



Essential Information regarding Post-16

Teacher Assessed Grades

Summer 2021

A Level Art & Design	Type of Assessment	Unit 1 course work portfolio sketchbook 9AD0				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: course work portfolio	Year 12-13 sketchbook	Y	Y	Y	Y	M/L
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>In some cases, students have limited evidence of each but all assessment objective are used.</p>						
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>With A Level art and design the assessed course work starts at the very start of year 12. With the exam element being eliminated early on students have focused on one sustained course work project that covers all of the assessment objective.</p>						

AS Level Biology	Type of Assessment	Units 3.1 & 3.2			Units 3.3 & 3.4			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: Year 12 Mock 1 (Nov 2020)	<i>Invigilated Mock examination – mixture past paper questions from unit 3.1 & 3.2</i>	Y	Y	Y	N	N	N	H
Assessment 2: Year 12 Mock 2 (April 2021)	Invigilated Mock examination Mixed questions from June 2019 papers plus extra based on units 3.1 & 3.2	Y	Y	Y	N	N	N	H
Assessment 3: End of topic assessment 3.4 (March 21)	Exam questions set from past papers done in exam conditions in the classroom	N	N	N	Y	Y	Y	H
Assessment 4: End of topic assessment 3.3 (May 21)	Exam questions set from past papers done in exam conditions in the classroom	N	N	N	Y	Y	Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>All assessment objectives have been included. Content that was not included in final mock is to be assessed during term 5 as high control internal assessments, using past exam questions and mark schemes.</p>								
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <ul style="list-style-type: none"> • This gives a wide range of evidence, with all assessment objectives being assessed and all content across the year. All assessments have taken place in high level on control. • Mocks have been moderated across the two teachers that share the class to ensure marking is consistent • This will give us a holistic view for the teacher assessed grade over the course 								

A Level Biology	Type of Assessment	Units 3.1-3.4				Units 3.5-3.8				Level of Control H, M, L
		AO1	AO2	AO3		AO1	AO2	AO3		
Assessment 1: Year 13 Mock 1 (Nov 2020)	Invigilated Mock examination Complete A Level paper 1 and mixed paper two based on content taught (June 2019 papers)	Y	Y	Y		Y	Y	Y		H
Assessment 2: <i>Year 13 Mock 2</i> (April 2021)	Invigilated Mock examination – Paper 2 & 3 from June 2020 papers minus essay and content not taught (see below)	Y	Y	Y		Y	Y	Y		H
Assessment 3: <i>End of topic assessments</i> (Termly in Y12 & 13)	Exam questions set from past papers done in exam conditions in the classroom	Y	Y	Y		Y	Y	Y		H - most L – completed during remote learning
Assessment 4: Essay	Past exam paper 25-mark essay completed in controlled conditions	Y	Y	Y		Y	Y	Y		H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>All assessment objectives have been included. Content that was not included in final mock is to be assessed during term 5 – essay question from paper 3.</p>										
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <ul style="list-style-type: none"> • This gives a wide range of evidence, with all assessment objectives being assessed and all content across the two years. The majority of assessments have taken place in high level on control. • The evidence that has been collated from remote assessments will be benchmarked against internal assessments • Mocks have been moderated across the two teachers that share the class to ensure marking is consistent • This will give us a holistic view of the teacher assessed grade over the two years of the course 										

A Level Business Studies	Type of Assessment	Units 1-6				Units 7 -10				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Mock Examination November 2020	Examination 1 paper externally marked (all candidates) 1 paper externally moderated (3/9 candidates)	Y	Y	Y	Y					H
Assessment 2: Mock Examination April 2021 (Papers 1 and 2)	Examination	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 3: Mock Examination May 2021 (Paper 3)	In class assessment in exam conditions – seen case study	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 4: In-class assessments (September 2020 – March 2021)	8 separate end of topic In-class assessments using past exam questions. Marked in strict accordance with exam mark schemes.					Y	Y	Y	Y	M
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A										
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- <ul style="list-style-type: none"> • The four sources of evidence listed provide coverage of all the assessment objectives and all of the 10 units of the course. • Assessment 1 (October Mocks) – Paper 1 was externally marked, Paper 2 was marked by the subject teacher with external independent moderation by an AQA examiner. The moderation report is available detailing the accuracy of teacher marking. The same standards have been applied across all the assessments listed. • Assessment 2 and 3 - The full 3 papers of the 2020 series have been included in the assessments to provide evidence of different styles of assessment and to give balanced coverage of the AO. • Assessment 4 – These were In-class end of topic assessments using past exam questions. They were completed independently in test conditions. Assessments were marked using the mark scheme published by AQA. These assessments show students' progress through the year and formed the basis of tracking point grades. 										

