

**Year 11 Subject Assessment Evidence – Academic Year 2020-21** (each subject is on a separate page)

**Art (GCSE)**

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Component 1 – Personal Portfolio	Coursework	Yes – portfolio is collated throughout year 10 and 11.	M
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p>A complete portfolio of evidence was used for each student which comprises of their coursework throughout year 10 and 11. Centre set tasks ensure that all of the marks are made available for all assessment objectives. Internally set assessments were completed under conditions which ensured that evidence generated by the learners was authenticated.</p> <p>Grading decisions were made on the full portfolio and were marked and moderated by members of the Art department using all assessment objectives. In addition, work was moderated by two other local centres.</p>			

## Biology (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

We used exam board material from the secure area of e-AQA (with accompanying marking guidelines and mark schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught paper 1 content in full during year 9 and part way through year 10. The paper 2 content was also taught in full, mostly via online learning. We wanted to assess students on both papers to ensure a broad range of evidence was used to support our grading decision.

Students sat a paper 1 exam in the first term of year 11 to gauge their overall progress and then a broad range of paper 1 questions were used for our in-class assessments. Students completed 2 exam questions for each Biology paper. These questions assessed students on assessment objectives 1, 2 and 3 and required them to use their mathematic skills, practical understanding and to write an extended response.

In May students completed a whole paper 2 exam as part of an internal assessment series. This consisted of a past paper taken from the secure area of e-AQA which provided the marking guidelines and mark schemes to ensure consistency in marking during the department moderation process.

With the data received from the various assessments (full paper 1 from October 2020, full paper 2 from May 2021, and parts of a paper 1 from March / April 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their GCSE in Biology.

## Business (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	End of unit topic tests – one focusing on Theme 1, the other on Theme 2	Y	M
Mock examination – October 2020	Examination (focusing on Theme 1)	Y	H
Mock examination – December 2020	Examination (focusing on Theme 2)	Y	H
Business Practice Calculation Book progress	Workbook	N This book focuses only on the quantitative skills of the course	M & L (see below)
Business Knowledge Book	Workbook	N The book focuses primarily on demonstrating knowledge & understanding (AO1), with some application and analysis (AO2) and evaluation (AO3) although this is less detailed.	M (see below)

### Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:

- The internal examination (May 2021) and Mock Exam (Oct 2020) were chosen as they were sat in exam conditions and run as a formal examination process. Students were not given guidance in terms of what to revise beyond that which would normally be given for an external exam. This provides an insight into how the students would perform under exam conditions across a full range of question styles and Assessment Objectives (mirroring what would take place in a formal GCSE examination).
- The in-class assessments in March and April focused on all assessment objectives. They were each 30 minutes in length and focused on a specific section of the specification. The papers contained the same format and question style as the external examinations. Students were informed of the general topic area (in line with guidance) but were not given specific topics to revise. They were sat under exam conditions in class, with medium level of supervision.
- The Business Practice Calculation Book and Knowledge Book demonstrate on-going progress, knowledge and application across the specification content.
- With the Business Practice Calculation Book, the **first three questions in each section** were undertaken as Starter Activities in lessons (medium control). Remaining questions were completed as homework (limited control). This was chosen as it evidenced student ability in the quantitative elements of the course in addition to their ability to apply these skills when working away from the classroom.
- The Knowledge Book was used after delivery of each section of the specification, with students completing the work in class using prior learning. Control was limited as they were supervised but not working in exam conditions. The contents of the Knowledge Book show the students' ability to recall their learning without access to other resources. Their focus is on AO1 and AO2 with some (limited) evidence towards AO3.

## Chemistry (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

We used exam board material from the secure area of e-AQA (with accompanying marking guidelines and mark schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught paper 1 content in full during year 9 and part way through year 10. The paper 2 content was also taught in full, mostly via online learning. We wanted to assess students on both papers to ensure a broad range of evidence was used to support our grading decision.

