

Determining Grades for 2021 – 2022

Rationale:

The Level 2 BTEC Music First Award has been taught and assessed via the traditional BTEC route, i.e. Units have been graded and banked where relevant, and the core Unit 2 has been sampled, Internally Verified and externally Standards Verified.

All 4 Units of the Music BTEC have been covered and assessed to support the determination of grades.

Unit 1 – The Music Industry (Written Paper) – completed and 9 student grades banked.

Unit 2 – Managing a Music Product (Practical) – completed in full and SVed.

Unit 5 – Introduction to Music Performance (Practical) – partly completed.

Unit 7 – Introduction to Music Sequencing (Practical) – partly completed and banked.

The Unit 2 sample was sent on 11th May 2021 to be SVed, and was approved and released by the Standards Verifier on 13th May 2021.

Evidence used:

The **Unit 1** exam went ahead in January 2021 with 9 students sitting the exam and 5 absentees. Their results were awarded in March 2021 using a scaled mark scheme, which has also been used for the Finals.

Unit 2 was delivered from January online only until March – posing difficulty with the practical element, but with a modification of the Assignment Brief, students were able to deliver a Virtual Concert. Each student has a folder of electronic evidence for this Unit which consists of the Planning, Promotion and Evaluation for the concert they produced. The sample for Unit 2 was assessed, IVed and SVed successfully, forming solid basis for the QTAG process.

Unit 5 was modified by Pearson - this was delivered but did not require teacher assessment. Evidence of Unit 5 is an electronic folder of performances of each student, with rehearsal logs where provided by the student.

Unit 7 is an electronic folder containing mp3s created in June 2020 during lockdown. Mac laptops were distributed in order to complete this Unit. This Unit went through a teacher assessed grade process and it was banked in July 2020.

Standardisation and Moderation:

The finals paper was created using the Pearson EdExcel Exam Builder with the respective mark scheme provided. I based Sections A, B and C on the Unit 1 paper, and then included a Section D with material relevant to Units 2, 5 and 7.

All assessments have been standardised by using the Pearson EdExcel specification and past paper mark schemes via Exam Builder. Blind marking has been completed with moderation of 20% of the papers by Head of Music at KEVI Sheldon Heath.

Unit 2 was internally verified by a colleague at Aston Manor School and the sample sent to an external standard verifier on 11th May. This was agreed and released on 13th May. These are evidenced on the IV of assessment decisions sheets and the SV Sampling Report.

Determining Grades:

Unit 1 and 7 were assessed and banked with Pearson.

The Finals Paper has been marked using the January 2021 grade boundaries which were lower allowing lost learning time to be considered.

An initial grade per student has been determined by inputting the Unit level grades into the Pearson Edexcel BTEC grade calculator, and then all evidence was used against holistic grade descriptors supplied by Pearson to determine the final grade.

Rationale:

All components of the English Literature GCSE have been covered and assessed to support the determination of grades.

We opted to remove the assessment of AQA Anthology Poetry to enable students to cover other set texts in greater depth.

Component 1 – English Language Paper 1

Component 2 – English Language Paper 2

Component 3 – Spoken Language Endorsement (NEA)

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Evidence used:

All assessment objectives have been covered during the course and assessed during Year 11.

Mock exam for GCSE English Literature Paper 2 (alternative due to Covid-19 AQA sample style papers)

Paper 2 – Section A – Shakespeare (Macbeth)

Paper 2 – Section B – Love and Relationships poetry

Paper 2 – Section C – Unseen poetry

Continual assessment – An Inspector Calls essay question on the presentation of the character, Arthur Birling.

Formative departmental tracker application for which we selected students' best mark for a low control formative assessment piece, some completed online or for home study.

FINALS assessment – GCSE English Language Paper 1 – omitting Q2 Analysis of language (AO2) to make the assessment fit a 90-minute slot and AO2 is covered extensively elsewhere in the language and literature course.

Where a student has not got a standardised mark from any of the 3 components above, we have used alternative evidence from previous assessments, class work or home study and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplars and past paper mark schemes. Moderation has been completed for all assessments with the English department. To minimise unconscious bias, teachers of Y11 swapped papers when marking continual assessments. Blind marking of the finals papers has been completed with moderation of 20% of the papers. A sample of continual assessments and mock exams have been moderated by English specialists in the department.

Determining Grades:

AQA mark schemes have been used to mark mock exams and past exam questions for each assessment used to contribute to Teacher Assessed Grades. The Final Paper has been marked using AQA grade boundaries. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with standardisation materials

Rationale:

All components of the English Language GCSE have been covered and assessed to support the determination of grades.

Spoken Language NEA endorsement has been assessed.

Component 1 – English Language Paper 1

Component 2 – English Language Paper 2

Component 3 – Spoken Language Endorsement (NEA)

- AO1: Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

Evidence used:

All assessment objectives have been covered during the course and assessed during Year 11.

Full mock exams for GCSE English Language Paper 1 and 2.

Paper 1, Section A – Reading

Paper 1, Section B – Writing

Paper 2, Section A – Reading

Paper 2, Section B - Writing

Continual assessment – GCSE English Language Paper 2, Q4

FINAL assessment – GCSE English Language Paper 1 – omitting Q2 Analysis of language (AO2) to make the assessment fit a 90 minute slot and AO2 is covered extensively elsewhere in the language and literature course.

Spoken Language has been assessed and awarded Pass/Merit/Distinction.

Where a student has not obtained a mark from any of the 3 components, we have used alternative evidence from previous assessments, classwork or home study and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplars and past paper mark schemes. To minimise unconscious bias, teachers of Y11 swapped assessments to mark. Blind marking of the Final papers has been completed with moderation of 20% of the papers. A sample of continual assessments and mock exams have been moderated by English specialists in the department also.

Determining Grades:

AQA mark schemes have been used to mark mock exams and past exam questions for each assessment used to contribute to Teacher Assessed Grades. The Final Paper has been marked using AQA grade boundaries. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA, along with standardisation materials.

Rationale:

Coursework portfolio (NEA) for GCSE Design and Technology Textiles was partially covered and assessed to support the determination of grades.