AS Level Chemistry	Type of Assessment	Breadth in Chemistry	Depth in Chemistry	Level of Control H, M, L
Assessment 1: <i>Mock November 2020</i>	<i>Controlled assessment</i>	Y	Y	H
Assessment 2: <i>Mock April 2021</i>	<i>Controlled assessment</i>	Y	Y	H
Assessment 3: In class assessment paper (replacement Mock from Jan) (May 2020)	In class assessment	Y	Y	H
Assessment 4: <i>In class assessments (End of unit etc)</i>	In class assessments	Y	Y	M
Assessment 5: <i>Homework tasks.</i>	Out of class work.	Y	Y	L

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:

All subject content has been taught, with the exception of IR Spectrometry, Mass spectrometry and Combined techniques. These topics have been omitted due to the advanced timings of the Mock exams used at the end of the year. This left insufficient time for the content to be covered in enough detail for us to successfully include them in any assessment. This content will be caught up before the next academic year.

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:

The controlled assessments will take precedent in the final grading weighting as they have been conducted in accordance with exam protocol. These will therefore give us the best representation as to how they will have achieved in a real-life assessment in this subject. All the exam papers that have been used for the controlled assessments have been obtained from exam boards, this therefore means that they have been standardised to exam board criteria. Using these will allow us to use official exam board marking schemes to give the most accurate grading possible.

In class assessments will have a slightly less weighting to the overall grade, as they will have been conducted in exam conditions, with the exception of being independently invigilated and there may have been cases where access arrangements may not have been accessible. The exception to this will be the in-class assessment that is to replace the missed Mock in January. This will be provided with access arrangements to help the students achieve. A large majority of the exam paper questions used in these assessments are taken from the exam board, and thus follow the same stipulations as above.

Out of classwork will have the lowest weighting, with little to no control over the material that students are able to access while completing this work means that the grading is going to be less accurate, however its value to us as teachers will still be relevant. This evidence will allow us to be able to assess the students work ethic and ability to perform when assistance is not present.

A Level Chemistry	Type of Assessment	Modules 1-4				Module 5-6				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Year 12 Mock paper (Jan 2020)	<i>Mock examination – breadth and depth papers from May 2019</i>	Y	Y	Y	Y	N	N	N	N	H
Assessment 2: Year 13 Mock 1 (Nov 2020)	Invigilated Mock examination Complete breadth and depth papers covering AS content May 2016	Y	Y	Y	Y	N	N	N	N	H
Assessment 3: Year 13 Mock 2 (April 2021)	Invigilated Mock examination – Periodic table and physical chemistry paper and Synthesis and analytical techniques from November 2020	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 4: <i>End of topic assessments</i> (Termly in Y12 & 13)	Exam questions set from past papers done in exam conditions in the classroom	Y	Y	Y	Y	Y	Y	Y	Y	H - most L –remote learning
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>All assessment objectives have been included. The last topic that was omitted from the mock has now been taught and the assessment data from this topic will be including in the assessment 5 strand.</p> <p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <ul style="list-style-type: none"> • This gives a wide range of evidence, with all assessment objectives being assessed and all content across the two years. The majority of assessments have taken place in high level on control. • The evidence that has been collated from remote assessments will be benchmarked against internal assessments and used in the same assessment strand (4). • Mocks have been moderated across the two teachers that share the class to ensure marking is consistent <p>This will give us a holistic view of the teacher assessed grade over the two years of the course.</p>										

