

# Year 11 Subject Summaries: Evidence Bases

The following information pack details the range of evidence sources that will be used to calculate 'Teacher Assessed Grades' this year.

*The information is presented per qualification.  
Please refer to the Index Page to find the  
appropriate qualification.*



## ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

# The Evidence Base

**What is it?** The Evidence Base is the different types of work and assessments that will be used to generate a grade for each qualification.

- At department and class level, we have considered what content has been taught (or meaningfully covered) to build a portfolio of evidence so we can award a fair and robust grade.

**What types of evidence will be used?** Evidence will be used from across the course and can be made up of a range of sources, including NEA, end of course assessments, substantial work from across the course, internal topic tests etc. The nature of the evidence will depend on the subject.

- The Evidence Base attempts to represent as much of the covered course as possible, as well as coverage of AOs.

**How will the evidence be used?** As much as possible, the evidence used will be consistent across the class or cohort but that may not always be the case for individual students who may require an adjusted evidence base (teachers will speak to students personally if this is likely to be the case).

- Teachers are also required to evaluate the strength of any evidence used, considering the level of control, the date of collection and the individual coverage of each piece of evidence (although there is no minimum requirement of content that students must have been taught, we are obligated to ensure students have 'sufficient content' covered to be able to award the grade).
- 'Level of control' is a consideration of the strength of the evidence based on the conditions in which the piece of work or assessment was carried out (e.g. timed conditions, supervision/ invigilation, was there an opportunity for redrafting etc.)

# The Range of Evidence

**We have called upon a range of evidence in calculating students' final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:**

- We aim to give students an evidence base with multiple opportunities to demonstrate what they know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment. Work from earlier in the course should not disadvantage students' chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to strengthen final grades and cannot 'cap' grades;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process:
  - When it was completed;
  - The coverage of assessment objectives (AOs);
  - The coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors.

# Sharing raw marks with students



HILKEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

Teachers will aim to share raw marks with students as we move through the term (where possible and practicable).

If students choose not to receive marks, they should let their teacher know.

There are no published national grade boundaries this year, so please refrain from asking teachers how marks convert into grades- grades cannot be shared until Results Days, as they can only be calculated holistically at the end of the assessment process.

Marks will not necessarily have been marked by students' own class teachers and prior to the calculation of grades, marks will be moderated.

Please note that any marks shared are subject to change (e.g. following moderation).

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## Evidence Base: Art (art, craft and design) GCSE

Students' Portfolio of work will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors.

GCSE Art comprises of 100% NEA.

| Source of evidence   | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--|---|--|-----------------|----------------------------|
| NEA Component 1<br><br>Coursework including classwork and homework | Portfolio of work (coursework)<br><br><ul style="list-style-type: none"> <li>- Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>- Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> | May 2021                                       | AO1 2 3 4       | M                          |

