TAG.

The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.

### **OCR GCE Chemistry (OCR H432)**

As part of the evidence portfolio students have completed a mock exam and 11 assessments. These assessments have been completed under exam conditions, however some of the assessments were completed at home when they were on virtual weeks. The assessments were all formed from past paper questions, including questions from the November 2020 papers. They were all structured as a formal exam paper, with a small proportion of multiple-choice questions at the start then short and long answer questions. The topics covered were a full breadth and range from papers 1 and 2 but discounted the small amount of content not delivered due to lockdowns.

Students also completed some assessment materials provided by the exam board in addition to these assessments, however these were completed independently so the level of control was less.

The marking of these assessments was completed by the majority teacher, but then quality assured by the other Chemistry teacher.

Both teachers then reviewed all of the assessment evidence and the mock exam with the grade descriptors to provide their TAG.

The grades and portfolios of evidence were then quality assured by the Head of Science and Subject Leads.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### Visual Arts

#### **AQA GCE Art & Design (Fine Art) (AQA 7202)**

In order to establish an evidence base on which to determine students A level Fine Art grades the following approach was followed:

The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their Personal investigation units for component 1 and these were delivered in the same manner consistently.

The teacher and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of student's Personal Investigation units took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 A level art and design specifications.

For the A level Fine Art specification for the 2021 cohort, students were to only complete component 1: a personal investigation unit, which was to consist of a self-directed sustained project based on a theme, idea or interest chosen by the student. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

"To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students' level of attainment and ability" (AQA assessment resources art and design 2021).

All students have produced their Personal Investigation unit that covers all of the four assessment objectives holistically. All students have produced enough sustained evidence of the assessment objectives that enables sufficient evidence on which to establish a qualitative measure of their individual grade, however in completed work will not disadvantage any student in the gathering of their holistic grade, this includes in some cases, some written elements of student's personal investigation units not being as thorough or completed as normal standards would expect.

The nature of the A-level Personal investigation unit specification means that student's evidence will be individual in the themes, outcomes, experimentations, and realisations of intentions. This is in line with the specification, but all students' portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.

#### **AQA GCE Art & Design (Graphic Communication) (AQA 7203)**

In order to establish an evidence base on which to determine students A level Graphic Communication grades the following approach was followed:

The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their Personal investigation units for component 1 and these were delivered in the same manner consistently.

The teachers and head of department worked together in order to quality assure the students' work and all teachers involved in the marking of student's Personal Investigation units took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 A level art and design specifications.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

For the A level Graphic Communication specification for the 2021 cohort, students were to only complete component 1: a personal investigation unit, which was to consist of a self-directed sustained project based on a theme, idea or interest chosen by the student. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

“To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students’ level of attainment and ability” (AQA assessment resources art and design 2021).

All students have produced their Personal Investigation unit that covers all of the four assessment objectives holistically. All students have produced enough sustained evidence of the assessment objectives that enables sufficient evidence on which to establish a qualitative measure of their individual grade, however in completed work will not disadvantage any student in the gathering of their holistic grade, this includes in some cases, some written elements of student’s personal investigation units not being as thorough or completed as normal standards would expect.

The nature of the A level Personal investigation unit specification means that student’s evidence will be individual in the themes, outcomes, experimentations, and realisations of intentions. This is in line with the specification, but all students’ portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.

It must be noted that access to some of the digital software usually used in the teaching and delivery of this course was hindered due to COVID 19 restrictions.

### **AQA GCE Art & Design (Photography) (AQA 7206)**

In order to establish an evidence base on which to determine students A level Photography grades the following approach was followed:

The teachers involved in teaching this course and the head of department worked together to ensure that all students were given the same project guidance for their Personal investigation units for component 1 and these were delivered in the same manner consistently.

The teachers and head of department worked together in order to quality assure the students’ work and all teachers involved in the marking of student’s Personal Investigation units took part in AQA standardisation and were fully aware of all the AQA and JCQ guidelines and exemplification materials provided in order to mark the 2021 A level art and design specifications.

For the A level Photography specification for the 2021 cohort, students were to only complete component 1: a personal investigation unit, which was to consist of a self-directed sustained project based on a theme, idea or interest chosen by the student. In line with NEA guidance, students were to try and complete where safe and able to do so as much of their NEA as possible, but the marking of NEA should consider incomplete elements:

“To make an informed judgement, the assessment is based on the evidence the student has produced throughout the course. Although this may not be complete in terms of the normal expectations, it should be used as the basis for making a well-considered and reliable decision as to the students’ level of attainment and ability” (AQA assessment resources art and design 2021).



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

All students have produced their Personal Investigation unit that covers all of the four assessment objectives holistically. All students have produced enough sustained evidence of the assessment objectives that enables sufficient evidence on which to establish a qualitative measure of their individual grade, however in completed work will not disadvantage any student in the gathering of their holistic grade, this includes in some cases, some written elements of student's personal investigation units not being as thorough or completed as normal standards would expect.

It should be noted that access to some of the specialised photographic equipment was very limited at times during this course due to the impact of the pandemic.

The nature of the A level Personal investigation unit specification means that student's evidence will be individual in the themes, outcomes, experimentations, and realisations of intentions. This is in line with the specification, but all students' portfolios will have provided evidence for the grade descriptors from both AQA and JCQ.

### Business

#### EDEXL BTEC Subsidiary Diploma in Business (EDEXL RC964)

Six individual units must be completed for the BTEC Level 3 Subsidiary Diploma in Business (QCF)

- Unit 1 - 'Investigating business' (Mandatory unit)
- Unit 2 - 'Business resources' (Mandatory unit)
- Unit 3 – 'Introduction to marketing' (Mandatory unit)
- Unit 4 – 'Business communication' (Mandatory unit)
- Unit 10 – 'Market research in business'
- Unit 19 – 'Developing teams in business'.

Units 1, 2 and 3 were completed in 2019-20 and Centre Assessed Grades (CAG) interim grades entered in June 2020.

Units 4 and 10 have been completed in 2020-21.

BTEC determined that for the Level 3 Subsidiary Diploma – 2010 (QCF) there would be a maximum reduction in mandatory or optional internal assessments for learners certificating in 2021 of 10 credits (1 unit).