AS Computer Science	Type of Assessment	Component 01			Component 02			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: Year 12 Mock examination in April 2021	<i>Examination</i>	Y	Y	Y	Y	Y	Y	H
Assessment 2: End of topic tests Component 1	In class assessment	y	y	N	N	N	N	H
Assessment 3: <i>In class assessments of problem solving Component 2</i>	In class assessment	N	N	N	Y	Y	Y	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>No Assessment Objective was omitted</p>								
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <p>Assessment 1 High control for mock examinations to support direct modelling of what summer exams would be like. We also have direct comparisons with previous cohorts and full exam board support via mark schemes and grade boundaries When these assessments were taken, 3 questions were omitted from the mock paper due to content not being taught before the mocks and replaced with other questions from previous past exam questions, however breadth of the units taught still shows evidence of all AO's.</p> <p>Assessment 2- Were in class assessments using resources bought from Zig Zag completed in exam conditions and marked against a robust standard mark scheme provided by Zig Zag</p> <p>Assessment 3– These were In-class end of topic assessments using past exam questions. They were completed independently in test conditions. Assessments were marked using the mark scheme published by OCR. These assessments show students' progress through the year and formed the basis of tracking point grades.</p> <p>In-faculty moderation has taken place on externally created mock papers and NEA projects.</p>								

A Level Computer Science	Type of Assessment	Component 01			Component 02			Component 03			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: Year 12 Mock examination in February 2020	Examination	Y	Y	Y	Y	Y	Y	N	N	N	H
Assessment 2: Year 13 Mock examination in November 2020	Examination	Y	Y	Y	Y	Y	Y	N	N	N	H
Assessment 3: Year 13 Mock examination in April 2021	Examination	Y	Y	Y	Y	Y	Y	N	N	N	H
Assessment 4: NEA Controlled assessment September 2020. Work completed May 2021	NEA in Class	N	N	N	N	N	N	N	Y	Y	M
Assessment 5: End of topic Assessments	In class assessments provided by ZigZag	Y	Y	Y				N	N	N	M
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A											
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- <p>Assessment 1,2 and 3- High control for mock examinations to support direct modelling of what summer exams would be like. We also have direct comparisons with previous cohorts and full exam board support via mark schemes and grade boundaries When these assessments were taken, there was consistent teaching in the lead-up, with very little disruption due to Covid.</p> <p>Assessment 4 NEA was completed under medium conditions as per exam board rules. Students completed the majority of the work in class under teacher supervision with some work completed at home. Periodic collection and back up of users work to monitor progress for any work completed at home as well as teams' lessons with students joining allows for confidence levels to be high that each work is the students own piece.</p> <p>Assessment 5- Were in class assessments using resources bought from Zig Zag completed in exam conditions and marked against a robust standard mark scheme provided by Zig Zag</p> <p>In-faculty moderation has taken place on externally created mock papers and NEA projects.</p>											

A Level English Lit	Type of Assessment	Paper 1					Paper 2					NEA					Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO5	AO1	AO2	AO3	AO4	AO5	AO1	AO2	AO3	AO4	AO5	
Assessment 1: <i>Mock exam taken on 19 April 2021</i>	<i>Mock examination</i>	Y	Y	Y	Y	Y											H
Assessment 2: <i>Mock exam taken on 21 April 2021</i>	<i>Mock examination</i>						Y	Y	Y	Y	Y						H
Assessment 3: <i>Mock exam taken on Friday 13 Nov</i>	<i>Mock examination</i>	Y	Y	Y	Y	Y											H
Assessment 4: <i>Mock exam taken on Monday 16 Nov</i>	<i>Mock examination</i>						Y	Y	Y	Y	Y						H
Assessment 4: <i>NEA</i>	<i>Non-examined assessment</i>											Y	Y	Y	Y	Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- All AOs have been assessed in each examination.</p>																	
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- These examinations represent the whole of the course and took place under high control in exam conditions. The NEA has been completed as expected in a normal academic year, and represents an important part of the course.</p>																	

A Level Geography	Type of Assessment	Hazards A2 entire			Coasts AS partial						Level of Control H, M, L			
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3				
Assessment 1: Nov mock Paper 1	November 2020 mock Paper one 2019 paper <ul style="list-style-type: none"> Hazards (A2 entire) Coasts (AS paper partial) 	Y	Y	Y	Y			Y	Y	Y			H	
Assessment 2: April mock paper 1	April 2021 Mock Paper one 2020 paper Hazards and coasts	Y	Y	Y	Y			Y	Y	Y			H	
		Global Governance			Changing Places			Population and the Environment (CUE for 1 year 14 candidate)			Level of Control H, M, L			
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3				
Assessment 3: Nov mock paper 2	November 2020 mock Paper two 2019 A2 paper <ul style="list-style-type: none"> Population and environment (entire) Changing Places (Entire) Global Governance (partial) 	Y	Y	Y	Y	Y	Y	Y	Y	Y			H	
Assessment 4: April mock paper 2	April 2021 Mock Paper two 2020 paper <ul style="list-style-type: none"> Global governance (minus 20 mark essay) Changing Places (full) Population and the Environment (Full) 	Y	Y	Y	Y	Y	Y	Y	Y	Y			H	
		Area 1			Area 2			Area 3			Area 4			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 5:	NEA	N/A	N/A	Y	N/A	N/A	Y	N/A	Y	Y	N/A	N/A	Y	H
Assessment 6:	In class assessment booklet for the physical paper a range of questions from the SAMS and past papers			A range of AO's are assessed, through a combination of 4, 6, 9 and 20 mark question									L	