Portfolio (NEA)

AO1 A: Identify and investigate design possibilities

AO1 B: Producing a design brief and specification

Students were set 5 subject knowledge checks covering the core design principles for materials. This knowledge is usually covered in the Design and Technology exam. Students were able to have a week revision before sitting the subject knowledge check assessment.

SKC 1: Natural and manmade fabrics

SKC 2: Renewable energy and business models

SKC 3: Raw and stock materials, properties and materials, planned obsolescence

SKC 4: Forces, motions and environmental factors

SKC 5: Quality control, quality assurance and reduction of waste

All students completed an assessment final which was 90 minutes long and it covered all the knowledge required for the exam in greater depth. This exam included:

- A range of surface finishes
- Collaboration between designers and anthropometric measures
- Consumer wants/needs
- Greenhouse effect and global warming
- Safety precautions.

The majority of questions were open and students were asked to identify and justify design options/possibilities.

Evidence used:

All exam knowledge has been covered during the course and assessed during Year 11. The coursework portfolio, Assessment Objective 1, was covered during remote education and in-school teaching.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exam questions, recently published by exam board to support in assessments. All subject checks were created alongside Eddie Rowberry - a subject specialist. This ensured all exam knowledge was covered. SKC 1 and 2 were not moderated as scores were automatically calculated on an electronic platform. SKC 3 and 4 were moderated by a member of the Design Team internally. Portfolio A01 A and A01 B were blind moderated by a specialist teacher. Assessment finals were blind moderated by the Head of Design and Technology.

Determining Grades:

Mark schemes from 2019 have been used to determine raw scores for coursework portfolio A01 A/B. SKC's 1-5 and the assessment final were levelled using percentages which were calculated by 2019 grade boundaries from AQA exam board.

Rationale:

Students had completed course content, therefore assessing all topics was applicable.

November 2020 papers were used for Continual Assessments, as they were the most recent papers released which have accurate Grade Boundaries to use.

The FINALS paper was chosen (full paper 3) as this assesses all AOs and also includes the longer questions which are not included in Continual Assessments. June 2018 Paper was chosen as this gave a good range of topics which were taught in the classroom and not virtually

AO1 Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2 Demonstrate geographical understanding of:

- Concepts and how they are used in relation to places, environments and processes.
- The inter-relationship between places, environments and processes

AO3 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

AO4 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Evidence used:

Grades for Continual Assessment and the FINALS will be used in conjunction with High control end of unit assessments to formulate an evidence based and robust grade.

All AOs have been assessed in the Continual Assessments and FINALS, across all the papers.

Grade Boundaries have been examination grade boundaries for the particular papers from OCR.

Where a student has not got a standardised mark from any of the continual assessments or FINALS we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using OCR provided mark schemes. Moderation has been completed for all assessments with a Geography specialist. Blind marking of the final paper has been completed with moderation of 20% of the papers. Continual Assessments were blind marked and 20% moderated blindly.

Determining Grades:

Mark schemes have been used to determine raw scores continual assessment and translated into %. The Final Paper has been marked using the June 2018 paper as this assesses all AOs and also includes the longer questions which are not included in Continual Assessments. June 2018 Paper was chosen as this gave a good range of topics which were taught in the classroom and not virtually. An overall grade has been determined by using all evidence against the holistic grade descriptor from OCR along with the worked examples booklet supplied from the exam board.

Rationale:

Students weren't able to finish the full curriculum, we therefore tested students on what was covered.

We gathered four pieces of evidence (continual assessments):

1. November mock results
2. Subject knowledge checks
3. DrFrost Assessments
4. Topic test

Students then completed a FINALS paper (calculator).

The continual assessments and the finals paper covered Number, Ratio & Prop., Algebra, Geometry, Prob & stats. The finals paper was created by us choosing unseen questions released by Edexcel and mixture of seen questions. These questions were not covered in the continual assessments. All continual and finals assessment covered:

- AO1 is about using and applying standard techniques
- AO2 is about reasoning, interpreting and communicating mathematically
- AO3 is about solving problems in mathematics and in other contexts.

Evidence used:

The four pieces of evidence used were:

Assessment 1: Students did the full set of mock papers in exam conditions in a high level of control situation. Rationale behind this choice of assessment: Data gave us an accurate picture of where students starting points were in November 2020.

Assessment 2: Students have had the opportunity to complete an SKC assessment which assessed their knowledge of Y10 up until end of the first term of Y11. This was done physically in school. Rationale behind this choice of assessment: Data gave us an indication of how much they have retained and learnt over lockdown. However, Y11 were sent home a few times which affected their results which was taken into consideration.

Assessment 3: Students have had the opportunity to complete online assessments on a weekly basis since January 2021 (when we were in lockdown). This was done at home and then continued in school once we were back. Rationale behind this choice of assessment: Data gave us an indication of how well students are doing when completing full papers. This was the only way to measure student's knowledge as we moved to remote learning

Assessment 4: Students have had the opportunity to complete physical topic assessments on a weekly basis since Easter. These assessments help us to measure student's knowledge on the 5 strands of maths (Number, Ratio & Prop., Algebra, Geometry and Stats). Rationale behind this choice of assessment: Data gave us an indication of how well students are doing when completing topic paper.

All assessments above were done in a mixture of high, medium and low-level control situations. We have used an average of the grade boundaries from previous years and applied it to all of our continual assessments.

Standardisation and Moderation:

All assessments have been standardised by using Edexcel mark schemes. Moderation has been completed for all continual assessments except for DrFrost (self-marked). A total of 20% of topic papers have been moderated by other teachers. All final papers were blindly marked and moderated by other teachers (20% of the cohort). Minutes were taken during the process.

Determining Grades:

We used the same boundaries for all continual assessments to ensure consistency. We have converted average scores into grades. The finals paper follow an average grade boundary which helped us to determine grades. We then looked at all 4 pieces of evidence to warrant a grade the student deserves. An overall grade has been determined by using all evidence against the holistic grade descriptor from Edexcel along with the other resources from the exam board.

