

Determining Grades for 2020 – 2021

Rationale:

Students assessed on all topics which have been taught (Powers and Borders was not taught due to lockdowns) November 2020 papers were used as they were the most recent papers released which have accurate Grade Boundaries to use. The FINALS paper was chosen (split paper 3) as this assesses all AOs and also includes the longer questions which are not included in the Continual Assessments. 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. NEA to be used to an extent in grade creation, however, to a lesser extent than 20% exam specification due to time constraints and lack of ability to complete.

AO1 Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2 Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

AO3 Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions.

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 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 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. Mini topic tests
3. DrFrost Assessments
4. Up learn papers

Students then completed two final papers.

The continual assessments and the finals paper covered Pure & applied content. 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. Data gave us an accurate picture of where students starting points were in November 2020.

Assessment 2: Students have had the opportunity to complete a year 1 pure uplearn paper in lesson. This was done physically in school. Data gave us an indication of how well they understand the year 1 pure maths.

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. 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 chapters that we taught for Pure mathematics and Applied Mathematics. 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: Philosophy of religion and ethics

Section B: Ethics and religion

Component 2: Study of religion and dialogues

Section B: Dialogues -Not been assessed due to lock down

AO1: Demonstrate knowledge and understanding of religion and belief, including:

- religious, philosophical and/or ethical thought and teaching
- influence of beliefs, teachings and practices on individuals, communities and societies
- cause and significance of similarities and differences in belief, teaching and practice
- approaches to the study of religion and belief.

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

Evidence used:

- All Students have been taught all topics from paper 1 and all topics from paper 2 section A
- AQA assessment materials have been taken from past papers and 'My revision notes AQA A level Religious studies and a bank of resources made by the department.
- 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.
- All evidence shows a range of styled questions showing all assessment objectives have been met.
- Used the continual controlled assessments.

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 moderated with two specialist teachers in the department.

Determining Grades:

Mark schemes have been used to determine raw scores continual assessment and translated into %. The Final Paper has been marked using a range of AQA exam material as this was secure. An overall grade has been determined by using all evidence against the holistic grade descriptor from AQA along with the continual assessments throughout the year alongside 4 continual controlled assessments and Final exam.

Rationale:

The BTEC Level 3 Science specification content has been full covered. There are 6 mandatory units and two optional units. Learners must complete and achieve at pass grade or above for all the units (Mandatory content (83%). External assessment (46%). This is completed over two years.

Year 12

1. CAGs

Unit 1: Principles and Application of Science I: External (Grade awarded by Pearson)

Unit 2: Practical Scientific Procedures and Techniques: course work

Unit 3: Science Investigation Skills: External (Grade Awarded by Pearson)

Unit 4: Laboratory Techniques and their application: Course work

Year 13

2. Mock exam- Unit 5: Principles and Applications of Science II

3. Coursework

Unit 6: Investigative Project an overall of Aims A, B and CD

Unit 8: Physiology of Human Body Systems an overall of Aims A, B, C

Unit 15: Unit 15: Electrical Circuits and their Application an overall of Aims A, B, C, D

4. Finals- Unit 5: Principles and Applications of Science II

AO1 Demonstrate knowledge of scientific facts, terms, definitions and scientific formulae

AO2 Demonstrate understanding of scientific concepts, procedures, processes and techniques and their application

AO3 Analyse, interpret and evaluate scientific information to make judgements and reach conclusions

AO4 Make connections, use and integrate different scientific concepts, procedures, processes or techniques

Evidence used:

Units 1-4 had a CAG submitted in 2020 due to lockdown.

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

Coursework- these were completed during lockdown either through MS Forms on TEAMS adhering deadlines outlined by Pearson. (January - February 2021)

Coursework- completed in school

Finals – these were completed in school under exam conditions.

Standardisation and Moderation:

All assessments have been standardised by using marking guidance outlined by Pearson in the BTEC level 3 Diploma specification. Also, the use of exemplary materials supplied by Pearson. Students work were also sampled and submitted to external verifiers. These were successfully cleared and acknowledged in Edexcel online. 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. Blind marking of the Finals has been completed with moderation of 20% of all assessments.

Determining Grades:

The Final Paper has been written and marked using a combination of the online BTEC/Pearson Resources and past papers. The awarding and certification of this qualifications will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual).