Assessment 7:	In class assessment book for the human paper. A range of questions from the SAMS and past papers	As above	L
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>All assessment Objectives have been assessed however due to multiple lock downs the following content was started but incomplete:</p> <ol style="list-style-type: none"> 1. Water and Carbon 2. Global Governance (Management of Antarctica, trade of a commodity) <p>The full fieldwork requirement has been achieved</p>			
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <p>They are exam board published assessments/past papers and have been utilised with full adherence to the mark schemes. They have been selected because they reflect “real exams” under exam conditions. There is a high level of rigour to the data</p>			

BTEC Level 3 Extended Certificate in Health and Social Care

Skill/knowledge/area of evidence	Supporting evidence	Banked or alternative evidence	Comments
Unit 1 Human Lifespan and Development	External Assessment January 2020 results (actual) and resit grade awarded July 2020	Banked	Sat in January 2020 - assessed by Pearson
Unit 2 Working in Health and Social Care	External Assessment January 2021 results (actual)	Banked	Sat in January 2021 - assessed by Pearson
Unit 14 Physiological Disorders and their Care	Internal assignment	Banked	Partially completed in time available and CAG submitted
Unit 5 Meeting Individual Care and Support Needs (All content taught)	Internal assignment (Reduced assessment)	Alternative	<p>Unit taught but sampled as reduced assessment was applicable. Assignment Brief covers Learning Aim A, B, C and D. Learners used provided case studies to explore issues surrounding equality and diversity, preventing discrimination and how successfully promoting anti-discriminatory practice has been achieved for each case study. Learners draw together understanding of empathy theories and how they are applied, together with personal skills and attributes.</p> <p>Learners understand how strategies can be used to overcome the challenges faced by individuals. They must consider the advantages and disadvantages of the strategies and use detailed analysis and research to reach reasoned and valid conclusions. Learners must consider the different approaches professionals can use to communicate with individuals with care needs and make reasoned judgements about the success of the communication.</p> <p>Learners draw together their knowledge and understanding across learning aims to make suitable judgements on how successful multiagency and multidisciplinary working meets individual needs. How these teams justify the suitability of each in providing support. Make reasoned judgements about the importance of legislation and codes of practice in managing information and maintaining confidentiality. Learners draw on the roles and responsibilities of three professionals in a variety of care environments.</p>

Holistic Q-Tag will be awarded

Rationale:

Level 3 Distinction

Across the two years of the programme, the learner was able to demonstrate meeting Distinction level criteria. Confirmed by evidence of students ability to evaluate and justify.

Level 3 Merit

Across the two years of the programme, the learner was able to demonstrate meeting Merit level criteria. Confirmed by evidence of students ability to assess and analyse.

Level 3 Pass

Across the two years of the programme, the learner was able to demonstrate meeting Pass level criteria. Confirmed by evidence of ability to explain.

A Level History	Type of Assessment	Unit1 US Civil Rights			Unit 2 Later Tudors			Unit 3 Germany			Unit 4 NEA	Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3		
Assessment 1: April Mock	<i>April Mock- unit 1</i>	Y	N	Y								H
Assessment 2: Nov Mock 2020	November mock- unit 1,2,3 Recorded as 2 marks- USA and Tudors/Germany	Y	N	Y	Y	Y	N	Y	N	N		H
Assessment 3: <i>NEA</i>	NEA										AO1, AO2, AO3	L
Assessment 4: Class/homework	Class/homework	Y	N	Y								L
Assessment 5 Class/homework	Class/homework from Clarendon				Y	Y	N	Y	Y	Y		L
Assessment 6 In-class assessments	Class assessments				Y	Y	N	Y	N	N		M