Rationale:

Component 1: The study of religions: beliefs, teachings, and practices

- Christianity and Sikhism

Component 2: Thematic studies

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme F: Religion, human rights and social justice.

AO1 Demonstrate knowledge and understanding of religion and beliefs including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within and/or between religions and beliefs.#

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Evidence used:

- Students have been assessed on all topics which have been taught throughout the course.
- AQA assessment materials have been used as these are the November 2020 exam questions and most recent.
- The grade boundaries for 2019 will be used as they are the most recent.
- The FINALS paper was chosen to showcase as many questions as possible within the 90 MINS
- All evidence shows a range of styled questions showing all assessment objectives have been met.

Standardisation and Moderation:

All assessments have been standardised by using AQA provided mark schemes. Moderation has been completed for all assessments with a RS specialist. Blind marking of the final paper has been completed with moderation of 100% of the papers. Continual Assessments were marked and 100% moderated

Determining Grades:

Mark schemes have been used to determine raw scores continual assessment and translated into %. The Final Paper has been marked using secure materials and an additional practice questions. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with the worked with the continual assessments throughout the year alongside 4 continual controlled assessments and Final exam.

Rationale:

All 3 of the required components for this year's French GCSE have been covered and assessed to support the determination of grades.

Component 1 – Listening

Component 2 – Reading

Component 3 – Writing

The Speaking component does not count towards the final GCSE grade this year, but is reported separately as a speaking endorsement.

Elements of the 3 main themes: Identity and Culture; Local, national, international and global areas of interest; Current and future study and employment have all been covered in the assessment tasks.

Evidence used:

All 3 components have been covered during the course and assessed during Year 11. Listening, Reading and Writing skills are covered through completion of a full AQA GCSE paper in each skill.

Writing skills are further assessed through a piece of writing on the topic of environment completed in controlled conditions in class. The finals exam also covered all 3 skills.

Where a student has not got a standardised mark from the 3 components we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised using the AQA exemplar booklet and past paper mark schemes. Moderation has been completed for all assessments with a French specialist. Blind marking of the final paper has been completed with moderation of 20% of the papers.

Determining Grades:

AQA mark schemes (Nov 2020) have been used to determine grades for each component as this was secure and the boundaries were lower which allows lost learning time to be considered. Finals grades and overall grades have been determined by using all evidence against the holistic grade descriptor from AQA along with the worked examples booklet supplied from the exam board.

Pearson BTEC Tech L1/L2 Award in Health and Social Care

Rationale:

All 3 components of the BTEC tech L1/L2 Award in Health and Social Care have been covered and assessed to support the determination of grades.

Component 1 – Human Lifespan Development (in 2 parts) with overall grade given for Comp. 1

Component 1A – Understand human growth and development across the life stages and the factors that affect it. Internally assessed assignment following assignment brief.

Component 1B – Investigate how individuals deal with life events. Internally assessed assignment following assignment brief.

Component 2 – Health and Social care services and values (in 2 parts) with overall grade given for Comp. 2

Component 2A Understand the different types of HSC services and barriers to accessing them. Internally assessed assignment following assignment brief.

Component 2B – Demonstrate care values and review own practice. Internally assessed assignment following assignment brief.

Component 3 – Health and Wellbeing. Would normally be an externally assessed exam. This year completed as a formal, secure, internal assessment backed up with 4 formal, secure smaller assessments.

Component 3 - All Assessment objectives completed within the assessments:

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing.

AO2 Interpret health indicators.

AO3 Design a person-centred health and wellbeing improvement plan.

AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans.

Other assessment objectives are covered in the internally assessed assignments for Component 1A, 1B, 2A and 2B.

Component 1 (1A and 1B) – all assessment Objectives completed within the assignments by completing assignment criteria for L1P L1M L1D L2P L2M or L2D grade:

Learning aims.

A: Understand human growth and development across life stages and the factors that affect it.

B: Investigate how individuals deal with life events.

Component 2 (2A and 2B) – all Assessment Objectives completed within the assignments by completing assignment criteria for L1P L1M L1D L2P L2M or L2D grade:

Learning aims.

A: Understand the different types of health and social care services and barriers to accessing them.

B: Demonstrate care values and review own practice.

Evidence used:

Component 1 and 2 completed as written assignments which were internally assessed. Digital copies of the assessments have been retained as evidence of the work.

Video evidence for Component 2B student role play and witness / observer statement are retained.

Component 3 was an internally assessed exam paper under formal, secure conditions. Completed as a part paper (5 questions instead of 6 to reflect the reduction in time allowed from the usual 2 hours for a full paper to the 1hour 30 minutes for this part paper).

4 smaller assessments were sat with real assessment questions 1 and 2; question 3; question 4; question 5 and 6.

Paper copies of the 4 mini assessments and the final assessment have been retained as evidence.

Standardisation and Moderation:

Component 1 and 2 internally assessed assignments have been internally verified by a specialist teacher internally.

Component 1 has been externally verified through the External Standards Verification process with documentation and samples of work sent to the SV.

The standards verification was successful. Assessment Plans, Assignment Briefs, IV of Assignment Briefs, Assessment Records, IV of Assessment Decisions, Lead IV Declaration etc. have been seen by the External SV.

All assessments (4 mini assessments and the final assessment) have been moderated by specialist teacher who taught L1/L2 HSC in previous year. Marking and moderation using a 20% sample was completed on Thurs. 27 5 21, and Mon. 7 6 21. Sample for moderation included high medium and low grades determined by initial marking by the Head of Health and Social Care and Lead IV.

The final exam was marked and moderated with code names for the students. Identity of students unknown until the process had been completed on Tues. 8 6 21.

Determining Grades:

Assignment Briefs criteria followed to determine grading for Component 1 and 2 assignments.

Mark schemes have been used to determine marks for all three components.

Mark schemes used to mark the 4 mini assessments and the final assessment for Component 3.

The overall qualification grade has been calculated using the grade boundaries outlined in the specification, applying points achieved according to the grade awarded in each individual unit and calculating the total number of points achieved overall. This has been moderated and agreed upon within the department.

