

Year 13 Subject Assessment Evidence – Academic Year 2020-21 (each subject is on a separate page)

Art (A Level)

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 Investigation	Coursework	Yes – portfolio is collated throughout year 12 and 13.	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 of evidence was used for each student which comprises of their coursework throughout year 12 and 13. 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.

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 another local centre.

Biology (A Level)

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 mark schemes, examiner reports and marking guidelines) to ensure the assessments were as rigorous as they would be in any other academic year.

We had taught all content of the course in full during face to face and online lessons. We assessed students on both papers 1 and 2 to ensure a broad range of evidence was used to support our grading decision. By assessing students on both papers we covered all assessment objectives as well as the entire subject content for A-Level Biology.

Students sat a paper 1 exam in the first term of Year 13 and an additional paper 1 exam during our in-class assessment in April 2021 which were both completed under exam conditions. During the internal assessment in May students were given a whole paper 2 exam which was accessed through the secure area of e-AQA along with their marking guidelines, examiner reports and mark schemes to 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 1 from April 2021, and full paper 2 from May 2021) we were confident that we had assessed students' knowledge covering the breadth of the specification in order to provide them with an overall grade for their A-Level Biology qualification.

Business (BTEC Level 3 National Extended Certificate)

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 – Exploring Business	3 Coursework assignments completed in Year 12	Y	M
In-class assessment – Unit 2: Developing a marketing campaign	Mock assessment conducted as per final exam	Y	M
Mock examination – Oct 2020 focusing on Part A of Unit 3	Examination	No. Part A (Personal Finance only)	H
Mock examination – December 2020	Examination	Y	H
Business Practice Calculation Book progress	Workbook	N This book focuses only on the quantitative skills of the course	M & L (see below)
Unit 3 Full mock exam	3 In-class assessments	Y	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:</p> <ul style="list-style-type: none"> The internal Mock Exams (Oct 2020 and Dec 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 specific content to revise beyond what 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 generally take place in a formal Unit 3 Extended Certificate examination). The in-class assessments (45min) in May 2021 focused on all assessment objectives, each addressing one section of an unseen Unit 3 paper and completed in exam conditions. The students sat the full February 2021 examination paper across three lessons. They did not have access to the later questions during the session. Students were not given guidance in terms of what to revise beyond what is listed in the specification. The Business Practice Calculation Book demonstrates on-going progress in numerical based questions. These were completed both in class (first three questions in each section) and as homework. The Unit 1 (Exploring Business) coursework assignments were delivered and sat in line with any normal examination year, albeit with some adjustments to the timings on the assessment plan to take college closures into account. 			

Chemistry (A Level)

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 mark schemes, examiner reports and marking guidelines) to ensure the assessments were as rigorous as they would be in any other academic year.

We taught all content in full during face to face and online lessons. We assessed students on papers 1, 2 and 3 to ensure a broad range of evidence was used to support our grading decision. We have therefore covered all assessment objectives as well as the entire subject content for A-Level Chemistry.

Students sat a paper 1 exam in the first term of year 13 and an additional paper 1 exam during the internal assessment in May 2021. Both were sat in full examination conditions. We then used a whole paper 2 and 3 exam for the in-class assessments in March/April. Again these were sat in examination conditions. These papers were taken from the secure area of e-AQA providing clear marking guidelines, examiner reports and mark schemes to ensure consistency in marking during department moderation.

With the data received from the various assessments (full paper 1 from October 2020, full paper 1 from May 2021, and full paper 2 and 3 from March/April 2021) we were confident that we had assessed students' knowledge covering the breadth of the specification in order to provide them with an overall grade for their A Level Chemistry qualification.

Engineering (AQA Level 3 Foundation Technical Level)

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: Technology and Science: In-class assessment (examination)	External (completed as a PPE and submitted to the awarding organisation)	No. Assessment outcome 5C, 5E and 5F were omitted due to school closure.	H
Unit 2: Mechanical Systems: Internal assessment	Externally set task	No. Some Performance outcomes were omitted due to school closure: PO1 fully covered. PO2 fully covered apart from P6. PO3 – P7&P8 only.	M
Unit 4: Engineering Design: Internal assessment (coursework)	Internal	Yes	M
Unit 5: Production and Manufacturing: In class assessment (Coursework)	Internal	Yes.	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:

Evidence covers the full breadth of the course (all units) with most performance outcomes delivered. Unit 1 and Unit 2 were submitted during the academic year 2019-20. Units 4 and 5 were based on completed coursework for each units with specific performance outcomes omitted as above.

An audit of the centre was completed in December 2019 with a visit from the EQA.