BTEC QCF Nationals 2010 Qualification size	Maximum Reduction in Mandatory or Optional Internal Assessments for learners certificating in 2021 and for learners who registered September 2020 and certificating in 2022.
Certificate (180 GLH)	None
Subsidiary Diploma (360 GLH)	10 Credit
90-Credit Diploma (540 GLH)	10 Credit
Diploma (720 GLH)	20 Credit
Extended Diploma (1080 GLH)	20 Credit

Unit 19 'Developing Teams in Business' was the Unit selected to be allocated a 'Z' Q-TAG for the cohort as it would have required an event to be run and subsequently evaluated by the students during the 2020-21 COVID winter lockdown.

Unit 10 has been internally verified and the Assessment Plan, Assignment Briefs and students' work submitted to the Business Standards Verifier (SV) for external verification. Verification of submitted grades for Unit 10 were confirmed by BTEC external Business SV.

Unit 4 has been internally verified – Assessment Plan, Assignment Briefs and students' work were submitted to the Business Lead Verifier for internal verification.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### EDEXL GCE Business (EDEXL 9BS0)

Normal specification – 3 x 2-hour papers:

- Paper 1: Themes 1 and 4 (Marketing, People and Globalisation);
- Paper 2: Themes 2 and 3 (Managing business activities and strategic business decision-making);
- Paper 3: Themes 1, 2, 3 and 4 based around a pre-released six point research plan on a specific global industrial sector.

In order to establish an evidence base on which to determine A-level Business students' grades the following actions were taken. Firstly, all students sat an AS Theme 1 'Marketing and People' paper in October 2020. Subject content for Theme 4 (Globalisation) continued throughout November/December 2020. On 12.01.21 students sat a 2 hour 'virtual' on-line mock comprising questions from all four themes. These papers were submitted via Teams/email for marking. For the remainder of Term 3 students completed the remainder of Theme 4 content. All specification content was taught by end of January 2021. In order to determine TAGS for their A-level business studies each student completed a portfolio of evidence comprising past paper exam questions commencing with those that had appeared in.

Theme 2 followed by Theme 3 and then Theme 3 and Theme 4.

'Assessment Paper' comprising questions from Themes 1,2,3 + 4 (/100)
Theme 2 Managing Business Activities: assessments Retained profit – 2019, P2, Q1 (c) [10] - ( <i>Vision Spring</i> ) Methods of finance – 2017, P2, Q2 (d) [12] - ( <i>AG Barr</i> ) Measuring profitability – 2017, P3, Q2 (d) [20] - ( <i>Pure Gym</i> )
Theme 2 Managing Business Activities: assessments Link bet. productivity + competitiveness – 2018, P2, Q2 (3) [20] - ( <i>VW</i> ) Economic influences 2018, P2, Q1 (d) [12] - ( <i>Mumtaz</i> ) Exchange rates 2019, P3 Q1 © [12] - ( <i>UK holiday consumers</i> )
Theme 3 Business Decisions and Strategy: assessments Ansoff's Matrix – 2019, P3, Q1 (d) [20] Porter's Strategy matrix – 2018, P2, Q1 (e) [20] - ( <i>Mumtaz</i> ) Mergers and takeovers – 2017, P2, Q2 (d) [12] – ( <i>AG Barr- see above</i> )
Theme 3 Business Decisions and Strategy: assessments Ratios supporting external growth – 2017, P3, Q2 (d) [20] - ( <i>Pure Gym</i> ) Short-termism vs long-termism – 2018, P2, Q2 (d) [12] – ( <i>Toyota</i> ) Shareholders v stakeholders 2017, P2, Q2 (e) [20] – ( <i>Unilever</i> ) Ethics and trade-offs – 2017, P3, Q1 (a) [8] – ( <i>UK Gyms</i> )
Theme 1 Marketing and People: assessments Price elasticity of demand – 2017, P3, Q1 © [12] – ( <i>UK Gyms</i> ) Pricing strategies – 2019, P3, Q2 (d) [20] – ( <i>Ryanair/Air Europa</i> )
Theme 1 Marketing and People: assessments Company ownership – 2018, P1, Q2 © [10] – ( <i>Ebac Ltd</i> ) PLC to stock market floatation – 2019, P1 Q1, © [10] – ( <i>Spotify</i> ) Entrepreneur to leader – 2019, P3, Q2 (a) [8] – ( <i>Michael O'Leary</i> )
Paper 1 assessment (Nov 2020 exam paper) – closed book – [100] -
Paper 2 assessment (Nov 2020 exam paper) – closed book – [100]
Paper 3 assessment (June 2019) – open book research materials – [100]

Students completed two whole paper tasks under exam conditions (Papers 1 and 2 from the June (November) 2020 series, and in addition, sat an open-book exam for Paper 3 using the June 2019 Global travel industrial sector research base.

This approach ensured that all students had the opportunity to sit both formative and summative assessments that followed the 2-hour format of 3 x 2 hour papers for Papers 1 and 2 and a four hour



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## A Level or Equivalent Subjects

allowance for Paper 3 since time had not been allocated for the normal allocation of industry sector research (this would normally have been allocated substantial teaching time in Term 4).

Students' work was weighted in favour of a 70:30 split across five summative pieces of work:

- Theme 1 paper: [01.10.20]
- Mock paper (including all four themes): [12.01.21]
- One closed book full x 2-hour Paper 1 on Themes 1 and 4: [26.04.21]
- One closed book full x 2-hour Paper 2 covering Themes 2 and 3: [30.04.21]
- One open book Paper 3 with additional time allowance covering Themes 1, 2, 3 and 4:[10.05.21].

Work was internally moderated by a highly experienced Business teacher/senior member of SLT where students' work was viewed through the prism of JCQ subject descriptors.