Students sat a paper 1 exam in the first term of year 11 to gauge their overall progress and then a broad range of paper 1 questions were used for our in-class assessments. Students completed 2 exam questions for each Chemistry paper. These questions assessed students on assessment objectives 1, 2 and 3 and required them to use their mathematic skills, practical understanding and to write an extended response.

In May students completed a whole paper 2 exam as part of an internal assessment series. This consisted of a past paper taken from the secure area of e-AQA which provided the marking guidelines and mark schemes to ensure consistency in marking during the department moderation process.

With the data received from the various assessments (full paper 1 from October 2020, full paper 2 from May 2021, and parts of a paper 1 from March / April 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their GCSE in Chemistry.

## Computer Science (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	End of unit topic tests – focusing on each section of the specification	Y	M
Mock examination – October 2020	Examination (focusing on Theme 1)	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

- The internal examination (May 2021) and Mock Exam (Oct 2020) were chosen as they were sat in exam conditions and run as a formal examination process. Students were not given guidance in terms of what to revise beyond that which would normally be given for an external exam. This provides an insight into how the students would perform under exam conditions across a full range of question styles and Assessment Objectives (mirroring what would take place in a formal GCSE examination).
- The in-class assessments in March and April focused on all assessment objectives. The papers contained the same format and question style as the external examinations. Students were informed of the general topic area (in line with guidance) but were not given specific topics to revise. They were sat under exam conditions in class, with medium level of supervision.

## Digital Information Technology (BTEC Level 1/2 Technical Award)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Component 1: The Spires College Information Point	Classroom completed practical project	Y	M
Component 2: Holiday Booking Data Dashboard	Classroom completed practical project	N Assignment C (Evaluation) was not completed as our assessment plan was delayed due to lockdowns.	M
Mock examination – October 2020	Examination	Y	H
In-Class Assessment 1 – April 2021	In-class assessment taken under exam conditions	Y	M
In-Class Assessment 2 – May 2021	In-class assessment taken under exam conditions	Y	M

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

The course is split into 60% practical project work (Components 1 and 2 – see above) and 40% examination (Component 3).

**Component 1** – all students have been given sufficient class based time (and homework time) to complete this unit of work. Assignments B (the interface) and C (the evaluation of the interface) have been submitted for assessment. Assignment A was removed by the exam board across the country due to time constraints as a result of the lockdown periods.

**Component 2** – Holiday Dashboard project - was delayed due to college closure. The exam board removed Assignment A stating that students no longer needed to be assessed on this assignment. Students have had time to complete Assignment B which has been undertaken in class. There was no time for students to complete Assignment C (Drawing conclusions) although they have been taught the content. Assignment C therefore has not been included in the assessment as no student completed this piece of work.

The October mock exam was sat as a full unseen paper and provides a fair indicator of student knowledge at that time, although they had not studied the entire specification at that point. We would naturally expect student grades to improve from Oct 2020 as they finished the content and undertook exam technique lessons.

In class assignments 1 and 2, sat in April 2021 and May 2021, were taken from the Feb 2021 paper which students were withdrawn from. They were completed in lessons under exam conditions. This provided students with an opportunity to demonstrate their improved response ability from October 2020. The entire content of Component 3 had been taught by this time.

## Dance (BTEC Level 1/2 Technical Award)

Skill/Knowledge/Discipline/Area of Evidence (including date if appropriate)	Assessment Type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
<p><b>A:</b> Examine professional practitioners' performance work.</p> <p><b>B:</b> Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>Component 1:</b> Exploring the Performing Arts</p> <p><i>Recordings of practical exploration of practitioners' work.</i></p>	Y	H
<p><b>A:</b> Develop skills and techniques for performance.</p> <p><b>B:</b> Apply skills and techniques in rehearsal and performance.</p> <p><b>C:</b> Review own development and performance.</p>	<p><b>Component 2:</b> Developing Skills and Techniques in the Performing Arts</p> <p><i>Recordings of practical developments made during lessons. Recordings of students' final performances to an audience.</i></p>	Y	H
<p><b>A1:</b> Understand how to respond to a brief.</p> <p><b>B1:</b> Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief.</p> <p><b>C1:</b> Applying performance skills and techniques in a workshop performance.</p> <p><b>D1:</b> Evaluating the development process and performance outcome.</p>	<p><b>Component 3:</b> Performing to a brief.</p> <p><i>Recordings of developmental phase of group choreography during lessons and recordings of final completed performance.</i></p>	<p><b>No.</b> D1 was not fully completed due to time restriction as a direct result of lockdowns.</p>	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

Component 2 Centre Assessed Grades were submitted to the awarding organisation in January 2020. This component was completed prior to the COVID outbreak and was assessed and evidenced in line with the guidance provided by Pearson.