The Final Paper has been marked using the February series 2019 paper as this was secure and obtained from the secure Pearson site. The boundaries were lower to account for the adjusted 5 question rather than the 6-question original paper which was adjusted to only cover areas that had been taught.

An overall grade has been determined by using all evidence from the internal component 1 and component 2 assignments and the component 3 assessments, conducted internally with high level of security.

Rationale:

13 units for the BTEC National L3 Extended Diploma covered over the 2-year course with a 2-unit reduction (unit 6 Working in Health and Social care and unit 12). All 13 units taught but 11 assessed.

Units covered – some completed and banked in 2020.

Unit 1 Human Lifespan Development - TAG 2020 banked

Unit 2 Working in Health and Social Care - TAG 2020 banked

Unit 3 Anatomy and Physiology – exam / assessment TAG 2021

Unit 4 Current research in health and Social Care – exam / assessment TAG 2021

Unit 5 Meeting Individual Care and Support Needs - banked 2020

Unit 6 Working in Health and Social Care – reduced unit assignment not completed – based upon work experience made this one difficult to complete with lockdowns and disrupted teaching and with online teaching.

Unit 7 Principles of safe Practice in HSC – banked 2020

Unit 8 Promoting Public Health – banked 2021.

Unit 10 Sociological Perspectives in HSC – banked 2021

Unit 11 Psychological Perspectives in HSC banked 2020.

Unit 12 Supporting Individuals with Additional Needs – reduced unit – assignment not completed.

Unit 14 Physiological Disorders and Their Care – banked 2020

Unit 19 Nutritional Health – banked 2020

Evidence used:

Assignments completed provide evidence with assessment record.

External Standards Verification has taken place and successfully completed by May 2021. All documentation and samples of work sent to External standards Verifier as requested.

Units 3 and 4 were this year conducted as formal, high security, internally assessed exams (usually externally assessed exams).

Units 5, 7, 8, 10, 11, 14, 19 completed as written assignments which were internally assessed.

Digital copies of the assessments have been retained as evidence of the work.

Unit 3 and 4 were internally assessed exam paper under formal, secure conditions. Completed as a part papers (to reflect the reduction in time allowed to the 1hour 30 minutes for these part papers).

4 smaller assessments were sat with assessment questions for Units 3 and 4.

Paper copies of the 4 mini assessments and the final assessment have been retained as evidence for unit 4. Unit 3 mini assessments were SENECA questions, mini assessment 4 and final paper for Unit 3 have been retained as paper copies, as evidence.

Standardisation and Moderation:

Unit 3 and 4 internally assessed assignments have been internally verified.

Unit 8 has been externally verified through the External Standards Verification process with documentation and samples of work sent to the SV.

The standards verification was successful. Assessment Plans, Assignment Briefs, IV of Assignment Briefs, Assessment Records, IV of Assessment Decisions, Lead IV Declaration etc. have been seen by the External SV.

All assessments (4 mini assessments and the final assessment) have been moderated by the Head of Health and Social Care and Lead IV who taught other units on the course. Marking and moderation using a 20% sample was completed on Thurs. 27 5 21, and Mon. 7 6 21. Sample for

moderation included high medium and low grades determined by initial marking by one teacher (for Unit 4) and an alternative teacher (for Unit 3).

The final exam was marked and moderated with code names for the students. Identity of students unknown until the process had been completed on Tues. 8 6 21.

Determining Grades:

Assignment Briefs criteria followed to determine grading for Units 5, 7, 8, 10, 11, 14, 19 assignments.

Mark schemes have been used to determine marks for exam assessments Units 3 and 4.

Mark schemes used to mark the 4 mini assessments and the final assessment for Unit 4.

Seneca marking for mini assessments 1, 2 and 3 for Unit 3. Mark schemes used for marking mini assessment 4 and final assessment for Unit 3.

Grades for units 3 and 4 agreed upon by the HSC team and holistically determined based upon mini assessments, final assessments and competence throughout.

The Final Paper for unit 4 has been marked using mark scheme for May 2019 paper which was secure and obtained from the secure Pearson site. The boundaries were lower to account for the reduced questions and reduced time allowed (1hour 30 mins) rather than complete original paper (which also allows for lost learning time to be considered).

The Final Paper for Unit 3 has been marked using mark scheme from authentic questions selected from unit 3 papers. Reduced questions and time allowed (1hour 30 mins.) was reflected in the grade boundaries.

The overall qualification grade has been calculated using the grade boundaries outlined in the specification, applying points achieved according to the grade awarded in each individual unit and calculating the total number of points achieved overall. This has been moderated and agreed upon within the department also taking account of holistic achievement and competence throughout the course.

An overall QTAG has been determined by using grades from the internally assessed unit assignments, TAG assignments and TAG exam unit assessments, conducted internally with high level of security.

Rationale:

All topics have been covered for GCSE Sociology and will be used for determining the grades.

Component 1: The sociological approach

Component 2: Social structures, processes and issues

Component 3: Family

Component 4: Education

Component 5: Crime and deviance

Component 6: Social stratification

Component 7: Sociological research methods

AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

Evidence used:

Students have completed a series of short answer and long answer questions which covers all assessment objectives.

Where a student has not got a standardised mark, we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the AQA past papers and mark schemes. Moderation has been completed for all assessments with a specialist from KESH – a school within our Trust. A sample of final assessments have been discussed with a specialist internally.

Determining Grades:

Mark schemes have been used to determine raw scores for all assessments. The Final Paper has been marked using the November series 2019/ 2020 papers as this was secure and the boundaries were given. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA.

Rationale:

The two components of the Psychology GCSE have been covered and assessed to support the determination of grades.