### Drama

#### BTEC Performing Arts (Acting) (QCF) (EDEXL LJ799)

Unit 19 Internally assessed coursework	Unit 32 Internally assessed coursework	Unit 18 Internally assessed coursework	Unit 20 Internally assessed coursework	Unit 7 Internally assessed coursework	Unit 9 Internally assessed coursework
Completed at the start on year 12	Given a CAG at the end of year 12	Given a CAG at the end of year 12	Completed at the start of year 13 and moved from year 12 to enable more face-to-face teaching	Completed	Completed
Completed at the start of year 12 in full	Started in January year 12 and was only one week away from the final performance (the final task) when lockdown 1 happened	Started in January year 12, with only one of the three originally required monologues not performed (the final task) when lockdown 1 happened. Amended requirements meant that students only needed to perform two monologues.	This unit was moved into year 13. Students had undertaken the study of two styles, but only one was 'marked' as per the amended requirements and because the second style was due to be performed when lockdown 2 happened.	Due to the requirements of both of these units they could be taught together and so this also enabled Unit 20 to be taught in year 13. Students have been able to research and fully prep the performance at home, producing a series of interlinking monologues on a given theme. These could also be rehearsed to a degree. On returning to school, post lockdown 2, students have a significant amount of time (March-May) to rehearse and polish the piece for the final performance (the final task). Their hard work and enthusiasm have meant that the amended specification requirements have not been necessary.	

All units are Non-Examined Assessments (NEA). Grades have not been impacted by lockdown and some of the concessions issued by the board have not been needed. TAGs are being awarded using previous, fixed grade boundaries (from the Legacy specification), with the combination of all 6-unit points as usual.

All performance work has been marked jointly by the teachers. Students have had written work marked by their designated teacher, with a sample marked by both teachers, in line with BTEC Internal Verification guidance. This is also helped by the fact that both teachers teach the class.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### Football Academy

#### EDEXL BTEC Foundation Diploma in Sport (BTXD3)

The approach to gathering evidence and subsequent TAG was a result of a number of processes being brought together.

The students had completed 3 out of 5 course work units. These grades were used to determine the students predicted grade across all of the 5 pieces of work giving due consideration to any progression that may have been seen. The 3 pieces of work were subjected to the normal BTEC protocols of internal verification with a 100% sample being carried out and recorded both on the student work and on an Internal Verification tracking sheet.

The two external exams were of course cancelled but we thought it prudent to at least carry out some kind of assessment on one of these units to give us a perspective of how the student would have coped with its demands. The Fitness Training & Programming unit was chosen as the vehicle for this process. Classroom teaching approached all assessment criteria and a subsequent assessment of all criteria took place. This was subjected to Internal Verification with 100% sampling taking place.

Finally, these two approaches and the rigour of internal verification were used to formulate a TAG.

### Football Academy Level 3 BTEC Extended Diploma in Sport

The approach to gather evidence and a subsequent TAG was a result of a number of processes being brought together.

The students had completed 2 out of 5 course work units and the focus was then on a January exam for Sport & Business.

The two completed course work units were subjected to the normal BTEC protocols of internal verification with a 100% sample being carried out and recorded both on the student work and on an Internal Verification tracking sheet.

The Sport and Business exam did run in January and students had a choice to attend or not. Students that chose not to attend were not disadvantaged as evidence from up to 3 mock exams were used to formulate a grade. These mocks also provide a good insight into student progression going into the exam.

For two remaining course work units (Skill Acquisition & Sports Injuries) one task was taken from each assignment and given as a mini assignment following classroom teaching and input. This provided us with further evidence towards a TAG. These mini assignments were subjected to 100% sampling and Internal Verification.

Again, two approaches and the rigour of internal verification were used to formulate a TAG.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### French

#### AQA GCE ADV French (AQA 7652)

In order to establish an evidence base on which to determine the student's French grade for A-Level the following approach was followed:

In normal time students would be given a holistic grade based on their performance in a listening, reading, writing paper (Paper 1), a speaking exam (Paper 3) and an essay-based writing exam on their chosen book and film study (Paper 2). This year, for obvious reasons, the speaking component is not taking place but the final judgement for the TAG will still take some of the student speaking performance/work into account. The student's TAG will mainly be based on evidence collected for their listening, reading and writing paper 1 mini assessments and past paper exams as well as their performance in paper 2 exam style questions. The content of these mini assessments and paper includes the full range of topics for the course as detailed below.

The A-Level French course is divided into 4 themes and each theme has a variety of topics as follow

Theme 1: Aspects of French-speaking society: current trends

- Unit 1 – La famille en voie de changement
- Unit 2 – La "cybersociété"
- Unit 3 – Le rôle du bénévolat
- Theme 2: Artistic culture in the French speaking world
  - Unit 4 – Une culture fière de son patrimoine
  - Unit 5 – La musique francophone contemporaine
  - Unit 6 – Cinéma: le septième art
- Theme 3 – Aspects of French-speaking society: current issues
  - Unit 7 – Les aspects positifs d'une société diverse
  - Unit 8 – Quelle vie en France pour les marginalisés ?
  - Unit 9 – Comment on traite les criminels ?
- Theme 4 – Aspects of political life in the French-speaking world
  - Unit 10 – Les ados, le droit de vote et l'engagement politique
  - Unit 11 – Manifestations et grèves – à qui le pouvoir ?
  - Unit 12 – La politique et l'immigration

The course also contains a book study (No et Moi) which constitutes the basis for Paper 2 exam.

In order to allow the student to demonstrate their listening, reading and writing skills across the above topics, they have been given a series of mini assessment based on selected questions from specific topics from the 2018, 2019 and 2020 past from the AQA secured resources area. Each mini assessment has covered either listening and writing or reading and writing questions across a range of topics. The student has completed a mock exam paper in January 2021 based on that format as well as 4 of those mini assessments in term 4 (2x Listening and writing and 2x Reading and writing). The scores were converted into percentages and compared to the 2019 grade boundaries to give us an idea of the estimated grade the student has achieved on the mock paper as well as the mini assessments.

To consolidate our judgement and enable the student to have further evidence towards their TAG we have also undertaken a series of full past paper assessments conducted in exam conditions in class. We have therefore completed the 2018, 2019 and 2020 listening, reading, and writing past paper (Paper 1) as well as the essay-based writing paper (Paper 2). Each paper was marked using the exam mark scheme and a holistic grade was generated for each paper using the grade boundaries



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from the year of each paper. As mentioned above, the speaking has not been formally assessed but the student's performance in the speaking aspect of the course has also been considered.

To award the grade we have looked at their performances across all assessments and past papers and worked out an average. We are confident that the type of evidence collected is helping us make the best possible decision as to what grade each student deserves according to their performance in each mini assessment and past paper exams.