# Evidence Base: Biology GCSE (Separate Science)

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- **End of course assessment will be the first thing considered when deciding the TAG for each student.** If further evidence is required then the evidence base from Year 9 onwards will be considered as identified below.
- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence        | Curriculum component/ content area<br>(whole topics were not always assessed but sections from them were – further details are available from Miss Porritt)  | Date or stage within the course when completed | Coverage of AOs (assessment objectives) | Level of Control (H, M, L) |
|---------------------------|--|--|---|----------------------------|
| End of Y9 Assessment      | Cell structure and microscopes, Biological molecules, metabolism and enzymes, respiration, diffusion, SA to vol ratio and gas exchange surfaces, circulatory system, response to exercise  | June 2019                                      | AO1, AO2, AO3                           | H                          |
| Year 10 Assessment 1      | Cell structure and microscopes, Biological molecules, metabolism and enzymes, respiration, diffusion, SA to vol ratio and gas exchange surfaces, digestion and decay, osmosis and active transport   | November 2019                                  | AO1, AO2, AO3                           | H                          |
| Year 10 Assessment 2      | Cell structure and microscopes, respiration, osmosis and active transport, plant structures, transport, photosynthesis and deficiencies  | February 2020                                  | AO1, AO2, AO3                           | H                          |
| Year 10 Mini Assessment   | Plant Structures, Adaptations, Ecology and food security   | Year 10  | AO1, AO2, AO3                           | L                          |
| Year 11 Assessment 1      | Respiration, circulatory system, response to exercise, nervous system, brain and eye, endocrine system and control of body temperature, kidneys  | October 2020                                   | AO1, AO2, AO3                           | H                          |
| Year 11 Online assessment | Digestion and decay, plant structures, transport, photosynthesis and deficiencies, nervous system, brain and eye, ecology, trophic levels and food security, reproductive hormones   | January 2021                                   | AO1, AO2, AO3                           | L                          |
| Common Assessment Paper 1 | Cell structure and microscopes, biological molecules, metabolism and enzymes, digestion and decay, kidneys, reproductive hormones, cell division, differentiation and animal cloning, communicable disease, human defence and monoclonal antibodies, drug discovery and testing  | 30 <sup>th</sup> April                         | AO1, AO2, AO3                           | H                          |
| Common Assessment 2       | Respiration, diffusion, SA to vol ratio, gas exchange surfaces, circulatory system, response to exercise, osmosis and active transport, plant structure, transport, photosynthesis, nervous system, eye and brain, endocrine system and control of body temperature, non-communicable disease, inheritance, plant cloning and hormones | 24 <sup>th</sup> May                           | AO1, AO2, AO3                           | H                          |

# Evidence Base: Business GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area                  | Date or stage within the course when completed | Coverage of AOs       | Level of Control (H, M, L) |
|---|---|--|-----------------------|----------------------------|
| <b>Assessment 1: Spotting a Business Opportunity</b>                        | Theme 1 - 1.2 Spotting a business opportunity       | Oct 19   | A01, A02, A03,<br>A04 | H                          |
| <b>Assessment 2: Putting a Business Idea into Practice</b>                  | Theme 1 - 1.3 Putting a business idea into practice | Dec 19   | A01, A02, A03,<br>A04 | H                          |
| <b>Assessment 3:<br/>Year 10/11 Exam</b>                                    | Theme 1 – Investigating small business              | Sep 20   | A01, A02, A03,<br>A04 | H                          |
| <b>Assessment<br/>End of Unit 2.2 - Making Marketing Decisions</b>          | Theme 2 – 2.2 Making marketing decisions            | Nov 20   | A01, A02, A03,<br>A04 | H                          |
| <b>Assessment 4: Theme 1 End of course assessment Additional Assessment</b> | Theme 1. Investigating small business 1.1 – 1.4     | April 21                                       | A01, A02, A03,<br>A04 | H                          |
| <b>Assessment 5: Theme 2 End of course assessment Additional Assessment</b> | Theme 2 Building a business 2.1 – 2.4               | May 21   | A01, A02, A03,<br>A04 | H                          |



# Evidence Base: Chemistry GCSE (Separate Science)

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- **End of course assessment will be the first thing considered when deciding the TAG for each student.** If further evidence is required then the evidence base from Year 9 onwards will be considered as identified below.'
- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
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- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                    | Curriculum component/ content area<br>(whole topics were not always assessed but sections from them were – further details can be got from Mrs Batch) | Date or stage within the course when completed | Coverage of AOs<br>(assessment objectives) | Level of Control (H, M, L) |
|---------------------------------------|---|--|--|----------------------------|
| End of Year 9 assessment in chemistry | Chemistry: Topics 1, 2, 3, 7 and 5  | End Year 9                                     | All AOs covered                            | H                          |
| Two topics tests in chemistry in Y10  | Chemistry: Topics 1, 2, 3, 4 and 5  | Term 1 and term 3 Year 10                      | All AOs covered                            | H and M                    |
| Two topics tests in chemistry in y11  | Chemistry: Topics 3, 4, 6 and 10  | Term 1 and Term 2 Year 11                      | All AOs covered                            | H and M                    |
| End of course assessment paper 1      | Chemistry: Topics 6, 7 and 8  | Term 3 Y11                                     | All AOs covered                            | H                          |
| End of course assessment paper 2      | Chemistry: Topics 1, 2, and 3   | Term 3 Y11                                     | All AOs covered                            | H                          |