English Literature (A Level)

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. Students completed almost all sections either in examination or through in-class assessment; the *Modern Prose* text was completed as part of our internal exam series and all other components as in-class assessment conducted under exam conditions. Students also completed their NEA as set out in the original course outline.

The only section omitted was the *Unseen Poetry* task. Students have provided evidence for *Unseen Prose* and the poetry sections ('Feminine Gospels' and the anthology) thus have demonstrated all skills needed for this part of the course.

Extended Project Qualification (Level 3)

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)
'Project outcome' (Essay/Artefact)	Non-examination Assessment	Yes	M
Project Production Log	Non-examination Assessment		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:

Students have studied and completed the production log and the project outcome. These have been used as evidence in their entirety.

Due to college closure students were not able to complete the presentation aspect of the EPQ assessment.

Geography (A Level)

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
Individual Investigation (NEA) write-up	Coursework	Y	L

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 Edexcel past paper and sample assessment questions. There are two papers, covering content from all topic areas that were taught face-to-face during Year 12 and Year 13 (questions for content that was taught remotely have not been included). Full coverage of the assessment objectives has been considered over the two papers, including:

- AO1 - knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.
- AO2 - knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.
- AO3 - investigate geographical questions and issues, interpret, analyse and evaluate data and evidence, construct arguments and draw conclusions.

Internal examinations were sat under a high level of control, under exam conditions and considering individual access arrangements.

The in-class assessment comprises of additional past paper and sample assessment material questions, which were not included in the internal examination. The questions used were deliberately cross-topic to ensure an element of synoptic assessment of the course. The selection of questions used for in-class assessment covers the breadth of the specification assessment objectives. Students sat these questions in the classroom, under exam conditions and considering individual access arrangements.

The October 2020 mock examination consisted of two exam papers constructed from past paper and sample assessment questions. The questions were chosen to assess understanding of topics that were taught both face-to-face and remotely. The full range of assessment objectives were covered (see above) and students sat the papers under a high level of control, under exam conditions and considering individual access arrangements.

The Individual Investigation is the non-examined assessment (NEA) component of the Edexcel A Level Geography course. The purpose of the NEA is to test students' skills in independent investigation. The Ofqual subject assessment consultation outcome relaxed the necessity to use fieldwork data as part of this investigation, however, our students had begun their Individual Investigations prior to this consultation and fieldwork methodologies and data had already been included in this assessment. This means that our students' NEA write up covers the full requirements for AO3, including evidencing independent analysis and evaluation of primary and secondary data, presentation of data findings and extended writing. The Independent Investigation was completed under the controls stated in the specification relating to student independence and teacher guidance. The NEA component carries a weighting of 20% of the qualification and accounts for 20% of the overall Centre Assessed Grade.

History (A Level)

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 USA (1865-1975) & Wars of the Roses (1450-1499) Paper.	Examination	N (AO1 & AO2 were assessed in this paper. AO3 was assessed through the NEA and October paper)	H
Non-examination assessment Coursework – completed May 2021	Examination	Y (AO1, AO2 & AO3 were all assessed in the NEA coursework)	H
Mock examination – October 2020	Examination	Y (AO1, AO2 & AO3 were assessed in these papers collectively)	H
<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:</p> <p>The above assessment evidence was chosen as it covered the two taught modules – The USA - Making of a Superpower (1865-1975) & The Wars of the Roses (1450-1499) - in as much breadth as possible, and included the NEA coursework (completed in full) along with the two other components. The assessment evidence selected also collectively covered all of the assessment objectives (AO1, AO2 & AO3) and ensured that the full range of skills could be taken into account when deciding a grade for each student.</p>			

ICT (BTEC Level 3 National Extended Certificate)

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)
Practice Database project (1) for Unit 2: Creating Systems to Manage Information	3h Paper assessment completed in lessons but conducted as assessments	Y	M
Practice Database project (2) for Unit 2: Creating Systems to Manage Information	2 hour Paper sat in lessons but conducted as assessments	Y	M
Previously unseen Jan 21 exam paper for Unit 1: Information Technology Systems - sat in class under exam conditions	Examination	Y	M
Unit 3 Assignment work: Using Social Media in Business	2 Written assignments completed under normal BTEC conditions	Y	M
Unit 6: Website Development - Practical work	Website created by students following key input lessons	No. Only the website was created showing application of content taught. Students did not sit the assignment for this (reduced optional unit).	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 assignment work from Year 12 and Year 13 will be submitted as normal as students have been given the opportunity to complete this.
- Due to exam cancellation, in-class assessments were used to ascertain student progress and performance for Unit 1 as this enabled the teacher to judge the subject knowledge of the student.
- Students were taught the content for Unit 6 and created a website using this knowledge. There was, however, insufficient time to complete the assignment write up and so this was used as evidence, but listed as a reduced optional unit in line with Pearson's guidance in 2021.