Please see below the schedule of mini assessments and past paper exams put in place during term 4 and 5. The amount of marks the assessment is out of is specified at the end of the title.

Ref.	A-Level content and examples of evidence
1	Term 3 – Mock exam Paper 1 2018-19-20 <a href="#">Selected</a> questions Unit 3/6/9/11 /85
2	Term 4 – Assessment 1 2018-19-20 <a href="#">Reading</a> and writing selected questions Unit 2/7/12 /43
3	Term 4 – Assessment 2 2018-19-20 <a href="#">Listening</a> and writing selected questions Unit 5/3/8 /27
4	Term 4 – Assessment 3 2018-19-20 <a href="#">Reading</a> and writing selected questions Unit 6/4 /39
5	Term 4 – Assessment 4 2018-19-20 <a href="#">Listening</a> and writing selected questions Unit 1/10 /32
6	Term 4 – Assessment 5 Sample paper – Paper 2 – Book study <a href="#">essay based</a> question
7	Term 5 – Assessment 2018 Paper 1 /100
8	Term 5 – Assessment 2018 Paper 2 /40
9	Term 5 – Assessment 2019 Paper 1 /100
10	Term 5 – Assessment 2019 Paper 2 /40
11	Term 5 – Assessment 2020 Paper 1 /100
12	Term 5 – Assessment 2020 Paper 2 /40

### Health & Social Care

#### EDEXL BTEC Health & Social Care (EDEXL ZLX97)

The BTEC Level 3 National Extended Certificate in Health and Social Care has 4 units:

Unit 1: Human Lifespan Development (mandatory unit) – examination

- Students sat the exam in January 2020. Students have not had the opportunity to take any re-sits.

Unit 2: Working in Health and Social Care (mandatory unit) - examination

- Students were due to sit the exam in summer 2020, the exam was cancelled. Students didn't have the opportunity to sit any mock examinations due to lockdown.

Unit 14: Physiological Disorders and their care (optional unit) – coursework

- The content of this unit was taught, however, following guidance released from BTEC stating that mandatory units should be taught first, we switched to unit 5.

Unit 5: Meeting Individual Care and Support Needs - coursework

- This unit was selected for standards verification by Pearson and has been passed with some excellent feedback.

The Teacher Assessed Grades have been formulated by taking into account the students' performance in the unit 1 examination and unit 5.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### History

#### AQA GCE History (AQA 7042)

As a department we wanted to give the students an opportunity to still sit an exam but in a different way. Therefore, we have decided to assess the students on each part of the course and in the format of the exam they would have sat. This takes the form of one assessment question (from a choice of two where possible) per fortnight per unit.

Specifically, we looked at level five answers for the source based and essay-based questions in both units. This was analysed in detail so that the students had a strong understanding of the marking criteria. This was conducted in December before the January mocks and later in February before the evidence started to be collected.

The assessments were initially completed at home in exam conditions, without notes and timed during lockdown. When students returned to school, they were completed under the same conditions but within the classroom. Each assessment was completed within 45 mins for a 25-mark question and 1 hour for a 30-mark question.

#### Assessment 1: Q1 War of the Roses and Q1 Germany (30 marks each)

- *With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the reasons why Richard of York took up arms between 1450 and 1452. (Sample set 2 2015)*
- *Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the establishment of a stable democracy in West Germany. (June 2018)*

We had time to gather enough evidence to conduct two complete papers by the end of term five. This enables us the opportunity to analyse the performance and provide a more robust score based on a wider field of evidence.

#### Moderation

Questions were selected from the AQA's resources webpage so that we could apply a specific mark scheme to candidate's responses. We also used the 2019 grade boundaries which were calculated from raw scores into percentages. These were then applied to the responses we received.

As the first step of moderation the teachers exchanged marks across the first three assessments. This provided reassurance as the structure and assessment objectives are relatively consistent across both units (especially for questions two and three). This allowed us to spot any major inconsistencies in a student's performance that we needed to investigate.

To ensure consistency in our marking, both teachers submitted two pieces of marked work across assessments one to three. We ensured that there was a higher and lower end piece. The moderation was conducted by the Head of Department and Support Lead using the AQA mark scheme for those specific questions. We moderated four answers (two from the Germany unit and two from the Wars of the Roses unit).

The last moderation exercise that took place was with the non-examined assessment. Teachers divided the papers along subject lines and took four and five papers respectively to mark against the mark-scheme from the exam board.

#### Making decisions on each student's TAG:

Due to the extensive nature of our evidence gathering a wide range of robust data on students most recent and previous performance. Decisions based on the recent round of assessments set out at the



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

start of the document, also took into account their non-examined assessment, January mock (2021) and data from year 12 where applicable. In total, we have a wide range of evidence that extensively covers all three assessment objectives.

The most recent assessments were given the most weighting. Using all the data collected, including the Jan mocks, we were able to work out a raw score of 400. By multiplying the non-examined assessment mark by 2.5 we could make that score out of 100. Adding both together would give the students a raw score of up to 500 marks with the non-examined assessment weighted at 20% as it would be in normal circumstances. This ensured that we were fair to the students and made the ratio of the assessments to topics the same as they would be in normal times. Once we had a raw score out of 500 it was converted into a percentage and applied to the 2019 A-Level grade boundaries. This ensured that all the student's most recent work was taken into consideration. Every student and their data was discussed in detail and the final grade settled by a team of experienced teachers, including the Head of Department.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### ICT

#### OCR Cambridge Technicals in ICT (OCRks 5840)

Students have been working on coursework based around a project with a context of providing an existing retail organisation with an e-commerce opportunity. All three 60GLH units which have to be attempted in year 13 are achieved through this project. The students cover units 6,9 & 21 with several tasks meeting criteria across more than one unit. All three units are followed in parallel, and the course normally runs till the end of June.

The COVID pandemic and requirement to complete the course by 25<sup>th</sup> May has meant that students have covered in full the following learning outcomes

- LO 1&2 for unit 21
- LO 1–4 for unit 9 with exception of P6
- LO1–4 for unit 6 with exception of M3 & D2

Reduction of about a 1/3<sup>rd</sup>. Losing 2 Distinction, 3 Merit & 4 Pass tasks which is equivalent to criteria of one unit, which was proposal allowed by OCR prior to TAG were announced.