An overall grade has been determined by using all evidence against the holistic grade descriptor from BTEC Nationals along with a combination of CAGS and TAGS grades inputted in BTEC national grade calculator. In order to be awarded a qualification a learner must complete all units and achieve a pass or above in all mandatory units unless otherwise specified. Refer to the structure in Section 2. To achieve any qualification grade, learners must:

- complete and have an outcome (D, M P or U) for all units within a valid combination
- achieve the required units at pass or above
- achieve the minimum number of points at a grade threshold.

Learners who do not pass all the required units shown in the structure will not achieve a qualification. For example, learners who have not passed the required external units or who have not taken enough optional units will not achieve that qualification even if they have enough points. Learners must complete and achieve at pass grade or above all the units in mandatory group A: 3 external and 1 internal. Learners must complete both mandatory units in group B and achieve a pass or above in at least 1 unit.

Optional units

Learners must complete a 2 optional units.

Pearson BTEC Level 3 National Diploma in Applied Science				
Unit number	Unit title	GLH	Type	How assessed
Mandatory group A units – learners complete and achieve all units				
1	Principles and Applications of Science I	90	Mandatory	External
3	Science Investigation Skills	120	Mandatory Synoptic	External
5	Principles and Applications of Science II	120	Mandatory	External
6	Investigative Project	90	Mandatory Synoptic	Internal
Mandatory group B units - learners complete all units				
2	Practical Scientific Procedures and Techniques	90	Mandatory	Internal
4	Laboratory Techniques and their Application	90	Mandatory	Internal

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

Points available for internal units

The table below shows the number of points available for internal and external units. For each internal and external unit, points are allocated depending on the grade awarded.

Grade boundaries for External Units

	90 GLH	120 GLH
U	0	0
P	9	12
M	15	20
D	24	32

Points for Internal Units

	60 GLH	90 GLH	120 GLH
U	0	0	0
P	6	9	12
M	10	15	20
D	16	24	32

Certificate		Extended Certificate		Foundation Diploma		Diploma	
180 GLH		360 GLH		510 GLH		720 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	PP	72
						MP	88
Merit	26	M	52	M	73	MM	104
						DM	124
Distinction	42	D	74	D	104	DD	144
						D*D	162
Distinction*	48	D*	90	D*	130	D*D*	180

Calculation of qualification grade

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Ext	D	24	
Unit 2	90	Int	D	24	
Unit 3	120	Ext	D	32	
Unit 4	90	Int	D	24	
Unit 5	120	Ext	D	32	
Unit 6	90	Int	D	24	
Unit 8	60	Int	D	16	
Unit 15	60	Int	D	16	
Total	720			192	D*D*

The learner has achieved a Pass or above in Units 1, 3, 5 and 6 and a Pass or above in at least one of Units 2 and 4.

The learner has sufficient points for a D*D* grade

[Text Wrapping Break]

	GLH	Type (Int/Ext)	Grade	Unit points	
Unit 1	90	Ext	M	15	
Unit 2	90	Int	M	15	
Unit 3	120	Ext	M	20	
Unit 4	90	Int	M	15	
Unit 5	120	Ext	X	X	
Unit 6	90	Int	X	X	
Unit 8	60	Int	X	X	
Unit 15	60	Int	x	X	
Total				65	P

The learner has achieved a Pass or above in Units 1 and 3 from group a but has not achieved a p or above 5 and 6 and They achieved Pass or above in at least one of Units 2 and 4, which means they will make the learner eligible to achieve a smaller qualification in the same suite. In this case the **foundation diploma**.

The learner has sufficient points for a P grade.
They have only completed year 1 of the course.

Rationale:

All topics of the specification has been taught except the final topic of Transition metals and Aqueous solutions which was not taught due to the government direction to stop teaching new material. Only topics taught were assessed.

All assessments covered the AOs below.

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

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context • in a practical context • when handling qualitative data when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: • make judgements and reach conclusions • develop and refine practical design and procedures.

Evidence used:

Mock 1 (in-person)

Mock 2 (remote)

Topic mini assessment (remote)

Topic mini assessment (in-person)

Finals (in-person)

These five controlled assessments were the teacher assessments carried out 2020-2021

Standardisation and Moderation:

Using the AQA documentation for guidance, mapping document, past paper questions and mark schemes, all assessments have been standardised. Final assessments were set in accordance to the exam centre policy. Moderation work has been completed by a specialist A level Chemistry teacher and at least 20% was done. Bias was removed using blind marking.