Paper 1 – Cognition and Behaviour (Written Paper)

Paper 2 – Social context and behaviour (Written Paper)

AO1: Description and understanding of knowledge

AO2: Application of psychological knowledge

AO3: Evaluation of concepts and studies

Evidence used:

Both papers have been covered during the course and assessed during Year 11. They have received end of topic assessments and completed mock papers. All the assessments were created using the same high control as all other assessments, using exampro with collections of past paper questions and the mark scheme from AQA. A good mix from paper 1 and 2, also some of these are transferable skills with the A level such as research methods. The results of these assessments have all been completed in 2020-21 so the evidence provides a clear representation of student ability in GCSE Psychology. All of the assessment skills were covered in each assessment. All assessments have been completed with High control.

Standardisation and Moderation:

All assessments have been standardised by using the AQA past papers and mark schemes. Moderation has been completed for all assessments with a psychology specialist. Blind marking of the final paper has been completed with moderation of 20% of the papers.

Determining Grades:

AQA Mark schemes have been used, scores and percentages determined and then boundaries applied using holistic grade descriptors from AQA . The Final Paper has been was secure and the boundaries. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA.

Rationale:

All 2 components of the Product design GCSE have been covered and assessed to support the determination of grades.

Component 1 – Product design (written exam paper assessment)

Component 2 – Non-examination assessment: internally assessed.

- AO1: Identify, investigate and outline design possibilities to address needs and wants.
- AO2: Design and make prototypes that are fit for purpose.
- AO3: Analyse and evaluate:
 - design decisions and outcomes, including for prototypes made by themselves and others
 - wider issues in design and technology.
- AO4: Demonstrate and apply knowledge and understanding of:
 - technical principles
 - designing and making principles.

Evidence used:

All 4 assessment objectives have been covered during the course. AO1,2 have been covered in a range of projects. AO1 has been covered in full during their NEA responses. AO2 has been covered in full in previous projects but partially during their final NEA response. AO3 (Evaluation) has been covered in previous projects and in part during the NEA response. During the TAG assessment cycle AO3 has been tested during the continual assessments to test their knowledge & understanding of how to evaluate & analyse. AO4 is the theoretical knowledge that underpins the course. Most topics have been addressed in line with past papers from AQA.

Some parts of AO1 & 4 have been completed partly during lockdown. This was due to missing in-school teaching. All students have completed enough examinations for me to make an accurate judgement of the TAG with some students (higher grades mainly) having 8 forms of assessment, 7 of which can be fully QA as they were in school in a controlled environment and the 8th assessment being at home.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplars and past paper mark schemes. Moderation has been completed for all assessments with the HOD DT. Blind marking of the final paper has been completed with moderation of 20% of the papers. A sample of H/M/L NEA have been moderated in June before determination of grades a specialist.

Determining Grades:

Mark schemes and NEA Exemplars have been used to determine raw scores for all components. The Final Paper is a combination of the past papers, and assessment resources, from AQA secure website, this has been marked using the corresponding mark schemes. An overall holistic grade has been determined by using all available evidence along with the worked examples supplied from the exam board.

Rationale:

All 2 components of the Food Preparation and Nutrition GCSE have been covered and assessed to support the determination of grades.

Component 1 – Principles of food preparation and nutrition (written assessment)

Component 2 – Food Preparation and Nutrition in Action Non-examination assessment: internally assessed,

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Evidence used:

All 4 assessment objectives have been covered during the course. Some elements of this have been completed partly during lockdown. This was due to missing Jan-March 2021 in-school teaching. A03 The majority of students have completed a practical task under controlled conditions cooking one dish in 1½ hours where students have not been able to do this other work has been taken into consideration as evidence. For A02 students have complete a series of nutrition, food, cooking and preparation continual assessments.

A04 has been completed partially, for C2 in the form of recipe trials analyses, students have also been taught and completed evaluations in past work.

Where a student has not got a standardised mark from the 2 components we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the Eduqas exemplars and past paper mark schemes. Moderation has been completed for all assessments with a DT specialist. Blind marking of the final paper has been completed with moderation of 20% of the papers. A sample of practical tasks have been jointly moderated. A sample of H/M/L NEA have been moderated in June before determination of grades by a specialist internally.

Determining Grades:

Mark schemes and NEA Exemplars have been used to determine raw scores for all components. The Final Paper is a combination of the assessment resources, from Eduqas secure website, this has been marked using the corresponding mark schemes. An overall holistic grade has been determined by using all available evidence along with the worked examples booklet supplied from the exam board.

Rationale:

All 3 components of the Drama GCSE have been covered and assessed to support the determination of grades.

Component 1 – Understanding Drama (Written Paper)

Component 2 – Devising Drama NEA (Practical and Portfolio)

Component 3 – Text in Practice (Practical)

AO1: Create and develop ideas to communicate meaning for theatrical performance.

AO2: Apply theatrical skills to realise artistic intentions in live performance.

AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

AO4: Analyse and evaluate their own work and the work of others.

Evidence used:

All 3 components have been covered during the course and assessed during Year 11. C1 has been covered during remote education and in-school teaching with a Final which covered 80% of the course content. Section C – response to a live theatre performance has not been covered although AO4 has coverage within C2.

C2 has been fully completed with a monologue rather than a group piece in line with the updated specification guidelines for summer 2021. C3 has been covered with only one scripted duologue based on the set text which is not usually the case. This was due to missing Jan-March 2021 in-school teaching and needing to focus on a play that the students had a thorough knowledge of. The marks for C3 have been doubled to count as two scripted extracts.

Where a student has not got a standardised mark from the 3 components we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplar booklet and past paper mark schemes. Moderation has been completed for all assessments with a drama specialist. Blind marking of the final paper has been completed with moderation of 20% of the papers. A sample of practical performances have been jointly marked live in December with another drama teacher and moderated via recordings in May 2021 internally. A sample of H/M/L NEA portfolios have been moderated in June before determination of grades internally.

Determining Grades:

Mark schemes have been used to determine raw scores for all three components. The Final Paper has been marked using the November series 2020 paper as this was secure and the boundaries were lower which allows lost learning time to be considered. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with the worked examples booklet supplied from the exam board.