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:
N/A

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:
 US Civil Rights- mock in April- this unit was taught at JOG in year 13, it constitutes 40% of the total A Level exam and as it is a synoptic unit and covers over 100 years of history it is a rigorous piece of assessment. Past paper questions selected for mock so it has rigour and is accredited by Board. Also examined in November mock 2020. Class/homework also included as data point.
 Later Tudors and Germany- examined in November 2020, make up 40% of A level exam, taught at Clarendon in year 12 but assessed at JOG. Past papers used, therefore accredited questions with approved mark scheme. Class/ homework from Clarendon included as data point and in class assessments completed May 2021 for more up to date data
 NEA- makes up 20% of total A Level exam. Only unit to assess both primary and secondary sources AO2 &AO3. Exceptionally rigorous piece of work. 2x sets of mocks selected as they are completed in exam conditions so have rigour and are consistent across the cohort.
 In class assessments selected to give more complete picture of the students for Germany and Tudors as this was taught and assessed at Clarendon (except for Nov mock). In sufficient data available for several students to give an accurate grade that can be substantiated.
 Exam questions completed at home/school at JOG & Clarendon selected to give a more holistic assessment of the student over the 2-year period. Enables those students who have worked hard and completed high quality work throughout their history career (including over the 2 lockdowns) to be accredited for this. Reduces any imbalance of grades as it takes into account a longer period.

A Level Law	Type of Assessment	Paper 1 – The English Legal System and Criminal Law			Paper 2 – Law Making and Tort			Paper 3 – Further Law and Human Rights			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: Nov Mock	<i>Mock exam November 2020</i>	Y	Y	Y	Y	Y	Y				H
Assessment 2: April Mock	Mock exam April 2021	Y	Y	Y	Y	Y	Y				H
Assessment 3: Essay questions	Homework essays on: <ul style="list-style-type: none"> • evaluation of voluntary manslaughter • problem Q on theft • problem Q on robbery and burglary • problem Q on defence of duress • problem Q on attempts • problem Q on private nuisance • problem Q on Rylands v Fletcher • problem Q on vicarious liability • law and morality • law and justice 	Y	Y	Y	Y	Y		Y		Y	L

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

Assessment objective 3(1a) has not been included at subject cohort level because it had not been covered when we were told to stop teaching new content. Assessment 3(1b) on Paper 3 has been included.

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: -

Papers 1 and 2 were examined in mock exams in November 2020 and April 2021. In all the mock exams past paper questions were used, 4 questions had to be answered as required by the specification and the full range of skills required by the specification were examined using the relevant and standardised mark schemes published by OCR.

Paper 3 has been assessed by essays completed by students for homework but using past paper questions both from the 2019 exam and from a sample paper published by OCR. The mark schemes published by OCR were used in both cases.

All other homework essays have answered questions taken from OCR past papers or sample papers and were marked in accordance with standardised mark schemes published by OCR.

AS Level Maths	Type of Assessment	Pure 1	Mechanics	Statistics	Level of Control H, M, L
Assessment 1: <i>Pure 1, Mechanics & Statistics Mocks taken April 2021 (October 2020 AS papers)</i>	<i>Examination</i>	Y All but 3 Chapters	Y Entire Course	Y Entire Course	H
Assessment 2: <i>Pure 1 mock May 2021</i>	<i>Examination</i>	Y On 4 chapters: Differentiation, Integration, Algebraic Expressions and Quadratics.	Y First 2 chapters: Modelling in Mechanics and Forces & Motion.	Y First 2 chapters: Data Collection and Measures of location and spread.	H
Assessment 3: End of chapter unit assessments Taken at various date over the year	Classwork & Homework	Y Most completed	Y Most completed	Y Most completed	M

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:

At the time of the April Mock:

Complete coverage of Statistics and Mechanics. All but three chapters of Pure 1.

Unit tests provide further evidence of most of the topics in the above.

Post-Mocks, we plan to continue with the remaining chapters and will hopefully add to the unit tests with these.

The 3 chapters not yet covered are: Trigonometry (both chapters) and Vectors.

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:

The mock exams, completed in exam conditions and invigilated, provide rigorous evidence.

They have been marked according to the exam board mark scheme and graded using the actual grade boundaries.

All the questions on topics covered in class that are on the paper have been included, only removing those on the ones not yet met.

The unit tests give further evidence to support this.