# Evidence Base: Computer Science GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
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- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                               | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--|---|--|-----------------|----------------------------|
| <b>Component 1</b>                               | System architecture, software, networks, network security, legal, ethical and moral issues  | 19 <sup>th</sup> April                         | AO1, AO2, AO3   | H                          |
| <b>Component 2</b>                               | Computational thinking, algorithms, programming and data representation   | 27 <sup>th</sup> May                           | AO1, AO2, AO3   | H                          |
| <b>Component 3</b>                               | Programming and writing maintainable code   | Sept 2020 – April 2021                         | AO1, AO2, AO3   | M                          |
| <b>Programming Techniques</b>                    | Sequencing, selection, iteration, data types, variables, string manipulation, lists, functions, procedures, reading and writing to external files | 3 <sup>rd</sup> – 14 <sup>th</sup> May         | AO1, AO2, AO3   | M                          |
| <b>Legal, ethical and moral issues questions</b> | Legal, ethical and moral issues relating to the use of computers  | 12 <sup>th</sup> – 16 <sup>th</sup> May        | AO1, AO2, AO3   | H                          |

# Evidence Base: Creative iMedia (OCR Cambridge National) [Page 1]

- This year, teachers have been asked to calculate grades for their students. In our subject, we will calculate grades using **coursework** and student performance in this term's assessments.
- In order to calculate coursework performance, we will assess students in **six key Media strands (shown below)**.
- Students have had two opportunities to demonstrate skills in these strands, once in unit **R082 (Creating Digital Graphics)** and once in unit **R084 (Create a Multipage Comic Strip)**.
- The six strands are:

LO1:  
RESEARCH  
AND  
ANALYSIS

LO1:  
TECHNICAL  
KNOWLEDGE

LO2:  
RESPONSE  
TO BRIEF,  
LEGISLATION,  
TARGET  
AUDIENCE

LO2:  
PRE-  
PRODUCTION  
& PLANNING  
DOCUMENTS

LO3:  
CREATION  
AND FILE  
MANAGEMENT

LO4:  
EVALUATION,  
REVIEW AND  
IMPROVEMENT

# Evidence Base: Creative iMedia (OCR Cambridge National) [Page 2]

We will carefully check student portfolios and look for the **strongest evidence in these six strands.**

**OR**

|   |   |
|---|---|
| <b>R082:</b><br>Research and analysis of graphics products and their purpose. | <b>R084:</b><br>Research and analysis of comic strip history, characters and layouts. |
|---|---|

**OR**

|  |  |
|--|--|
| <b>R082:</b><br>Graphics file types, formats and their properties. | <b>R084:</b><br>Software capable of producing a comic strip. |
|--|--|

**OR**

|   |  |
|---|--|
| <b>R082:</b><br>Response to the brief, legislation and target audience. | <b>R084:</b><br>Response to the brief, mind maps, legislation and target audience. |
|---|--|

**OR**

|   |  |
|---|--|
| <b>R082:</b><br>Visualisation diagram, mood board, assets table, work plan. | <b>R084:</b><br>Script, storyboard, panel layout, work plan. |
|---|--|

**OR**

|  |   |
|--|---|
| <b>R082:</b><br>Final album cover design, evidence of multiple saves, file management. | <b>R084:</b><br>Final comic strip, evidence of multiple saves, file management. |
|--|---|

**OR**

|   |   |
|---|---|
| <b>R082:</b><br>Album cover evaluation, and suggested improvements. | <b>R084:</b><br>Comic strip evaluation, and suggested improvements. |
|---|---|