Component 1 Centre Assessed Grades were submitted in February 2021. Evidence for Component 1 followed the authorised set assignment. Due to the lockdown restrictions, students completed the component 1 research on ONE practitioner as stated by the updated guidance provided by Pearson. As a result of these changes we were able to assess component 1 in line with the written guidance.

Component 3 was carried out as an internally assessed unit (this would usually have been externally assessed pre-COVID) including an ideas log, skills log, group workshop performance to an audience and an evaluation report. During lockdown students took part in an initial research process which informed the preparation for their practical work. Upon the return to the college, students were able to begin the practical application of their ideas and undertake the ideas log. We have followed the set tasks as required by Pearson in January, which has allowed us to assess students against original marking criteria. Students have collated the evidence required for each of the learning aims in component 3. The initial ideas log and skills log were both completed in a 1h controlled assessment, however, the evaluation has only been completed in draft format and has not been completed during a 1 h controlled assessment.

## English Language (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

Students completed both reading and writing sections for Paper 1 and Paper 2. For Paper 1 – Explorations in Creative Reading and Writing – students completed the whole paper as it would normally be presented. For the in-class assessment – students have covered all of the Assessment Objectives from the paper but in a reduced number of questions. The writing section remained unchanged but the reading section consisted of one longer task that combined the skills of the shorter questions. This decision was made to mitigate lost teaching time which under normal circumstances would have explicitly taught the questions and how to respond to them in a face-to-face teaching setting. Students were able to demonstrate all reading skills in one extended task.

In most cases, the Spoken Language Endorsement was completed across Years 9 and 10. Where this was not possible, teachers will use a range of assessment, including students' presentations and class performance to determine a grade in-line with the usual criteria.

## English Literature (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

For the Literature course, all Assessment Objectives were covered in all questions so students had ample opportunity to demonstrate these across a range of texts. When the course content was initially reduced, we removed the *Power and Conflict Poetry* section which remained omitted in the new assessment offer to students. All other texts were assessed using the usual exam-style tasks. A complete Paper 1 – *Shakespeare and the 19<sup>th</sup> Century Text* – was completed as part of our internal exam season; the *Modern Text* section was completed in our October exam season and *Unseen Poetry* was completed in class, under exam conditions, in March.

## French (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination - May 2021	Examination	Yes, both in French Foundation and Higher.	H
In-class assessment - April 2021	Examination	Yes, both in French Foundation and Higher.	H
<b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b>			
<p>The priority was to create an examination as close to the format of the external examinations while being mindful of using the past question paper tasks of content areas that students had covered in class rather than during the lockdown periods. Using the past papers ensured that we were able to keep to the original mark schemes, thus supporting the integrity of the assessment and the final grading decision. As this is the case, all Assessment Objectives have been covered to the same proportion as set external examination papers. Additionally, all question types have been included to allow students to demonstrate the full breadth of skills required by the specification. In the May internal assessments, we assessed reading and writing in separate papers 'to replicate normal circumstances' and although the listening was conducted in class, exactly the same criteria as the writing and reading was followed. The skills of reading, writing and listening were used to generate the final grade and an in-house speaking assessment informed students' endorsement level.</p>			

## Geography (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H
End of unit assessment scores	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

The May 2021 internal examination has been compiled using questions from the AQA 2020 assessment series. These questions were unseen by students and are only accessible to teachers via the 'Secure Key Materials' section of the e-AQA website. The examination contained questions selected from Paper 1 (Living with the Physical Environment) and Paper 2 (Challenges in the Human Environment) for the topic areas which were taught face-to-face (questions for topic areas that were taught remotely have not been included). Questions relating to fieldwork have not been included in the examination, in line with the Ofqual subject assessment consultation outcome. The full range of assessment objectives were assessed, including:

- AO1 - knowledge of locations, places, processes, environments and different scales.
- AO2 - geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.
- AO3 - knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
- AO4 - adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

The internal examination were sat under a high level of control, under exam conditions and considering individual access arrangements.