AS Level Further Maths	Type of Assessment	Core Pure 1	Decision 1	Further Pure 1	Level of Control H, M, L
Assessment 1: <i>Core Pure 1 Mock taken April 2021 (October 2020 paper)</i>	<i>Examination</i>	Y Entire Course	N	N	H
Assessment 2: <i>Decision 1 Mock taken January 2021 (October 2020 paper)</i>	<i>Examination</i>	N	Y Entire Course	N	H
Assessment 3: End of chapter unit assessments Taken at various date over the year	Classwork & Homework	Y Most completed	Y All completed	Y Completed on few chapters covered to date.	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: Complete coverage of Core Pure 1 and Decision 1 units. Unit tests cover the few aspects of Further Pure 1 taught to date.</p>					
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision: The mock exams, completed in exam conditions and invigilated, provide rigorous evidence. They have been marked according to the exam board mark scheme and graded using the actual grade boundaries. The unit tests give further evidence to support this.</p>					

A Level Maths	Type of Assessment	Pure 1	Pure 2	Mechanics	Statistics	Level of Control H, M, L
Assessment 1: <i>Pure 1, Pure2, Mechanics & Statistics Mocks taken April 2021 (October 2020 A2 papers)</i>	<i>Examination</i>	Y Entire Course	Y All but 4 chapters not covered to date.	Y All but final chapter.	Y Entire Course	H
Assessment 2: <i>Pure 1, Pure2, Mechanics & Statistics Mocks taken 2021 (October 2020 AS papers)</i>	<i>Examination</i>	Y Entire Year 12 Content	N Not covered until Year 13	Y Entire Year 12 Content	Y Entire Year 12 Content	H
Assessment 3: End of chapter unit assessments Taken at various date over the year	Classwork & Homework	Y Most completed	Y Most completed	Y Most completed	Y Most completed	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>At the time of the April Mock: Complete coverage of Pure 1 and Statistics. All but the final chapter of Mechanics has been covered and all but 4 chapters of Pure 2. Unit tests provide further evidence of most of the topics in the above. Post-Mocks, we plan to continue with the remaining chapters and will hopefully add to the unit tests with these. The 4 Pure 2 chapters not yet covered are: Functions, Numerical Methods, Integration and Vectors. We will be prioritising the last two for teaching (as a number of students will need these at university).</p>						
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>The mock exams, completed in exam conditions and invigilated, provide rigorous evidence. They have been marked according to the exam board mark scheme and graded using the actual grade boundaries. All the questions on topics covered in class that are on the paper have been included, only removing those on the 4 not yet met. The unit tests give further evidence to support this.</p>						

A Level Further Maths	Type of Assessment	Core Pure 1	Core Pure 2	Decision 1	Further Pure 1	Level of Control H, M, L
Assessment 1: Core Pure 1 & 2 Mocks taken April 2021 (October 2020 papers)	<i>Examination</i>	Y Entire Course	Y Entire Course	N	N	H
Assessment 2: Decision 1 Mock taken January 2021 (October 2020 paper)	<i>Examination</i>	N	N	Y Entire Course	N	H
Assessment 3: End of chapter unit assessments Taken at various date over the year	Classwork & Homework	Y Most completed	Y Most completed	Y Most completed	Y Completed on few chapters covered to date.	M
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>Complete coverage of Core Pure 1, Core Pure 2 and Decision 1 units. Unit tests cover the few aspects of Further Pure 1 taught to date.</p>						
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>The mock exams, completed in exam conditions and invigilated, provide rigorous evidence. They have been marked according to the exam board mark scheme and graded using the actual grade boundaries. The unit tests give further evidence to support this.</p>						

A Level Media	Type of Assessment	Paper 1			Paper 2			NEA			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: <i>Mock examination taken on 22 April 2021</i>	<i>Mock examination</i>				Y	Y	Y				H
Assessment 2: <i>Mock examination taken on 10 November 2021</i>	<i>Mock examination</i>	Y	Y								H
Assessment 3: <i>NEA</i>	<i>Non-examined assessment</i>									Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>All AOs have been assessed in each examination as per the specification.</p>											
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>These examinations represent the whole of the course and took place under high control in exam conditions. The NEA has been completed as expected in a normal academic year, and represents an important part of the course.</p>											