Rationale:

Pearson BTEC L1/2 Tech Award in Child Development

Component 1 – Completed in full and actual grade banked

Component 2 – Part completed and Centre Assessed Grade banked in Summer 2020

Component 3 – Internally assessed through a final exam where the paper covered all 3 learning aims but was reduced to 50 marks, as opposed to the standard 60 marks. Additional evidence considered - a full exam paper separated into 3 separate assessments which were assessed separately, and holistically (60 marks). Plus, 3 end of learning aim assessments which were papers worth 50 marks each

Pearson BTEC L3 National Extended Certificate in Children's Play, Learning & Development

Unit 1 – Completed in full and assessed through an external examination with the grades banked

Unit 5 – Part completed and Centre Assessed Grad banked in Summer 2020

Unit 2 – Completed in full and assessed through an external examination with the grades banked

Unit 3 – Completed in full and internally assessed with grades banked through the SV process.

Evidence used:

Pearson BTEC L1/2 Tech Award in Child Development

Internally assessed coursework for component 1; 1 assessed summative task, formative assessments and previous achievement for CAG banked in Summer 2020 for component 2;

Internally assessed full/part exam papers for component 3

Pearson BTEC L3 National Extended Certificate in Children's Play, Learning & Development

Externally assessed exam grades for units 1 and 2; internally assessed coursework for unit 3; and formative assessments/previous achievement for CAG banked in Summer 2020 for unit 5

Standardisation and Moderation:

Pearson BTEC L1/2 Tech Award in Child Development

Component 1 and 2 assessments were internally verified. Assessment decisions for Component 1 have been externally verified through the SV process in May 2021

Moderation has been completed with a member of the department for the 3 parts of the full paper for Component 3. These meetings took place on 18th and 25th May. Blind marking of the final paper and moderation has been completed on 27th May. 6 learners work has been moderated across each assessment.

Pearson BTEC L3 National Extended Certificate in Children's Play, Learning & Development

Unit 3 assessments were internally verified. Assessment decisions for Unit 3 have been externally verified through the SV process in May 2021. These are evidenced on the IV of assessment decisions sheets and the SV Sampling Report.

Determining Grades:

Pearson BTEC L1/2 Tech Award in Child Development

Component 1 and 2 have been graded, with individual grades banked with Pearson. The final exam for Component 3 used the February 2021 paper, mark scheme and grade boundaries, minus the last 10 marks of questions. This paper was secure, and reduced due to the length of time allocated to sit the final exam in. Grade boundaries for the final were identified by adjusting the grade boundaries on the February 2021 mark scheme/examiners report to percentages, and calculating the number of marks needed to achieve for a comparable percentage on a 50-mark paper. A grade for this component was allocated using the final exams, along with other assessment evidence, where appropriate.

The overall qualification grade has been calculated using the grade boundaries outlined in the specification, and applying points achieved according to the grade awarded in each individual component. Component 3 is allocated marks across a range, and where this potentially crossed grade boundaries, all evidence was used against holistic grade descriptors supplied from the exam board, to determine the overall grade. All TAG's and QTAG's were discussed and agreed on in a moderation meeting between both teachers on 8th June 2021

Pearson BTEC L3 National Extended Certificate in Children's Play, Learning & Development

All internal and externally assessed units have been graded, with individual grades banked with Pearson.

The overall qualification grade has been calculated using the grade boundaries outlined in the specification, applying points achieved according to the grade awarded in each individual unit and calculating the total number of points achieved overall. This has been moderated through the SV process in May 2021

Rationale:

All 3 components of the PE GCSE have been covered and assessed to support the determination of grades.

Component 1 – The human body and movement in physical activity and sport (Paper 1)

Component 2 – Socio-cultural influences and well-being in physical activity and sport (Paper 2)

Component 3 – Practical performance in physical activity and sport (Non-Exam Assessment)

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Evidence used:

All 3 components have been covered during the course and assessed during Year 11. C1 has been covered through a Full Paper 1 mock exam, substantial online home study using GCSE POD/Seneca and it was also covered in the FINALS paper. C2 has been fully completed with a Full Paper 2 mock exam and again was also covered in the FINALS paper. C3 has been covered with the two Practical Performances in two sports (Badminton and Netball) where Internal Moderation took place twice, C3 has also been covered in the full NEA coursework which was completed in Year 10. Where a student has not got a standardised mark from the 3 components we have used alternative evidence from previous assessments and completed the relevant JCQ forms.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplar booklet and past paper mark schemes.

Moderation has been completed for all assessments with two PE specialists. Blind marking of the final paper has been completed with moderation of ALL of the papers. Practical Internal Moderation took place twice, one at the end of Y10 and one final one at the end of Y11. The PE Department moderated together and discussed grades. The NEA Coursework was moderated by the department in the same way.

Determining Grades:

Mark schemes and grading criteria have been used to determine raw scores for all three components. The Final Paper has been marked using the November series 2020 paper as this was secure and the boundaries were lower which allows lost learning time to be considered. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with the worked examples booklet supplied from the exam board.

Rationale:

All three components of the History GCSE have been covered and assessed to support the determination of grades.

Component 1 – Medicine Through Time (Written Paper) (“C1”)

Component 2 – Elizabethan England and American West (Written Paper) (“C2”)

Component 3 – Weimar and Nazi Germany (Written Paper) (“C3”)

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

Grades for continual assessments and the FINALS will be used in conjunction with High control end of unit assessments to formulate an evidence-based and robust grade.

Evidence used:

Most of the three components have been covered during the course and assessed during Year 11. The American West (C2) content was largely taught during remote education in the summer term of 2020. Due to this, we did not assess this particular topic but we assessed the related skills of AO1 and AO2 across other topic areas. We also based this decision on previous information from Edexcel/Ofqual that content from one paper could be dropped, and that this content was taught superficially rather than deeply. It is also with the exception of two units (50%) of Weimar and Nazi Germany (C3), which were not covered in the allocated teaching time due to the extenuating circumstances this year, i.e. period of remote education, and the focus on continual assessments. Therefore, it would not have been appropriate to make judgements on the full paper content.

C1 has been evidenced through one 20-mark question continual assessment (covering AO1 and AO2) and during the Finals paper (covering AO1, AO2 and AO3). This covered both Section A and B of the paper.