The October 2020 mock examination consisted of a selection of past paper exam questions from Paper 1 (Living with the Physical Environment) and Paper 2 (Challenges in the Human Environment). The questions were chosen to assess understanding of topics that were taught both face-to-face and remotely. Questions relating to fieldwork were not included in the examination, in line with the Ofqual subject assessment consultation outcome. The full range of assessment objectives were covered (see above) and students sat the examination under a high level of control, under exam conditions and considering individual access arrangements.

All end of topic tests contained topic related past-paper questions covering the breadth of the specification assessment objectives. All classes sat the same end of topic test and the marking of their work was internally moderated. Students completed these tests in the classroom, under exam conditions and considering individual access arrangements.

## History (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
<b>Internal examination – May 2021</b> <i>Crime &amp; Punishment + Norman Conquest Full Paper</i>	Examination	<b>No.</b> AO1, AO2 & AO4 were assessed in this paper. AO3 was assessed in the 'Living Under the Nazis' paper.	H
<b>In-class assessment – March 2021</b> 18 Mark question – <i>The Making of America</i>	Examination	<b>No.</b> AO1 & AO2 were assessed in this question. The other assessment objectives were assessed in the 2 exam papers.	H
<b>Mock examination – October 2020</b> <i>Living Under the Nazis Full Paper</i>	Examination	Yes (AO1, AO2, AO3 & AO4 were all assessed in this paper.)	H
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p>The above assessment evidence was chosen as it covered the four modules taught to students - <i>Crime &amp; Punishment, The Making of America, Living under the Nazis and the Norman Conquest</i> - in as much breadth as possible. This included the statutory British depth study (<i>Norman Conquest</i>) along with three other modules. <i>The History Around Us</i> module was not used in accordance with the JCQ guidance, which allowed one history module to be dropped due to time constraints. The assessment evidence selected also collectively covered all of the assessment objectives (AO1, AO2, AO3 &amp; AO4) and ensured that the full range of skills could be taken into account when deciding a grade for each student.</p>			

## Hospitality & Catering (WJEC Level 1/2 Vocational Award)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Unit 1: External Exam (40%)	Examination	Y – Full unit submitted during 2019-20.	H
Unit 2: Mini Coursework Project (60%)	Coursework	Objectives covered – LO1 (all), L02 (2.3 only) and LO3 (all)  Learning Objective 2 was omitted due to time constraints and school closure.	M

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

Student grades are based on:

1. The completed external Unit 1 (The Hospitality and Catering Industry) which has been completed and submitted during the academic year 2019-20. This was used for evidence as it is 40% of the course each year and has already been honoured by the exam board.
2. A Teacher Assessed Grade for Unit 2 (Hospitality and Catering in Action) which is based on a mini coursework project. This was scaled down from the full unit to remove 'Factors when proposing dish menus' and 'Explaining how dishes on a menu address environmental issues'. Students have completed two practical tasks over two separate sessions including a set dish; and a dish and a side-dish planned by the student.

**Mathematics (GCSE)**

<b>Evidence (including date if appropriate)</b>	<b>Assessment type</b>	<b>Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.</b>	<b>Level of control (H, M, L)</b>
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Pre-public Exam (PPE) – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

The internal examination and in-class assessments were papers taken from the November 2020 series, ensuring that a wide range of topics could be assessed, with no undue repetition of topics; the internal assessment comprised of one calculator paper, with the other calculator paper from this exam series being split across three in-class assessments. The October PPE consisted of a Non-calculator past exam paper. Evidence from across the papers was used to determine students' grades.