A Level Sociology	Type of Assessment	Assessment Objectives & Information				Level of Control H, M, L
		AO1	AO2	AO3	Additional Notes	
Assessment 1: <i>November 2020 Mock Exam</i>	<i>Examination</i>	Y	Y	Y	Mix of topics covered	H
Assessment 2: <i>April 2021 Mock Exam Paper 2 + 3</i>	<i>Examination</i>	Y	Y	Y	Paper 2 – Health & Media units. Paper 3 Mocks marked externally by Sociology Support	H
Assessment 3: <i>10/20/30 mark assessments</i> <ul style="list-style-type: none"> • Health – chances (10) • Media – culture (10) • Media – audience (10) • Methods – off stats (10) • Media – new (20) • Media – ownership (20) • Media – news values (20) • Health – disability (20) • Education (30) 	<i>In class end of unit assessment</i>	Y	Y	Y	Health, Methods, Theory & Education covered in Yr12. Media & Crime covered in Yr13.	M
Assessment 4: 10/20/30 mark assessments (complete remotely) <ul style="list-style-type: none"> • Crime – left realism (10) • Crime – gender x2 (10) • Crime – globalisation (10) • Crime – state (10) • Crime – ethnicity (30) • Crime – class (30) 	<i>Remote Learning Assessment 2021</i>	Y	Y	Y	Crime covered in Yr13	L
Assessment 5: Window 3 Additional Evidence <ul style="list-style-type: none"> • 4/6/10/10 Mark Education Question • 30 Mark Education Question 	<i>In class completion of AQA support materials</i>	Y	Y	Y		M
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A						

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-

- Each set of evidence outlined above will be analysed for each student, this will consider; in class assessments from Yr12-13, assessment material during window 3 and Yr13 mock exam data
- In the April mocks, Paper 3 was marked externally by Sociology Support this is to provide moderation and also blind marking of at least one paper
- The TAG students are given will be a reflection of their performance throughout the 2 year course, in the most recent mock examinations and in their recent completion of AQA assessment material
- To determine the final TAG the JCQ grade descriptors will be used alongside an average of 2017-19 AQA Grade Boundaries
- Methods in Context & Theory has not been formally assessed and used as evidence as this was taught during the original 2020 lockdown when online learning was not delivered through Teams

AS Level Physics	Type of Assessment	Unit 1-3				Unit 4-5				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Year 12 mock Paper (Oct 2020)	Mock examination – Qs from past papers in exam conditions.	Y	Y	Y	Y	N	N	N	N	H
Assessment 2: Year 12 mock (April 2021)	Invigilated Mock examination – 2019 papers	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 3: <i>End of topic assessments</i> (Termly in Y12)	Exam questions set from past papers done in exam conditions in the classroom	Y	Y	Y	Y	Y	Y	Y	Y	H - most L – completed during remote learning
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- No assessment objectives have been omitted										
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- <ul style="list-style-type: none"> • This gives a wide range of evidence, with all assessment objectives being assessed and all content across the year. The majority of assessments have taken place in high level on control. • Mocks have been moderated across the two teachers that share the class to ensure marking is consistent. • This will give us a holistic view of the teacher assessed grade over the two years of the course. 										

A Level Psychology	Type of Assessment	All content			Level of Control H, M, L
		AO1	AO2	AO3	
Assessment 1:	Paper three assessments (forensics, Schizophrenia and relationships) (September-December) 20%	Y	Y	Y	H
Assessment 2:	Year thirteen mock one (paper one) November 2020 – 20%	Y	Y	Y	H
Assessment 3:	Mock exam 2 (paper two). March 2021 – 20%	Y	Y	Y	H
Assessment 4:	Mock exam 3 (paper three). March 2021 – 20%	Y	Y	Y	H
Assessment 5:	AQA produced 2021 assessments for social influence, forensics and attachment (20%)	Y	Y	Y	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A</p>					
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p> <ul style="list-style-type: none"> • The evidence provided above ensures that there are encounters with all of the modules within psychology. No topic or exam/skill has been excluded from the process. • Assessments have been produced, therefore, from all modules. This includes four mock exams from all three papers in psychology. Individual assessments (assessment 1 and 5) focus purely on the content covered in year thirteen where most face-to-face teaching was encountered. These topics have been combined in these assessment points to give a more accurate depiction of a paper three exam (the year thirteen content). • Assessment point two, three and four replicate the three exams that students would have taken if the external exams took place. All topics have therefore been tested. 					