### Law

#### AQA GCE Law (AQA 7192)

Normal specification – 3 x 2 hour papers

- Paper 1: Criminal Law
- Paper 2: Tort Law
- Paper 3: Contract Law.

Within each paper there is a 25% element of English Legal Systems

In order to establish an evidence base on which to determine A level Law students' grades the following actions were taken. Firstly, all students sat a hybrid mock in January 2021. This mock was a combination of Paper 1 Crime and Paper 3 Contract; Paper 2 Tort had been taught predominantly throughout lockdown so this was omitted from the mock paper. The 2019 grade boundaries were applied to the paper. The curriculum was completed for all three papers by January 2021 and from February 2021 students completed a weekly assessment, constructed from past exam paper questions, submitted and marked via Teams.

From the start of Term 5 students began sitting exam condition assessments bi-weekly to coincide with when students were in school. The following topics were assessed, ensuring that all aspects of the curriculum was covered:

- Fault essay (any paper)
- Negligence scenario (paper 2 Tort)
- Occupiers' Liability scenario (paper 2 Tort)
- Nuisance (paper 2 Tort)
- Rylands v Fletcher (paper 2 Tort)
- Negligence / Vicarious Liability (paper 2 Tort)
- Morality Essay (any paper)
- English Legal Systems questions (all papers)
- Fatal offences scenario (paper 1 Crime)
- Negligence scenario (paper 2 Tort)
- Fatal & Non-fatal offences (paper 1 Crime)
- Contract formation and terms (paper 3 Contract)



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

- Theft (paper 1 Crime)
- Nuisance (paper 2 Tort)
- Misrepresentation (paper 3 Contract)

Marks were awarded using the AQA grade descriptors and the 2019 grade boundaries were applied. Because there is only one specialist teacher at the school external moderation was conducted with another school that also offers AQA GCE Law

### Financial Studies

- **Certificate in Financial Studies (Year 12) (DipFS)**
- **Diploma in Financial Studies (Year 13) (CeFS)**
- **Certificate in Financial Education (CEFE)**

In order to establish an evidence base on which to determine students' finance grades for the CeFS and the DipFS courses the following approach was followed:

- The two teachers who teach the finance qualification worked collaboratively in order to establish a common approach for the both the Certificate and the Diploma in Financial Studies.
- The two teachers worked together in order to quality assure the students' work and both ensured that the entire specifications were taught for all units of the Certificate and Diploma.
- Both Unit 1 and Unit 3 Part A and Part B exams were sat in January 2021 by all but a small number of Diploma students, who were impacted by COVID19, and as such these externally awarded grades were taken into account when determining the students' holistic grades for their Certificate and Diploma in Financial Studies.

#### For the Certificate in Financial Studies:

In order to determine TAGs for the Certificate in Financial Studies each student completed a significant evidence portfolio for Unit 2 based on the entire unit (note ~ we already had the Unit 1 grades from the January 2021 externally assessed Part A and Part B exams), this Unit 2 evidence portfolio included a significant number of Part B past paper questions, Specimen Part A multiple choice exam papers, end of topic assessments and the mini assessment that the examination board set was also completed under exam conditions and marked in line with the guidance shared by the examination board.

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and based on the entire course.

On the basis of students' Unit 2 evidence portfolios and the Unit 1 externally assessed exams, a holistic Certificate in Financial Studies grade was determined for each student.

#### For the Diploma in Financial Studies:

In order to determine TAGs for the Diploma in Financial Studies each student completed a significant evidence portfolio for Unit 4 based on the entire unit (note ~ we already had some of the Unit 3



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

grades from the January 2021 externally assessed Part A and Part B exams), this Unit 4 evidence portfolio included a significant number of Part B past paper questions, the 3 Specimen Part A multiple choice exam papers, end of topic assessments which included an additional 19 Part B questions and the mini assessment that the examination board set was also completed under exam conditions and marked in line with the guidance shared by the examination board.

For some students Unit 3 also required additional evidence and that consisted of:

- A selection of assessment questions
- LIBF mini assessment
- A completed Jan 2021 part B under exam conditions
- the 3 Specimen Part A multiple choice exam papers

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and based on the entire course. On the basis of students' Unit 4 evidence portfolios and the Unit 3 externally assessed exams, a holistic Diploma in Financial Studies grade was determined for each student.

### Certificate in Financial Education (CEFE):

In order to establish an evidence base on which to determine students' finance grades the following approach was followed:

- The teacher responsible for this course discussed the approach with the communications officer at LIBF.
- The teacher worked with HOD in order to quality assure the students' work and both ensured that the entire specifications were taught for all units of the CEFE.
- Both Unit 1 and Unit 2 exams were sat by the students as such these grades are reliable and will be used as part of the evidence for the holistic grade.

### **Media Studies**

#### **WJEC GCE Media Studies (WJEC A680QS)**

In order to establish an evidence base on which to determine students' Media Studies A-Level grades the following approach was followed:

The three A-Level teachers within the Media department worked collaboratively to ensure that there was consistency and commonality between the two A-Level groups when setting and selecting evidence for student evidence portfolios.

The three teachers within the department worked together in order to quality assure the students' work marking and moderating both the theoretical Components 1 and 2 and the practical work Component 3.

### Component 1 and 2

Students sat two summative papers, one in January 2021 and the other in May 2021, both papers were hybrid papers which addressed AO1 and AO2 including questions from both components. The January 2021 paper was a teacher developed paper, whilst the May 2021 paper used questions from a range of exam board past papers.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

Students have also sat a large number of assessment questions in class both teacher-developed and taken from previous exam questions. The sources for each question set are credited on our scheme of work. The results for each assessment have been recorded on student's individual portfolio cover sheets and the department tracker.