Mathematics (A Level)

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

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:

May Assessments

- Students completed two 2h papers with questions taken from the June 2020 series which were accessed through the secure area on the e-AQA website.
- Papers included full coverage across all topics that have been taught.
- A number of topics were omitted due to significant gaps in teaching during lockdown which included:
 - Mechanics, the modulus function, partial fractions, parametric equations and applications of vectors.

Media Studies (A Level)

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	No. Part of AO1 was not assessed to allow students to focus on specific skills and media forms. However, this Assessment Objective had been assessed in October.	H
Coursework (partial portfolio) - April 2020	Non-examination Assessment	Yes	M
Mock examination – October 2020	Examination	No. Part of AO2 was not assessed to reflect where students were with content covered. However, this Assessment Objective was included in the May examination.	H
<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:</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 (advertising, film marketing, video games, radio, music videos, television and magazines) have been studied in depth throughout the course. Consequently, the examined units provide an accurate assessment of the knowledge and skills demanded of this specification and represent a streamlined selection of media forms that would have occurred had external examinations taken place. Analysis of unseen products (print and audio visual) was also assessed in both the May and October examinations to reflect this requirement of the specification.</p> <p>The non-examination assessment unit has been included as evidence to represent the students' practical, technical and creative skills which was completed by students in December 2020. Students also submitted complete print products and mock-ups of the digital element of the portfolio (in accordance with the 2021 adaptations) as social distancing and remote learning rendered this impossible to complete in full.</p>			

Music (BTEC Level 3 National Extended Certificate)

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)
Unit 1 Practical Music, Theory & Harmony	In-class Assessment	No. A - partially completed whilst students were in isolation. B - started after school closure due to its practical demands and the need to use subject specific software that was only available in school. C - partially completed due to significant reduction in hours spent with class teachers. D - not attempted due to significant reduction in hours spent with class teachers.	M
Unit 2 Music Industry	Non-examination Assessment	Yes. All students have completed all of the tasks in full, but the task was completed remotely during school closure.	L
Unit 3 Ensemble	External Assessment (TAG)	No. Unit 3 - 'Ensemble' was not completed due to first national lockdown (Mar 2020) Some students completed Activity 1 before COVID. National school closures in the week scheduled to attempt activity 2 and 3 prevented students from completing any of the other activities.	M
Unit 6 Solo	Non-examination Assessment	Yes. All students have completed all of the tasks in full.	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:

Students have completed all four units, although COVID has impacted on the delivery of these to varying degrees:

Unit 1 - Practical Music Theory & Harmony: Students had less time than they normally would have to learn the theory in the classroom with their teachers due to COVID. Students had a reduction in time to complete the assignment brief due to national lockdowns. Due to national lockdowns students did not have access to the software which they would have used under normal circumstances. Students have partially completed learning aim A and D. Students have completed all of learning aim B and C. We have assessed learning aim B and it has been sampled by our Standard Verifier, as per his instructions.

Unit 2 - Music Industry: Students had to complete this assignment remotely due to the national lockdown at the time. All students completed the work but due to the impact of remote learning, this unit has received a Teacher Assessed Grade.

Unit 3 - Ensemble Performance: This was submitted in 2020.

Unit 6 - Solo Performance: Assessed as normal in 2019 - pre-COVID. Internal Quality Assurance - Briefs have been standard verified. Unit 1 was sampled by the Standard Verifier. Both music teachers have moderated and internally verified work to support the overall accuracy of judgements.

Performing Arts (BTEC Level 3 National Extended Certificate)