C2 has been evidenced through one 12-mark question continual assessment (covering AO1 and AO2) and during the Finals paper (covering AO1 and AO2). C2 only requires students to demonstrate AO1 and AO2.

C3 has been evidenced through an end of unit continual assessment covering 25% of the total paper content (covering AO3 and AO4). This component was also evidenced through the Finals Paper covering 50% of paper content (covering AO3 and AO4).

Where a student has not got a standardised mark from the three components we have used alternative evidence from previous assessments and completed the relevant JCQ forms. For Ria Nar and Rimsha Nadim, who missed one continual assessment, it was felt that there was sufficient evidence to form a judgement about their grade with reference to the other continual assessments and Finals papers that they completed.

Standardisation and Moderation:

All assessments have been standardised by using the Edexcel exemplar booklet and past paper mark schemes. Moderation has been completed for all assessments with four History specialists. Blind marking of the final paper has been completed with moderation of at least 20% of the papers.

Determining Grades:

Mark schemes have been used to determine raw scores for all three components. The Final Paper has been marked using the June series 2019 paper. This was chosen as the boundaries offered the best representation, as this was the last time when a consistent national standard applied and in line with Edexcel guidance. An overall grade has been determined by using all evidence against the holistic grade descriptor from Edexcel along with the worked examples booklet supplied from the exam board.

Rationale:

Both Theme 1 and Theme 2 of the GCSE Business Syllabus has been covered and assessed to support the determination of grades.

Theme 1 – Investigating a small Business (Examination)

Theme 2 – Building a Business (Examination)

A01 – Demonstrate knowledge and understanding of business concepts and issues (35%)

A02 – Apply knowledge and understanding of business concepts and issues to a variety of contexts (35%)

A03 – Analyse and evaluate business information, demonstrate understanding of business activity, make judgements and draw conclusions (30%)

Evidence used:

Theme 1 was covered face to face and Theme 2 was partly delivered face to face teaching and via remote learning. The November 2020 unseen past paper was used to assess students on all lesson objectives. In addition, past paper questions were used to prepare a Finals paper. Grade descriptors and grade boundaries published by Edexcel.

Standardisation and Moderation:

All assessments have been standardised by using the Edexcel exemplar booklet and past paper mark schemes. Moderation has been completed for all assessments with members of the department internally. Blind marking of the all assessments have been completed with moderation of 20% of the papers.

Determining Grades:

Edexcel mark schemes have been used to determine raw scores for all assessments. An overall grade has been determined by using all evidence against the holistic grade descriptor from Edexcel along with the worked examples booklet supplied from the exam board.

Rationale:

Component 1 (NEA) in GCSE Fine Art and A Level Fine Art was fully covered and assessed to support the determination of grades.

GCSE Component 1 – Portfolio (NEA)

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

A Level Component 1- Personal investigation (NEA)

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Evidence used:

All of Component 1 has been covered during the course and assessed during Year 11/13. Assessment Objective 1, 2 and 3 have been covered during remote education and in-school teaching.

A04 was begun during school lessons but completed during a final in which students work was photographed at the beginning and end of the final.

All students have supporting evidence for assessment objective 1,2,3 and 4.

Standardisation and Moderation:

All assessments have been standardised by using the OCR exemplar booklet and NEA grade descriptors. Moderation has been completed for all assessments by two internal subject specialists. Blind moderation of portfolio/personal investigation projects were completed for 50% of the cohort.

Determining Grades:

Mark schemes have been used to determine raw scores for all four assessment objectives and 2019 grade boundaries to generate levels.

Rationale:

The Science GCSE specification content has been covered in its entirety. Targeted topics assessed to support the determination of grades.

Combined Science

1. Mock Paper 1 (Full paper 1 content covered in Biology, Chemistry and Physics)
2. Online + Mini Assessments : B6 , C7+8, P6+7
3. Educake Assessments: B5, C6, P5
4. Mini controlled assessment:
 - a. Biology – B1 Cell Biology, B4 Bioenergetics, B6 Evolution, Inheritance + Variation
 - b. Chemistry – C1 Atomic Structure, C6 Rates of Reaction, C8 Chemical Analysis
 - c. Physics – P1 Energy, P4 Wave, P6 Atomic Structure
5. Finals (See above for topics covered)

Separate Biology

1. Mock Paper 1: Full paper 1 content covered in Biology
2. Online Assessment: B6 Evolution, Inheritance + Variation
3. Mini Assessment: B7 Ecology
4. Controlled assessment: B1 Cell Biology, B4 Bioenergetics, B6 Evolution, Inheritance + Variation
5. Finals (See above for topics covered)

Separate Chemistry

1. Mock Paper 1 (Full paper 1 content covered in Chemistry)
2. Online Assessment: C7+8
3. Mini Assessment: C9+10: Earth's Atmosphere + Using Resources
4. Controlled assessment: C1 Atomic Structure, C6 Rates of Reaction, C8 Chemical Analysis
5. Finals (See above for topics covered)

Separate Physics

1. Mock Paper 1 (Full paper 1 content covered in Physics)
2. Online Assessment :P6+7
3. Educake Assessment: P5
4. Controlled assessment: P1 Energy, P4 Wave, P6 Atomic Structure
5. Finals (See above for topics covered)

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures

AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Evidence used:

Mock Paper 1 – this was completed in school under exam conditions.

Online/Educake Assessments – these were completed during lockdown either through MS Forms on TEAMS or via Educake. A timed deadline was set on these assessments.

The controlled topic assessments were completed in person in school during Science lessons.

These were timed and controlled by Science staff.

Finals – these were completed in school under exam conditions.

Standardisation and Moderation:

All assessments have been standardised by using the AQA exemplar booklet and past paper mark schemes. Moderation has been completed for all assessments with the Science department. A schedule was set up to ensure all Science teachers marked and moderated papers to avoid any bias (please see separate document). Blind marking of the Finals has been completed with moderation of 20% of all assessments.

Determining Grades:

Mark schemes have been used to determine raw scores for all components.