In order to determine TAGs for A-Level Media Studies each student completed a significant evidence portfolio for all three components, evidence portfolio includes:

		Unit, Task and Assessment Objectives <i>All Evidence is saved to assignments</i>	Date
1	Year 12	Component 1 Section A Media Language Assessment and Key terms <i>Teacher developed</i> Completed prior to lockdown	
2	Year 12	Component 1 Section B Media Industry and Audience Assessment and theory quiz [57] AO1 <i>Teacher developed</i> Completed prior to lockdown	
3	Term 1	Component 1 Section B- I, Daniel Blake [8] AO1 <i>Teacher developed</i> Completed during our fortnightly virtual lesson	30/9/2020
4	Term 2	Component 2 Section A- Postmodernism [15] AO2 <i>SAM'S 2017</i> Completed during our face-to-face lesson	20/11/20
5	Term 2	Component 2 Section A- Applying Neale's theory [30] AO1 & AO2 <i>Teacher developed</i> Completed during our fortnightly virtual lesson	24/11/20
6	Term 3	Hybrid Mock Exam Paper Comp 1&2 [73] AO1&AO2 <i>Teacher developed</i> Completed during National Lockdown 2 virtually	12/1/2021
7	Term 3	Component 3 NEA [60] AO3 <i>Assessment in 2021</i> Completed during National Lockdown 2 virtually	25/3/2021
8	Term 4	Component 1 Section A - Kiss of the Vampire assessment representation of gender [30] AO2 <i>Taken from exam paper- MONDAY, 21 MAY 2018</i> Completed during our face-to-face lesson	5/3/21
9	Term 4	Component 1 Section A Formation- Representation of race assessment [30] AO2 <i>Teacher developed</i> Completed during our face-to-face lesson	18/3/21
10	Term 4	Component 1 Section B- Assessment questions LNWH/AC3L. [36] AO1 <i>Taken from exam paper- TUESDAY, 6 OCTOBER 2020</i> Completed during our fortnightly virtual lesson	29/3/21
11	Term 4	Component 1 Section A- Unseen analysis assessment- This Girl Can [15] AO2 <i>Taken from exam paper- WEDNESDAY, 5 JUNE 2019</i> Completed during our fortnightly virtual lesson	1/4/21
12	Term 5	Component 1 Section B- Assessment questions Newspapers. [12] AO1 Completed during our fortnightly virtual lesson	20/4/21
13	Term 5	Summative Assessment Hybrid Paper [67] AO1 & AO2 <i>Exam paper references-</i> <i>Q.1 SAM'S 2017- Updated newspaper front cover</i> <i>Q.2 Wednesday, 5 June 2019</i> <i>Q3. Adapted from SAM'S 2017</i> Completed during our face-to-face lesson	11/5/2021

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and based on a wide selection of set texts.

### Component 3



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

As detailed in the assessment requirements for EDUQAS A-Level Media Studies component 3, adaptations were made to allow a range of adjustments to the assessment arrangement for the non-exam assessment in order to accommodate public health requirements.

As students were unable to complete productions fully, students were permitted to evidence their cross-media productions in the form of prototypes or mock-ups.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	<u>Total</u>
Component 1	17.5%	17.5%	-	35%
Component 2	17.5%	17.5%	-	35%
Component 3	-	-	30%	30%
Total	35%	35%	30%	100%

On the basis of students' Component 1 and Component 2 (70%) evidence portfolios and their Component 3 internally moderated NEA's (30%), a holistic A-Level Media Studies grade was determined for each student.

### Music

#### **BTEC Level 3 National Extended Certificate in Music Performance (EDEXL BLNJ9)**

To establish an evidence base for Year 13 we have used the following approach:

The Year 13 BTEC (National Extended Certificate in Music Performance) is made up of 4 units.

3 of these are mandatory and 1 is optional.

Of the mandatory units 2 are externally assessed – 1 as an exam paper and 1 as the largest weighted in hours unit based on ensemble performance. One of these was due to be completed in Year 12 and one in Year 13.

This is the first year this course has run, the previous course was the legacy specification and then before that there was no 6<sup>th</sup> form course running here.

Last year the course was due to complete Units 1 and 2 and these were awarded a Centre Assessed Grade (CAG) last year.

Unit 5 (session styles) was delivered and written and vide evidence was captured.

Unit 3 was to be delivered during 2021 but the external assessment was removed.

For Unit 5 and Unit 6 the suggested assignment briefs from myBTEC to give the students the best chance of getting the most appropriate evidence.

A sample of students' work was called for Unit 6 Solo Performance by the external Standards Verifier (SV). Due to the difficulties in collecting due to the localised lockdowns and isolation a partial sample was submitted. The SV agreed with all assessment decisions and also offered constructive advice about the meeting of all points in the brief. This was taken into account when calculating the holistic TAG to ensure fairness.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

### Psychology

#### WJEC GCE Psychology (WJEC A290QS)

In order to establish an evidence base on which to determine students' Psychology A-Level grades the following approach was followed:

The Psychology department ensured that there was consistency and commonality between the two A-Level groups when setting and selecting evidence for student evidence portfolios.

The two teachers within the department worked together in order to quality assure the students' work marking and moderating component 1, 2 and 3.

#### Component 1, 2 and 3

Students have sat two summative papers one in January 2021 and the other in May 2021 both papers were hybrid papers which addressed AO1 and AO2 including questions from all components. These papers used questions from a range of exam board past papers including the assessment resources sent by Eduqas.

Students have also sat a large number of assessment questions in class, both teacher developed and taken from previous exam questions throughout the two year course. The sources for each question set are credited on our scheme of work. The results for each assessment have been recorded on student's individual portfolio cover sheets and the department tracker.