# Evidence Base: Design and Technology

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

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- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence         | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|----------------------------|--|--|-----------------|----------------------------|
| NEA                        | 50% of the overall grade will be from the NEA. When the NEA is added to the 2 end of course assessments this will be cross referenced to holistic grade descriptors from JCQ to produce a final teacher assessed grade.        | 28/04/2021                                     | AO1, AO2, AO3   | M                          |
| End of course assessment 1 | 50% of your overall grade will be from the 2 assessments combined. When the 2 assessments are added to the NEA this will be cross referenced to holistic grade descriptors from JCQ to produce a final teacher assessed grade. | 30/04/2021                                     | AO3, AO4        | H                          |
| End of course assessment 2 |  | 28/05/2021                                     |                 | H                          |

# Evidence Base: Year 11 Digital Information Technology BTEC (DIT)

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs    | Level of Control (H, M, L) |
|---|--|--|--------------------|----------------------------|
| Component 1:<br>Exploring user interface design principles and project planning techniques LAA, LAB & LAC | What is a user interface, audience needs, design principles, designing an efficient user interface, project planning techniques, creating a project plan, create an initial design, developing a user interface, refining the user interface and review.   | September 2019 – March 2020                    | AO1, AO2, AO3, AO4 | M                          |
| Component 2:<br>Collecting, presenting and interpreting data LAA< LAB & LAC                               | Characteristics of data and information, representing information, ensuring data is suitable for processing, data collection, quality of information and it's impact on decision making, sectors that use data modelling, threats to individuals, data processing methods, produce a dashboard, drawing conclusions based on data, how presentation affects understanding. | September 2020 – April 2021                    | AO1, AO2, AO3, AO4 | M                          |
| Component 3:<br>Effective digital working practices   | Modern technologies, impact of modern technologies, cyber security, the wider implications of digital systems, planning and communication in digital systems   | 28 <sup>th</sup> April<br>26 <sup>th</sup> May | AO1, AO2, AO3, AO4 | H                          |

## Evidence Base: Drama GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                            | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|-------------------------------------|--|-----------------|----------------------------|
| <b>NEA Devised Performance &amp; Logs</b>     | Component Two - Devising Drama      | December 2020                                  | AO1, AO2 & AO4  | H                          |
| <b>Mock Performance</b>                       | Component Three – texts in practice | May 14th 2021                                  | AO2             | H                          |
| <b>Examined Performance</b>                   | Component Three – texts in practice | May 27 <sup>th</sup> 2021                      | AO2             | H                          |
| <b>CAT of Written Paper</b>                   | Component One – Understanding Drama | February 2021                                  | AO3 & AO4       | L                          |
| <b>Final Assessments of Written Paper</b>     | Component One – Understanding Drama | April & May 2021                               | AO3 & AO4       | H                          |
| <b>Essays and paragraphs done in Lockdown</b> | Component One – Understanding Drama | Jan & Feb 2021                                 | AO3 & AO4       | L                          |

# Evidence Base: Engineering

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|---|--|-----------------|----------------------------|
| <b>Unit R105</b> - Design briefs, design specifications and user requirements | Students received an Centre Assessed Grade (CAG) for this unit due to examinations being cancelled in Summer 2020   | Summer 2020                                    | LO1/LO2/LO3     | N/A                        |
| <b>Unit R106</b> – Product analysis and research                              | Students overall Teacher Assessed Grade (TAG) will be created based on elements of all 3 internal units (R106,R107,R108) Students will received a scaled grade and these will be added together to create a holistic overall grade. Students work will sampled and externally moderated by the exam board shortly after 18/06/21. | 28/05/2021                                     | LO1/LO2/LO3     | M                          |
| <b>Unit R107</b> – Developing and presenting engineering designs              |   |  | LO1             |                            |
| <b>Unit R108</b> – 3D design and realisation                                  |   |  | LO1/LO2/LO3     |                            |