The Final Papers has been written and marked using a combination of the online AQA Resources and past papers. Grade boundaries were determined using an average of the 2018 and 2019 grade boundaries.

An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with the worked examples booklet supplied from the exam board.

Rationale:

There are two components of the course. Students sit two 1.5 hours papers (Paper 1 covers Component 1 and Paper 2 covers Component 2). Each paper contributes to 50% of the course.

| | |
|--|---|
| <p>Computer systems</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns | <p>Computer systems (01)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper (no calculators allowed)</p> |
| <p>Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Algorithms * • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation | <p>Computational thinking, algorithms and programming (02)</p> <p>80 marks</p> <p>1 hour and 30 minutes</p> <p>Written paper (no calculators allowed)</p> |

Complete
 Partially complete
 Not complete

Evidence used:

Component 1 was fully covered and various assessments were used (topic assessments, including the final).

Assessments consisted of both component 1 and 2. The following evidence was used:

- Component 1: Part A of 2019 exam paper, Part B of 2019 exam paper. Other evidence was also analysed if further evidence was required
- Component 2: End of topic assessments
- Finals: This consisted of Component 1 and 2 sections
-

We have gathered enough evidence by using component 1 and 2 assessments. This was to ensure that our process of determining a grade is in-line with the expected levels as set out for component 1 and 2.

All assessments were 'high control'.

Standardisation and Moderation:

All assessments have been standardised by using the OCR mark schemes. Moderation has been completed for all assessments with a computing specialist within the school. Blind marking of the final paper has been completed with moderation of at least 20% of the papers.

Determining Grades:

Mark schemes have been used to determine raw scores for all assessments. All assessments were in the form of using past exam papers and generated using 'Exam builder'. This was in-line with the exam board expectations. The Final Paper has been marked using the June 2019 paper. This is because it offered the best representation.

Determining Grades:

Mark schemes have been used to determine the grades for each assessment and the final. The final paper consisted of questions from 2019 and 2020 (secured paper) and marked using the OCR mark scheme.

OCR exam board determine the grades based on the total marks achieved in component 1 and 2. In order to keep this process, we converted 'Raw' marks for Component 1, 2 and overall in %. We then used the % achieved by a student in their assessment and mapped it according to their respective grade as set by the exam board.

| GCSE Computer Science | | | Max Mark | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | u |
|-----------------------|---|---------|----------|-----|-----|-----|----|----|----|----|----|----|---|
| J276 | 01 Computer Systems | Raw | 80 | 69 | 63 | 57 | 50 | 43 | 36 | 28 | 20 | 12 | 0 |
| J276 | 02 Computational thinking, algorithms and programming | Raw | 80 | 68 | 62 | 56 | 49 | 42 | 35 | 26 | 18 | 10 | 0 |
| J276 | | Overall | 160 | 137 | 125 | 113 | 99 | 85 | 71 | 54 | 38 | 22 | 0 |

For example, Grade 5, in Component 1 is: 43 marks out of 80 (53.75%). Therefore, a student achieving 53.75% in their assessment on Component 1 is paced on a Grade 5.

Once we have all assessment grades for a student, we have converted all assessment grades into their average grades. We then looked at all the evidence to warrant a grade the student deserves. We have also taken other useful evidence (if necessary) and used the holistic grade against grade descriptor. This process gave us an absolute surety, so that all students were awarded the grade according to what we believe is their deserving and justified grade.

Rationale:

All 3 components of the BTEC ICT have been covered and assessed to support the determination of grades.

Component 1 – Exploring User Interface Design Principles and Project Planning Techniques

Component 2 – Collecting, Presenting and Interpreting Data (Controlled Assessment)

Component 3 – Effective Digital Working Practices (Written Paper)

Learning Aims Component 1:

A Investigate user interface design for individuals and organisations

B Use project planning techniques to plan and design a user interface

C Develop and review a user interface.

Learning Aims Component 2:

A Investigate the role and impact of using data on individuals and organisations

B Create a dashboard using data manipulation tools

C Draw conclusions and review data presentation methods.

Assessment Objectives Component 3:

AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to digital information technology.

AO2 Apply an understanding of facts, terms, processes and issues in relation to digital information technology.

AO3 Analyse, evaluate and make reasoned judgements about the use, factors and implications influencing digital information technology.

AO4 Make connections with the concepts, issues, terms and processes in digital information technology.

Evidence used:

Components 1 and 2 have been partially covered during the course and assessed during Year 10 and 11. Component 3 content was fully covered with mock papers and final assessments used to determine component grade.

C1 has been covered during remote education whilst in Year 10, with the teacher submitting grades based on the quality of work produced in class, which were submitted in summer 2020.

C2 was partially completed in Year 11 in lessons as part of controlled assessment. Due to time lost only Learning Aim B was fully completed and assessed. These grades were submitted to the exam board and moderated, with the result making up the whole grade for component 2.

C3, all of the content was covered, with students sitting mock paper and final assessment to determine component grade.

Where a student has not got a mark from the final assessment or mock paper, alternative evidence has been used such as in class mini tests, focusing on part of the component.

Standardisation and Moderation:

All assessments have been standardised by using the Pearson BTEC Tech Award in Information Technology Specification.

C1 was assessed by S Yousef. Component 2 was assessed by L Billingham and moderated by K Ali. A

sample of this was sent off for external moderation by Pearson, which came back as accurate. C3 was assessed by L Billingham and moderated by K Ali. Blind marking of the C3 final paper has been completed with moderation of 20% of the papers.

Determining Grades:

C1 grades were entered in Year 10 and approved by the exam board.

Mark schemes has been used to determine C2 grade based on the assessment criteria in the Pearson BTEC Tech Award in Information Technology Specification.

For C3, the Final Paper has been marked using 4 sample questions taken from a variety of Pearson sample papers. From these questions, scenarios and names were changed from the original papers, ensuring a secure paper. The marked schemes were used from the questions but tailored to the change in scenario.

An overall grade has been determined by using the grade given for Component 1, Component 2 and Component 3.

This was done by inputting the grade from each component into the BTEC Tech Awards Grade Calculator which generated an overall grade for each student.