Timing of the October 2020 PPE was taken into account given the improvements students made in the final eight months of Year 11.

## Media Studies (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	<b>No</b> , AO1 1a and 1b are missing from this paper to allow students to focus on specific skills and media forms. However, the missing AOs were assessed in the October examination.	H
Coursework (full portfolio) - December 2020	NEA	Yes	M
Mock examination – October 2020	Examination	Yes	H
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p>The range of evidence used assesses the students' practical and analytical skills as well as their knowledge of a range of media forms across the theoretical framework, maintaining the integrity of the specification. The media forms assessed across the examinations (magazines, advertising, newspapers, radio, television and music videos) have been studied thoroughly and have been least affected by COVID related disruption. Consequently, the examined units provide an accurate assessment of the knowledge and skills demanded of this specification and replicate a selection of media forms that would have occurred had external examinations taken place. Analysis of an unseen media product was assessed in the October mock examination.</p> <p>The NEA unit has been included as evidence. Students submitted this prior to the January 2021 lockdown so disruption in terms of teaching time was minimal. However, some students have submitted prototypes or mock-ups (in accordance with the published adaptations for 2021) where social restrictions resulting from Covid-19 prevented them from fulfilling all elements of the brief, particularly with regards to taking their own images.</p>			

**Music (RSL Level 2 Certificate in Performance for Music Practitioners)**

<b>Evidence (including date if appropriate)</b>	<b>Assessment type</b>	<b>Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.</b>	<b>Level of control (H, M, L)</b>
Unit 201 'Music Knowledge Development'	Internal Unit	Yes – full unit completed	M
Unit 204 'Instrument Study'	Internal Unit	Yes – full unit completed	M
Unit 202 'Live Music Performance'	Internal Unit	External Unit 202 'Live Music Performance' is now an internal unit as advised by RSL. All assessment objectives were covered but the performance has been reduced from 10-15 minutes to 3-5 minutes (one song) for all students.	M
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p>The choice of assessment evidence meets the full course requirements with the exception of the reduced performance. Units 201 and 204 have been completed fully in school time and are unaffected by COVID. The performance for Unit 202 has been reduced for all students due to the impact of school closures but all assessment objectives will still be covered. Work was externally moderated by RSL during the centre visit in February 2020.</p>			

**Performing Arts (BTEC Level 1/2 Technical Award)**

Skill/Knowledge/Discipline/Area of Evidence (including date if appropriate)	Completed Internal and/or External Assessment	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
<p><b>A</b> Examine professional practitioners' performance work  <b>B</b> Explore the interrelationships between constituent features of existing performance material</p>	<p>Component 1: Exploring the performing Arts</p> <p><i>Student recordings of 'workshopped' lessons performances exploring the selected text. Logs sheets outlining workshops, and research document for each text explored.</i></p>	<p><b>No.</b> Two of the three texts were explored, and evidence collated but lockdown meant the final text was not used.</p>	<p>M</p>
<p><b>A</b> Develop skills and techniques for performance  <b>B</b> Apply skills and techniques in rehearsal and performance  <b>C</b> Review own development and performance</p>	<p>Component 2: Developing Skills and Techniques in the Performing Arts</p> <p><i>Student recordings of 'workshopped' lessons performances exploring the selected text. Logs sheets outlining workshops</i></p>	<p><b>No.</b> Learning aim A was partially complete but insufficient time meant there was no performance of final work.</p>	<p>M</p>
<p><b>AO1</b> Understand how to respond to a brief  <b>AO2</b> Select and develop skills and techniques in response to a brief  <b>AO3</b> Apply skills and techniques in a workshop performance in response to a brief  <b>AO4</b> Evaluate the development process and outcome in response to a brief</p>	<p>Component 3: Group Performance</p> <p><i>Recording of final devised performance.  Written 'Milestone' evidence.</i></p>	<p><b>No.</b> Due to restriction of time AO4 was not completed.</p>	<p>M</p>

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

C1 and C2 Centre Assessed Grades were input in June 2020. Evidence for C1 and C2 followed the authorised set assignment brief up to and throughout the restrictions put upon students from March. This has allowed us to generate the required written evidence for 2 out of the 3 texts studied for C1 and partial evidence for C2. C3 has been carried out as an internally assessed unit including ideas log, skills log and workshop performance. A lockdown research process informed preparation for practical work. We have followed the assignment set by EDEXCEL from January to allow us to assess students against original marking criteria. Students have collated the evidence required for Assessment Objective 1 and 2 (Milestone written assignments) and Assessment Objective 3 (Workshop Performance), however, the restriction of time has meant that Assessment Objective 4 has not been completed.