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>A Understand acting styles and techniques for performance B Develop acting styles, skills and techniques for performance C Apply acting styles, skills and techniques in rehearsal and performance D Review personal development and own performance</p>	<p>Unit 19: Acting Styles</p> <p><i>Recordings in lesson workshop performances.</i></p>	<p>No. Learning Aims A and B were covered in preparation for final scripted performance however lockdown prevented this meaning learning aim B was only partially met through previous evidence and D was not completed.</p>	<p>M</p>
<p>A Understand the role and skills of a performer B Develop performance skills and techniques for live performance C Apply performance skills and techniques in selected styles D Review and reflect on development of skills and techniques for live performance</p>	<p>Unit 2: Developing Skills and Techniques for live performance</p> <p><i>Recordings of the role of the performer presentations.</i></p>	<p>No. Learning Aims A and B were covered in preparation for final scripted performance however lockdown prevented this meaning learning aim B was only partially met through previous evidence and D was not completed.</p>	<p>M</p>
<p>AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements</p>	<p>Unit 1: Investigating Practitioners Work (Partially completed internal assessment.) External Assessment.</p>	<p>No. Preparation for external examination took place. But with lockdown occurring when assessment window was set there was no opportunity to complete this unit.</p>	<p>M</p>
<p>AO1 Understand how to interpret and respond to stimulus for a group performance AO2 Develop and realise creative ideas for a group performance in response to stimulus AO3 Apply personal management and collaborative skills to a group performance workshop process AO4 Apply performance skills to communicate creative</p>	<p>Unit 3: Group Performance (Partially completed internal assessment)</p>	<p>No. AO1-3 completed through written evidence and recorded final performance. But insufficient time to complete AO5.</p>	<p>M</p>

intentions during performance workshop AO5 Review and reflect on the effectiveness of the working process and the workshop performance	<i>Recordings of final performance.</i> <i>Written milestone evidence.</i>		
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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:

To verify student outcomes all work was moderated with both BTEC trained colleagues and another provider from an external school. We have tried to collate as much evidence in the normal forms outlined in the internally verified assignment brief including presentations which have been recorded and transcripts created, recordings and logs outlining workshops undertaken and logs and recordings from rehearsals leading to the classes Year 12 final performance. (This is to support student outcomes for Unit 19 and 2). For Unit 3 we ran a one term 'mock' which has been used to set predicted grades for the unit and provides additional evidence of students' capabilities. For the actual unit we have been able to collate all but the final written evaluation milestone which forms an integral part of the assignments.

Photography (A Level)

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 Investigation	Coursework	Yes – portfolio was collated throughout year 12 and 13.	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 12 and 13. 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.

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 another local centre.

Physics (A Level)

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, examiner reports and mark schemes) to ensure the assessments were as rigorous as they would be in any other academic year.

All content have been taught in full during face to face and online lessons, in-class assessments for the first two terms and via online learning for the Summer Term. In order to provide ample evidence on which to base our grading decision, we assessed content across the entire course. Therefore we chose to assess students on papers 1, 2 and 3a. This allowed us to cover all subject content for A Level Physics as well as the necessary experimental analysis skills that are key to Physics.

In October 2020, students sat a Paper 1 exam. They then sat an additional Paper 1 in April 2021 during an in-class assessment. In May 2021, a full Paper 2 was sat. All papers were completed under examination conditions. Students received a further in-class assessment of Paper 3a in May. All papers originated from the secure area on the e-AQA website. We used the marking guidelines, examiner reports and mark schemes to ensure consistency in marking during our department moderation process.

These four papers (Paper 1 from October 2020, Paper 1 from April 2021, Paper 2 from May 2021 and Paper 3a from May 2021) demonstrate that all assessment objectives were met accordingly while covering the breadth of the specification. We are therefore confident in providing our students with an overall grade for their A Level Physics Qualification.

Public Services (BTEC Level 3)

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 assignments (see assessment plan).	Coursework	Y	M
Unit 1 – Government Policy.	External verification	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 two year course followed the syllabus and requirements set out by Pearson to achieve the Subsidiary qualification at Level 3 of The Public Services course.

The six unit brief were internally and externally verified and contained both the mandatory and option unit choices, as outlined on the assessment plan.

The students work for unit one was also externally verified for marking accuracy and received positive feedback via the moderator.

Psychology (A Level)

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 – December 2020	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 mark schemes, examiner reports and marking guidelines) to ensure the assessments were as rigorous as they would be in any other academic year.

We have taught the entire content of the course in full during face to face and online lessons. We assessed students on papers 1, 2 and 3 to ensure a broad range of evidence was used to support our grading decision. By assessing students on all papers we could cover all assessment objectives as well as the entire subject content for A-Level Psychology. Students sat a paper 2 exam in the first term of Year 13 under exam conditions. Students completed an additional paper 3 under exam conditions at the end of the first term during our in-class assessment in December 2020. We then used a whole paper 1 exam for the internal assessment in May 2021. All exam papers originated from the secure area of the e-AQA website which included marking guidelines and mark schemes to ensure consistency in marking during our department moderation process.

With the data received in the various assessments (full paper 2 from October 2020, full paper 3 from December 2020, and full paper 2 from May 2021) we were confident we had assessed students' knowledge across the whole qualification in order to provide them with an overall grade for their A Level Psychology Qualification.