Determining Grades:

An average of past paper mark schemes which were the most represented by the assessments were averaged and used to determine grades for each assessment. The slightly lower 2020 grade boundaries were included to slightly reduce boundaries to compensate for carrying assessments out remotely which may have hindered the fluency of answering questions compared to that of working in class, in person. Topic mini assessment grade boundaries were raised using the rationale that past paper questions set by topic were less rigorous than in a mixed paper. An overall grade has been determined by using all evidence against the holistic AQA grade descriptors along with the worked examples booklet supplied from the exam board.

Rationale:

Topics 1-7 have been covered. This also includes required practicals.

Topic 8 content was not covered, and not included in any assessments. All of the AOs (see below) have coverage across these 7 topics:

Topic 1 Biological Molecules

Topic 2 Cells

Topic 3 Organisms exchange substances with their environment

Topic 4 Genetic information, variation and relationships between organisms

Topic 5 Energy transfers in and between organisms

Topic 6 Organisms respond to changes in their internal and external environments.

Topic 7 Genetics, populations, evolutions and ecosystems

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, evaluate and interpret scientific information, ideas, and evidence including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.

Evidence used:

Mock Paper 1 – this was a full paper 1 covering AS content and was completed in school under exam conditions.

The controlled individual topic assessments (topics 1-5 from list above) were completed in person in school. These were timed and controlled by the Head of Faculty.

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. Papers were standardised by two members of the A level team. Moderation has been completed for all assessments with specialist A level Biology teachers internally.

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 were written and marked using a combination of the online AQA Resources and past papers. Grade boundaries were determined using an average of the 2019 and 2018 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:

Topics 1-7 have been covered. This also includes required practicals.

Topic 8 content was not covered, and not included in any assessments. All of the AOs (see below) have coverage across these 7 topics:

Topic 1 Biological Molecules

Topic 2 Cells

Topic 3 Organisms exchange substances with their environment

Topic 4 Genetic information, variation and relationships between organisms

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Topic 6 Organisms respond to changes in their internal and external environments.

Topic 7 Genetics, populations, evolutions and ecosystems

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, evaluate and interpret scientific information, ideas, and evidence including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.

Evidence used:

Mock Paper 1 – this was a full paper 1 covering AS content and was completed in school under exam conditions.

The controlled individual topic assessments (topics 1-5 from list above) were completed in person in school. These were timed and controlled by the Head of Faculty.

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. Papers were standardised by two members of the A level team. Moderation has been completed for all assessments with specialist A level Biology teachers internally.

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 were written and marked using a combination of the online AQA Resources and past papers. Grade boundaries were determined using an average of the 2019 and 2018 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:

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

Component 1: Education, methods in context, theory and methods.

Component 2: Topics in Sociology.

Component 3: Crime and deviance, theory and methods.

AO1: Demonstrate knowledge and understanding of:

- sociological theories, concepts and evidence
- sociological research methods

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- present arguments
- make judgements
- draw conclusions.

Evidence used:

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

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 at KESH as part of our Trust. A sample of final assessments have been discussed with another 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 three papers of the Psychology A Level have been covered and assessed to support the determination of the A Level grades. The 3 assessment criteria have also been covered throughout the assessments, mock papers and finals papers.

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 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 A level have been covered and assessed to support the determination of grades.

Component 1 – Product design paper 1 (written exam paper assessment) (Mock Exam)

Component 2 – Product design Paper 2 (written exam paper assessment) (Continual Assessments & Final Exam)

Component 3 – Non-examination assessment: internally assessed.

Assessment Objectives

- AO1: Identify, investigate and outline design possibilities to address needs and wants. (NEA Only)
- AO2: Design and make prototypes that are fit for purpose. (NEA Only)
- AO3: Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others, wider issues in design and technology. (PAPER 1, 2 & NEA)
- AO4: Demonstrate and apply knowledge and understanding of: technical principles, designing and making principles. (PAPER 1& 2 Only)

Evidence used:

All 4 assessment objectives have been covered during the course. AO3 (Analysing has been covered) but in its normal capacity. Students have analysed in depth throughout their NEA response but not evaluated in the NEA. Instead, they have evaluated 'in the traditional sense in an exam instead. All major assessments have been covered during controlled environment in school for QA. All Theoretical aspects have been covered as if under normal circumstances. The NEA is only missing the final product and the evaluation. These skills needed have been demonstrated elsewhere where possible.