In order to determine TAGs for A-Level Psychology each student completed a significant evidence portfolio for all three components, evidence portfolio includes:

		Assessment, Objectives and Marks	Mark / Date	
1	Year 12	Component 1 mock AO1 AO2 AO3 [100]	02/20	This was before the first lock down, we just used this to give us content of how they performed early on in the course.
2	Term 1	Component 3 Schizophrenia AO1 [10]	09/20	We were teaching component 3 schizophrenia as part of the course. These were timed exam questions either virtual or in class Sept/Oct.
3	Term 1	Component 3 Schizophrenia AO1 [10]	09/20	We were teaching component 3 schizophrenia as part of the course. These were timed exam questions either virtual or in class Sept/Oct.
4	Term 2	Component 3 Schizophrenia AO3 [10]	10/20	We were teaching component 3 schizophrenia as part of the course. These were timed exam questions either virtual or in class Sept/Oct.
5	Term 2	Component 3 Schizophrenia AO1 [10]	10/20	We were teaching component 3 schizophrenia as part of the course. These were timed exam questions either virtual or in class Sept/Oct.
6	Term 3	Hybrid Mock Exam paper AO1 AO2 AO3 [64]	01/21	During lockdown January 2021 they sat this virtually. This was a component 1 and 3 paper containing parts of the course we had covered.
7	Term 4	Component 1 Biological approach AO2 [10]	02/21	Still in lockdown so this was done virtually as part or teach, revise, assess directive.
8	Term 4	Component 1 Psychodynamic approach AO1 [4+4]	03/21	Still in lockdown so this was done virtually as part or teach, revise, assess directive.
9	Term 4	Component 1 Behaviourist approach AO1 [10] AO3 [8]	03/21	Lockdown eased and students were in one week and virtual the next. These were sat either in class or virtually in lesson under timed conditions.
10	Term 4	Component 1 Cognitive approach AO1 & AO3 [24]	03/21	Lockdown eased and students were in one week and virtual the next. These were sat either in class or virtually in lesson under timed conditions.
11	Term 4	Component 2 – Investigating behaviour AO3 [8]	03/21	Lockdown eased and students were in one week and virtual the next. These were sat either in class or virtually in lesson under timed conditions.
12	Term 5	Hybrid final assessment Component 1 – AO3 [8], Component 2 – Novel scenario AO2 [19] + [11], Component 3 Criminal behaviours– AO1 [10][48]	05/21	Students were in school for this final assessment, it was done in class in exam conditions. It examined students performance across all the assessment objectives and had questions from component 1, 2 and 3.

These questions all used past exam questions set by the exam board Eduqas and were marked using appropriate mark schemes from Eduqas.

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and reflective of the standard at which students are performing.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

Assessment Objective for each component and for the qualification as a whole.

	Weighting	AO1	AO2	AO3
Component 1	33½%	13½%	6½%	13½%
Component 2	33½%	6½%	16½%	10%
Component 3	33½%	10%	8½%	15%
	100%	30%	31½%	38½%

On the basis of students' Component 1, Component 2 and Component 3 evidence portfolios a holistic A-Level Psychology grade was determined for each student.

### Religious Studies

#### EDEXL GCE Religious Studies (EDEXL 9RS0)

In order to establish an evidence base on which to determine students' Religious Studies grades the following approach was adopted:

The three teachers who deliver the qualification worked collaboratively in order to establish a common approach across all 3 modules of study.

Those aspects of the course that had not been covered were identified so as to ensure that only work students had been taught was included in the evidence portfolio and to ensure that it was still possible for students to demonstrate synopticity. For reference, the following units were not covered:

- Philosophy – Unit 5 (5.1 – The contexts to critiques of religious beliefs and points for discussion) and Unit 6 (6.3 – Miracles).
- Ethics – Unit 4 (4.1 - Meta ethics and 4.2 - The Relationship between Religion and Morality).
- Islam – Unit 6 Religion in Society.

To determine grades each student completed a significant evidence portfolio across Y13 utilising historic past exam questions and sample assessment material. Students completed questions that covered both assessment objects – AO1(Knowledge and Understanding) and AO2 (Analysing and Evaluating). In addition, work completed across Y12, especially the lower mark questions, namely 8 and 12 marks was also referred to. The evidence consists of in class timed pieces based on partial papers with unseen questions, homework essays and essays undertaken during virtual week lessons. The main pieces of evidence from Y13 that have contributed to the TAGs are detailed below, the additional Y12 evidence is recorded on the students Evidence Portfolio sheets. These were all based on historic exam questions.

The approach that was followed ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad and challenging.

### Sociology

#### AQA GCE Sociology (AQA 7192)

In order to establish an evidence base on which to determine students' Sociology A-Level grades the following approach was followed:

The two A-Level teachers within the Sociology department worked collaboratively to ensure that there was consistency and commonality when setting and selecting evidence for student evidence portfolios.

The two teachers within the department worked together in order to quality assure the students' work marking and moderating assessments from Paper 1, 2 and 3.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

Students sat three summative papers in Feb 2020, January 2021 and in May 2021, the Jan 2021 and May 2021 papers were hybrid papers which addressed AO1, AO2 and AO3. The January 2021 paper was a mixture of past paper questions and teacher developed questions, whilst the May 2021 paper used questions from a range of exam board past papers.

Students have also sat a large number of assessment questions in class both teacher developed and taken from previous exam questions and the textbook. The results for each assessment have been recorded on student's individual portfolio cover sheets and the department tracker.

The above approach ensured that all students undertook activities which emulated the summative assessments that they would have sat should the exams have gone ahead as normal and produced an evidence portfolio which was broad, challenging and based on a wide selection of topics.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	AO1	AO2	AO3	Total
Paper 1	15	11	8	33.33%
Paper 2	13	11	9	33.33%
Paper 3	16	9	8	33.33%
Total	44	31	25	100

On the basis of students' Paper 1 and Paper 2, a holistic A-Level Sociology grade was determined for each student. Due to lockdown not all components were able to be covered fully. Students have studied all of our set topics for Paper 1 and 2 and part of Paper 3.

Topics covered:

Topics Paper 1- Education, Methods in Context and Theory and Methods

Topics Paper 2- Families and Households and The Media

Topics Paper 3- Crime and Deviance

### Sport Studies

#### OCR Cambridge Extended Certificate in Sport (OCRks 5827)

#### Subsidiary Diploma

Four out of seven units were given Centre Assessed Grades (CAG) during year 1 (2019-20) of the course which supported the students final TAG grades. During year 2 (2020-21) three different teachers taught a total of 3 units, all three teachers have experience of teaching the units assigned and therefore were able to adapt delivery during lockdown when required.

We opted to prioritise core units in Year 2 as this provided the best opportunity for the students' to fulfil their potential.

During lockdown staff continued to deliver their units supporting students as much as possible and prioritising assignments that could be completed from home. Due to most units having a practical element at times units had to be paused and, in some cases, units shared, at times this slowed the delivery of the units/course. Once back in school, we prioritised the practical elements and delivery of the core units while continuing to deliver the other units. Due to the fact we only had three units left to cover we managed to complete them all by the end of the year whilst giving students appropriate time and support to complete their work to the best of their ability.