## Photography (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Component 1 – Personal Portfolio	Coursework	Yes – portfolio is collated throughout year 10 and 11.	M

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

A complete portfolio was used as evidence for each student which comprises of their coursework throughout year 10 and 11. Centre set tasks ensure that all of the marks are made available for all assessment objectives. Internally set assessments were completed under conditions which ensured the evidence generated by the learners was authenticated.

Grading decisions were made on the full portfolio and were marked and moderated by members of the Art department using all assessment objectives. In addition, work was moderated by two other local centres.

## Physical Education (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	M
Mock examination – October 2020	Examination	Y	H
Analysis & Evaluation of performance - Coursework – NEA (Completed in February 2021)	Coursework Non-examination Assessment	Y	M
Practical performances - NEA (Completed in February 2021)	Coursework Non-examination Assessment	Y	M
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p><b><u>Written examinations</u></b>            Internal examination – May 2021 – Paper 1 exam board materials were set.            In-class assessment – March and April 2021 – Paper 2 exam board materials were set.            Mock examination – October 2020 – Paper 2 exam board materials were set.            These 3 sets of evidence form the grade for component 1 and 2 (60% of final grade).</p> <p><b><u>NEA</u></b>            Analysis and evaluation of performance – NEA coursework. Students were given the full allocated time to complete this in college (10% of final grade).            Practical performances – NEA. Students were assessed in their sports throughout their 3 years of studying GCSE PE. In line with OCR guidelines, 2 sports were used to form this grade, each being worth 15% (30% of final grade). For any students who were unable to be fully assessed in one of their chosen sports, an assessment based on performance over time was completed.</p>			

## Physics (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

We used exam board material from the secure area of e-AQA (with accompanying marking guidelines and mark schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught paper 1 content in full during year 9 and part way through year 10. The paper 2 content was also taught in full, mostly via online learning. We wanted to assess students on both papers to ensure a broad range of evidence was used to support our grading decision.

Students sat a paper 1 exam in the first term of year 11 to gauge their overall progress and then a broad range of paper 1 questions were used for our in-class assessments. Students completed 2 exam questions for each Physics paper. These questions assessed students on assessment objectives 1, 2 and 3 and required them to use their mathematic skills, practical understanding and to write an extended response.

In May students completed a whole paper 2 exam as part of an internal assessment series. This consisted of a past paper taken from the secure area of e-AQA which provided the marking guidelines and mark schemes to ensure consistency in marking during the department moderation process.

With the data received from the various assessments (full paper 1 from October 2020, full paper 2 from May 2021, and parts of a paper 1 from March / April 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their GCSE in Physics.

## Psychology (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

We used exam board material from the secure area of e-AQA (with accompanying marking guidance and schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught paper 1 content in full during year 9 and part way through year 10. The paper 2 content was also covered in full, mostly via online learning. We wanted to assess students on both papers to ensure a broad range of evidence was used to support our grading decision.

Students sat a paper 1 exam in the first term of year 11 to gauge their overall progress and then a broad range of paper 1 questions were used for our in-class assessments. These questions assessed students on assessment objectives 1, 2 and 3 and required students to use their mathematic skills, application of research methods and to write extended responses.

We then used a whole paper 2 exam for the internal assessment in May. This was a past paper from the secure area of e-AQA and provided the marking guidelines and mark schemes to mark papers and ensure consistency in marking during our department moderation process.