Parts of the NEA were completed partly during lockdown, Materials & equipment hand delivered by me to their homes to ensure students can continue parts of their NEA response. This was due to missing Jan-March 2021 in-school teaching. All students have completed the NEA to the same point and have sat all exams. There is no doubt between fairness & weighting because of this. The written tests consist of a varied format with the final few tests being in a traditional written format requiring long extended answers that challenge, in depth, their contextual understanding of the subject.

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 another member of the DT team. Blind marking of the final paper has been completed with moderation of the whole paper. NEA have been moderated in June before determination of grades by the Head of Department.

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 the core content of A level English Literature have been covered and assessed to support the determination of grades.

Component 1. Literary genres - Aspects of Tragedy (Written paper1 Section A and C)

Component2. Texts and genres - Elements of Crime Writing (Written Paper2 Section B)

Component3. Theory and Independence -NEA

Option:

Marxist Theory -Conventional essay

Feminist Theory – Conventional essay

AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

AO2: Analyse ways in which meanings are shaped in literary texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4: Explore connections across literary texts.

AO5: Explore literary texts informed by different interpretations.

Evidence used:

All the components have been covered during the course and assessed during Year13. C1 and C2 have been covered during remote education and in-school teaching with a two Final exams. Unseen texts of Crime writing has not been fully covered; although all the assessment objectives needed for this section have a coverage within. This was mainly due to missing in school teaching in 2020 and 2021.

Component 3, NEA, has been fully completed with two pieces of conventional essays in line with the updated specification. The marks for C3 (NEA) have been taken into consideration while awarding the TAG. All the students have got a standardised mark from the 3 components and we have used evidence from continual assessments.

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 English specialists at school. External moderation of 10% assessments was carried out by an English specialist within the King Edwards MAT. Blind marking of the final papers has been completed with moderation of all of the papers jointly marked by A level team. All the NEA portfolios have been moderated in May and June before determination of grades by two members of the English department internally.

Determining Grades:

Mark schemes have been used to determine raw scores for all three units. The Final Papers have been marked using the November series 2020 paper as this was secure and the grade 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 A-Level have been covered and assessed to support the determination of grades.

Component 1 – Russia 1917-91: from Lenin to Yeltsin (“C1”)

Component 2 – Mao’s China, 1949-76 (“C2”)

Component 3 – Protest, agitation and parliamentary reform in Britain, c1780-1928 (“C3”)

Component 4 – NEA (“C4”)

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference, and significance.

AO2: Analyse and evaluate appropriate source material, primary and contemporary to the period, within its historical context.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

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 four components have been covered during the course and assessed during Year 13 with the exception of the topic ‘The Women’s Social and Political Union, 1903-14’ (15% of course content).

C1 has been evidenced through one 20-mark question continual assessment (covering AO3) and the Finals Paper (covering AO1)

C2 has been evidenced through the Finals Paper (covering AO1 and AO2)

C3 has been evidenced through three 20-mark question continual assessment (covering AO1 and AO2)

C4 has been evidenced through the NEA (covering AO1 and AO3)

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 three History specialists within the department. Blind marking of the final paper has been completed with moderation of all 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:

This course has 6 modular units. 3 units were to be delivered in Year 1 of study and 3 units to be taught in year 2 of study.

Year 1

- ABS1 – Financial Planning and Analysis (External exam). Students learnt the theory and sat a external examination in January 2020. A external grade for this unit was awarded in March 2020.
- ABS2 – Business Dynamics (NEA) – Students starter this coursework in October 2020 and were taught PO1 and PO2 (55%) of the learning outcomes before we went into a national lockdown.
- ABS3 (Controlled Assessment) – Students were unable to sit this piece of work as not al students had access to the resources need to complete this unit. Learning material from ABS5 (Synoptic Paper) was used to support understanding of this topic.

Year 2

- ABS4 – Managing and Leading People (External exam) – Students learnt the theory and sat an external examination in January 2021. An external grade for this unit was awarded in March 2021.
- ABS5 – Developing a Business Proposal (NEA) – All performance outcomes taught and assessed. PO1 and PO2 were taught remotely. PO3 and PO4 were taught face to face.
- ABS6 – E-Business Proposal (NEA) - All performance outcomes taught and assessed.