QA and standardisation took place for all units completed following Pearson guidelines, this happened throughout year 2 of the course where possible. Once the work had been quality assured



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

the final TAG grades were then discussed and finalised by course teachers and the PE Leadership team.

One unit was externally standardised by Pearson and they were happy with the grades being issued and the QA processes in place.

A breakdown of the units covered during 2020/21 supporting TAG's:

Unit 3 - Started in September however in previous years LO2 and LO4 would have been done in the 1st year of study. Post lockdown, the students worked on LO1 whilst at school. LO3 was completed mainly in school. LO4 was also delivered during this period with all lessons supported with virtual learning. When we returned in March pupils were at a stage to progress to LO2 and completed this using both the knowledge learnt in lockdown and face to face teaching.

Unit 7 - This unit was started in September when we came back to school after the first lockdown. Since then, we have had an early finish before Christmas due to covid cases in the school and the lockdown from January to March. Due to the lockdown we had to pause certain parts of the assignment as it involved taking part in the fitness tests. However, the justification of the tests and the sit up test was able to happen whilst online learning and all pupils had started this whilst in school so were able to work at home well and responded well to online learning. When we returned in March all pupils were at a stage where they could go straight into taking part in the fitness tests and providing the feedback.

Unit 14 - This unit was started in September when we came back to school after the first lockdown. At this time, students had completed their assignment to assess their client's lifestyle and the effects of these. Since then, we have had an early finish before Christmas due to covid cases in the school and the lockdown from January to March. During this lockdown period the students engaged well with assignments covered with all working to the deadline set meaning all students were working at home well and responded well to online learning. When we returned in March all pupils were at a stage where they could go straight back into their unit of work with no interruptions.

### **90-credit Diploma**

Unit 6 – Introduced and started in January when we were in a national lockdown. A1 and 2 were completed remotely but students' grades were not affected during the remote teaching. A3 to A5 were completed face to face when students were back in school.

### **OCR Cambridge Extended Diploma in Sport (OCRks 5872)**

Ten units were completed and given CAG grades during year 1 (2019-20) of the course providing grades to help support the students final TAG grades. During year 2 (2020-21) four different teachers taught a total of nine units, all four teachers have experience of teaching the units assigned and therefore were able to adapt delivery as they deemed appropriate during lockdown.

During lockdown staff continued to deliver their units supporting students as much as possible when issues arose and prioritising assignments that could be completed from home. Due to most units having a practical element units has to, on occasions, be paused and other units started etc. When we came back to school, we prioritised the practical aspects of the units and the delivery of the core ones before trying to complete what we could of the remaining units whilst remaining fair to the students.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

QA and standardisation took place for all units completed following Pearson guidelines, this happened throughout year 2 of the course where possible. However, due to a lot of the units and assignments not being completed until after lockdown the main bulk took place in April/May. The final TAG grades were then discussed and finalised by the PE Leadership team.

One unit was externally standardised by Pearson and they were happy with the grades being issued and the QA processes in place.

A breakdown of the units covered during 2020/21 supporting TAG's:

Unit 6 – Introduced and started in January when we were in a national lockdown. A1 and 2 were completed remotely but students' grades were not affected during the remote teaching. A3 to A5 were completed face to face when students were back in school.

Unit 7 – A1 and A2 were completed at the start of year 2 before lockdown. Unfortunately, lockdown happened as the students were about to fitness test their client, we paused the unit and started another one before returning to it once the students were back in school. Therefore, there was disruption to this unit, but it was minimal and did not disadvantage the students.

Unit 9 – Completed at the beginning of the academic year from September through to December. COVID practical guidelines had to be followed when completing the practical tasks. All other tasks were completed within the classroom and not affected by the restrictions. Students completed the last part of A4 remotely due to positive case within the year group.

Unit 10 - Unit not completed, and Z TAG issued. This unit was started in Sept when students returned to school. Therefore, the first two assignments were completed without any restrictions in place. The third assignment was started before lockdown. The two assignments (practical and review) were not completed due to time, so these grades have been based on previous practical assessments and evaluation/review assignments where they have shown they have the knowledge and ability to achieve this grade, this helps us come up with the students TAG grade.

Unit 14 – Unit not completed, and a Z TAG issued. The grade was put on the tracking sheet to help support the awarding of the TAG grade which is based on previous work and assignments that students completed recently including training programme from U15 and health screening from U7 assignment 1.

Unit 15 – One of the final units completed. A1 took place during lockdown as it could be adapted to be completed from home without disadvantaging the students. The rest of the unit was completed while back in school.

Unit 20 - Due to lockdown the delivery of this unit had to be adapted. Certain parts of different assignments had practical elements that needed delaying or adapting. However, some could take place whilst online learning. When we returned in March all pupils were at a stage to carry on with the unit.

Unit 22 – This unit was disrupted so that unit 7 (a core unit) could be completed. The teachers were awaiting guidance on the easing of restrictions so that the officiating could take place. Suitable amendments were made to provide the support for all students to achieve a grade that represents their capabilities.



# Teacher Assessed Grades in Summer 2021

## A Level or Equivalent Subjects

Unit 23 - This unit was started during lockdown (only assignment 1) but then finished during school time without any problems. All assessments have gone through the normal IV process and grades agreed.

### Travel and Tourism

#### **EDEXL BTEC Travel and Tourism (QCF) (EDEXL RC986)**

The Edexcel BTEC Level 3 Subsidiary Diploma in Travel and Tourism course is 100% coursework and has 6 units:

Unit 1: Investigating the Travel and Tourism Sector

- This unit was taught last academic year, students were provided with a CAG

Unit 2: The Business of Travel and Tourism

- Students were provided with a CAG

Unit 3: The UK as a Destination

- Students were provided with a CAG

Unit 4: Customer Service in Travel and Tourism

- This unit was selected for standards verification by Pearson and has been passed with some excellent feedback.

Unit 26: Researching Current Issues in Travel and Tourism

- Students have completed this unit of work.

Unit 8: Long-Haul Travel Destinations

- Students have not produced any work due to the reduction in unit assessment