With the data received from the various assessments (full paper 1 from October 2020, full paper 2 from May 2021, and parts of a paper 1 from March / April 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their GCSE in Psychology.

## Science Trilogy: Biology/Chemistry/Physics (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination – May 2021	Examination	Y	H
In-class assessment – March and April 2021	Examination	Y	H
Mock examination – October 2020	Examination	Y	H

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

We used exam board material from the secure area of e-AQA (with accompanying marking guidelines and mark schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught paper 1 content in full during year 9 and part way through year 10. The paper 2 content was also taught in full, mostly via online learning. We wanted to assess students on both papers to ensure a broad range of evidence was used to support our grading decision.

Students sat a paper 1 exam in the first term of year 11 to gauge their overall progress and then a broad range of paper 1 questions were used for our in-class assessments. Students completed 2 exam questions for each Science paper. These questions assessed students on assessment objectives 1, 2 and 3 and required them to use their mathematic skills, practical understanding and to write an extended response.

In May students completed a whole paper 2 exam as part of an internal assessment series. This consisted of a past paper taken from the secure area of e-AQA which provided the marking guidelines and mark schemes to ensure consistency in marking during the department moderation process.

With the data received from the various assessments (full paper 1 from October 2020, full paper 2 from May 2021, and parts of a paper 1 from March / April 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their GCSE in Science.

## Spanish (GCSE)

Evidence (including date if appropriate)	Assessment type	Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.	Level of control (H, M, L)
Internal examination - May 2021	Examination	Yes, in both Spanish Foundation and Higher.	H
In-class assessment - April 2021	Examination	Yes, in both Spanish Foundation and Higher.	H
<p><b>Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:</b></p> <p>The priority was to create an examination as close to the format of the external examinations while being mindful of using the past question paper tasks of content areas that students had covered in class rather than during the lockdown periods. Using the past papers ensured that we were able to keep to the original mark schemes, thus supporting the integrity of the assessment and the final grading decision. As this is the case, all Assessment Objectives have been covered to the same proportion as set external examination papers and all question types were included to allow students to demonstrate the full breadth of skills required by the specification. In the May internal assessments, we assessed reading and writing in separate papers 'to replicate normal circumstances' and although the listening was conducted in class, exactly the same criteria as for the writing and reading was followed.</p> <p>The skills of reading, writing and listening have been used to generate their final grade and an in-house speaking assessment was used to inform their endorsement level.</p>			

**Sport Studies (Level 1/2 Cambridge National Certificate/Award)**

<b>Evidence (including date if appropriate)</b>	<b>Assessment type</b>	<b>Were all Assessment Objectives covered y/n? Briefly outline the reason why any were omitted if applicable.</b>	<b>Level of control (H, M, L)</b>
Mock examination for Unit R051 – April 2020	Examination	Y	H
Partially completed In-Class Coursework and for Unit R052 – December 2019	Coursework	<b>N</b> – Assignment 4 was not completed as this was planned for after the completion of R051 external examination.	M
In-Class Coursework for Unit R053	Coursework	Y	M

**Briefly outline the rationale for the choice of assessment evidence used, i.e. why was the evidence above used and how it supports the grading decision:**

**Written examination**

The mock assessment consisted of a past paper which was completed under exam conditions, using its grade boundary to determine the grades for this unit. This result comprised 33.3% of the overall Teacher Assessed Grade. Students requiring extra time were afforded Exams Access Arrangements in order to prepare them properly in exam conditions.

**Coursework Units**

The practical elements of coursework were disrupted due to restrictions. Adaptations were put in place, as directed by the exam board, to aid in the assigning of Teacher Assessment Grades, ensuring that students were able to access as many of the learning outcomes as possible on the course. Students were able to complete Unit R053 in full (Sports Leadership) through adapting grading criteria to meet the context enforced upon us by national coronavirus restrictions. Content was taught for the final unit (R056) but the assessments for this unit did not take place as recommended by OCR requiring Year 11 students to be assessed in one unit during the final year of their course. Therefore, the final 66.6% of students' grades was determined through their performance in this unit as well as the Unit R052, of which the majority was completed.