A Level Spanish	Type of Assessment	Paper 1 – Listening, Reading and Writing	Paper 2 – Writing – Cultural topics	Paper 3 - Speaking	Level of Control H, M, L
Assessment 1: April mock exams – 19 th April onwards	Examination with invigilators in exam rooms	Y	Y	Y	H
Assessment 2: Year 13 Mock 1 – November 2020	Examination with invigilators in exam rooms	Y	N	Y	H
Assessment 3: ‘Volver’ timed essay	Timed essay in class	N	Y	N	H
Assessment 4: ‘La Casa de Bernarda Alba’ timed essay	Timed essay in class	N	Y	N	H
Assessment 5: Year 13 Term 2 assessment – Reading and Writing	Assessment – in exam conditions in classroom with teacher	Just Reading and Writing	N	N	H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: N/A</p>					
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>High control, consistency across the faculty, a balance across the skills. We also have direct comparisons with previous cohorts and full exam board support via mark schemes and grade boundaries. When these assessments were taken, there was consistent teaching in the lead-up, with very little disruption due to Covid. In-faculty moderation has taken place.</p>					

KS5 BTEC Sport - 2019-21 Exam Units

Date	Type of Assessment	Unit 1 Anatomy & Physiology					Level of Control H / M / L
		AO1	AO2	AO3	AO4	AO5	
November 2019	Mock Exam	Y	Y	Y	Y	Y	H
September 2019	In class assessment	Y	Y	Y	Y	Y	H
November 2019	In class assessment	Y	Y	Y	Y	Y	H
February 2020	In class assessment	Y	Y	Y	Y	Y	H
August 2020	Exam board calculated grade						
January 2021	Resit External Exam	Y	Y	Y	Y	Y	H
Date	Type of Assessment	Unit 2 Fitness Training & Programming for Health Sport and Well-being					Level of Control H / M / L
		AO1	AO2	AO3	AO4	AO5	
November 2020	Mock Exam	Y	Y	Y	Y	Y	H
January – March 2021	Class Case Study Practice	Y	Y	Y	Y	Y	L
April 2021	Mock Exam	Y	Y	Y	Y	Y	H
Date	Type of Assessment	Unit 22 Investigating Businesses in the Sport and Active Leisure Industries*					Level of Control H / M / L
		AO1	AO2	AO3	AO4	AO5	
November 2020	Mock Exam	Y	Y	Y	Y	Y	H
January – March 2021	Class Case Study Practice	Y	Y	Y	Y	Y	L
April 2021	Mock Exam	Y	Y	Y	Y	Y	H

KS5 BTEC Sport 2019-21 Coursework Units – Controlled Assessments

Unit of Study	Learning Aims Completed				Level of Control H / M / L	Notes
	LA.A	LA.B	LA.C	LA.D		
3 – Professional Development in the Sports Industry	Y	Y	Y	Y	M	Completed unit Sep 20 – May 21
4 – Sports Leadership*	Y	Y	Y	N/A	M	CAG awarded 2020
5 – Application of Fitness Testing	Y	Y	Y	N/A	M	CAG awarded 2020
17 – Sports Injury Management*	Y	N	Y	N/A	M	CAG awarded 2020
23 – Skill Acquisition in Sport*	Y	Y	Y	N	M	Completed unit Sep 20 – May 21
25 – Rules, Regulations and Officiating in Sport*	Y	Y	N	N/A	M	CAG awarded 2020
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:</p> <p>Unit 17 – LA.B taught but incomplete due to National Lockdown school closures – unable to complete remotely Unit 23 – LA.D taught but incomplete due to Government restrictions on interactions outside of COVID-19 safe permitted bubble – class cohort not large enough to complete teaching task within own bubble Unit 25 – LA.C taught but incomplete due to Government restrictions on interactions outside of COVID-19 safe permitted bubble – class cohort not large enough to facilitate fully competitive sports performance to be officiated</p>						
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:</p> <p>Examined units used a combination of internal mock assessments completed under external examination conditions and in class assessments under classroom-based exam conditions. Externally set tasks also completed mock assessment following external examination protocols as well as completing in class practice assessment based on past papers or taught case studies. These were not completed under external examination conditions but were under supervised classroom conditions.</p> <p>All coursework units completed exam board authorised assignments under supervised conditions.</p>						