Evidence used and Grades determined:

In Year 1 study of this course the results from the ABS1 external examination were used as evidence. In regard to the NEA element of the course the quality of work submitted was assessed against the exemplar material issued by the exam board to form a holistic grade for Year 1 of study. This grade alongside the result from the ABS4 (External examination) and NEA units (ABS5 and ABS6) were used to form a overall grade for this course.

Where a student has not got a standardised mark from the 6 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. The AQA teacher online standardisation software was also used to determine with gradings were accurate. In addition, examiners reports were thoroughly read to avoid misconceptions in teaching and marking. Moderation has been completed for all assessments with members of the department. Blind marking of all assessments has been completed with moderation of 20% of the papers.

Rationale:

All 6 units of the BTEC Level 3 IT have been covered and assessed to support the determination of grades.

Unit 1 – Information Technology Systems (exam unit)

Unit 2 – Creating Systems to Manage Information (exam unit)

Unit 3 – Using Social Media in Business (internal and moderated by the exam board)

Unit 6 – Website Development (internal and moderated by the exam board)

Unit 1:

This unit is externally assessed through a written examination set and marked by Pearson. The examination is two hours in length. Learners will be assessed on their understanding of computer systems and the implications of their use in personal and professional situations. The number of marks for the unit is 90

Unit 2:

This unit is externally assessed through a task set and marked by Pearson. The set task will be completed under supervised conditions for 10 hours in a one-week period set by Pearson, which can be arranged over a number of sessions. The set task will assess learners' ability to design, create, test and evaluate a relational database system to manage information. The number of marks for the unit is 66.

Unit 3:

Social media websites are a popular way for people to communicate and share information with friends and family. People spend a lot of time on social media websites and they give businesses opportunities to interact with people, for example to promote their business, to encourage people to visit their e-commerce site and buy, to provide customer service. In this unit students will:

A Explore the impact of social media on the ways in which businesses promote their products and services

B Develop a plan to use social media in a business to meet requirements

C Implement the use of social media in a business.

Unit 6:

In this unit, students review existing websites – commenting on their overall design and effectiveness. Students will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, students will reflect on the website design and functionality using a testing and review process.

In this unit students will:

A Understand the principles of website development

B Design a website to meet client requirements

C Develop a website to meet client requirements.

Evidence used:

Unit 3 grades were submitted to the exam board in summer 2019. The CAG were approved by the exam board and students were accredited for this unit

Unit 1 grades were determined through students sitting their January 2021 exam. All students sat their exam and awarded their unit grade.

Unit 6 grades were awarded through BTEC exam board moderation. The unit was completed, marked and moderated internally which was verified by the exam board through moderation. Our BTEC SV conducted the moderation on 14th May 2021 and agreed with our processes and marking.

Unit 2 grades were determined through TAG. The students had the option to sit their exam in January 2021, but all students decided to sit only Unit 1 exam as they were not fully ready for Unit 2 as so much of learning was missed out due to Covid-19.

The evidence for Unit 2 was based on conducting internal assessment on Part A of Unit 2. Part B of Unit 2 was not used as it was not fully covered in lessons. I have verified this with the exam board and they advised that only Part A can be used to establish an overall grade for Unit 2.

The following are the overall grade boundaries (Part A and B):

Pass – 24%

Merit – 41%

Distinction – 57%

As we have only covered Part A, I have used the % achieved for Part A and used the above grade boundaries to award them an overall Unit 2.

Standardisation and Moderation:

All assessments have been standardised by using the Pearson BTEC Nationals Level 2 in Information Technology Specification. Unit 3 was assessed by S Yousef in 2020. Unit 1 was externally assessed. Unit 6 was assessed by K Ali and moderated by a computing specialist within the department. A sample of this was sent off for external moderation by Pearson, which came back as accurate. Unit 2 was assessed by the Head of Computing and all students work was moderated by a subject specialist and verified against the set guidance/exemplar papers.

Determining Grades:

Unit 3 grades were entered in Year 12 and approved by the exam board.

Unit 1 grades were given by the exam board (exam unit)

Unit 6 grades were approved by the exam board through the moderation process

Unit 2 grades were determined against the mark scheme and internal moderation. The grades were checked with the exam board exemplar documents too.

An overall grade has been determined by using the grade given for Unit 1, 2, 3 and 6. This was done by inputting the grade from each unit into the BTEC Nationals Grade Calculator which generated an overall grade for each student.