## Evidence Base: Engineering *(Only for Students in the Achievement Centre)*

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
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- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence   | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--|--|--|-----------------|----------------------------|
| <b>R105</b> - Design briefs, design specifications and user requirements | Entered for Summer 2021 exam but due to cancelled examinations students have had the opportunity to complete 10 exam questions. These have been marked and moderated. All marks from completed questions will be added and scaled to a grade worth 33% of the overall Teacher Assessed Grade (TAG).  | 28/05/2021                                     | LO1/LO2/LO3     | H                          |
| <b>R106</b> - Product analysis and research                              | Students overall Teacher Assessed Grade (TAG) will be created based on elements of all 2 internal units (R106,R108) Students will receive a scaled grade from these 2 units worth 66% added to the R105 marks to create a holistic overall grade. Students work will be sampled and externally moderated by the exam board shortly after 18/06/21. | 28/05/2021                                     | LO1/LO2/LO3     | M                          |
| <b>R108</b> - 3D design and realisation                                  |  |  | L01             |                            |

# Evidence Base: English Language GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

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- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
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- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence   | Curriculum component/<br>content area | Date or stage within the<br>course when completed | Coverage of AOs             | Level of Control (H, M, L) |
|--|---------------------------------------|---|-----------------------------|----------------------------|
| <b>Assessment Task:<br/>Language Paper 1<br/>June 2020</b>     | Language Paper 1                      | June 2020   | All Language AOs except AO3 | Med/low                    |
| <b>In-class assessment<br/>task</b>                            | Language Paper 2                      | December 2020                                     | All language AOs except AO4 | High                       |
| <b>Common<br/>Assessment Task:<br/>Lang 2, Q5</b>              | Language Paper 2, Question 5          | Feb 2021  | AO5 and AO6                 | Med/Low                    |
| <b>End of course<br/>assessment task:<br/>Language Paper 2</b> | Language Paper 2                      | May 2021  | All Language AOs except AO4 | High                       |

# Evidence Base: English Literature GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs  | Level of Control (H, M, L) |
|---|--|--|--|----------------------------|
| Assessment Task: Power and Conflict Poetry (Paper 2, Section B) | Power and Conflict Poetry: Literature Paper 2, Section B                   | October 2020                                   | All Literature AOs except AO4  | High                       |
| Common Assessment Task, Feb 2021                                | The Modern Text (An Inspector Calls/Lord of the Flies), Paper 2, Section A | February 2021                                  | All Literature AOs except AO4  | Med/Low                    |
| End of course assessment 1: Shakespeare                         | Macbeth (Literature Paper 1, Section A)                                    | May 2021                                       | All Literature AOs including AO4 (spelling, punctuation and grammar) | High                       |
| End of course assessment 2: The Modern Text                     | The Modern Text (An Inspector Calls/Lord of the Flies), Paper 2, Section A | May 2021                                       | All Literature AOs except AO4  | High                       |

# Evidence Base: Food Preparation and Nutrition

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs    | Level of Control (H, M, L) |
|-----------------------------------|--|--|--------------------|----------------------------|
| <b>NEA</b>                        | 50% of the overall grade will come from the NEA. When the NEA is added to the 2 end of course assessments this will be cross referenced to holistic grade descriptors from JCQ to produce a final teacher assessed grade.      | 26/03/2021                                     | AO2, AO3, AO4      | M                          |
| <b>End of course assessment 1</b> | 50% of your overall grade will be from the 2 assessments combined. When the 2 assessments are added to the NEA this will be cross referenced to holistic grade descriptors from JCQ to produce a final teacher assessed grade. | 23/04/2021                                     | AO1, AO2, AO3, AO4 | H                          |
| <b>End of course assessment 2</b> |  | 21/05/2021                                     | A02, A04           | H                          |

# Evidence Base: French GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors
- **Assessment Objectives Descriptors:** Below AO1 (Listening: Understand and Respond in writing to spoken language), AO2 (Speaking: Understand and Respond in speaking to spoken language AO3 (Reading: responding in writing ), AO4 (Responding in writing using different lexis and structures).
- Speaking element was trimmed for 2020-21 assessment and grading by the exam board

| Source of evidence | Curriculum component/ content area | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--------------------|------------------------------------|--|-----------------|----------------------------|
| Paper 1 evidence   | Listening papers                   | Oct/ Nov 2020<br>April 2021                    | AO1, AO3        | H<br>H                     |
| Paper 3 evidence   | Reading papers                     | Oct/ Nov 2020<br>April 2021                    | AO3, AO4        | H<br>H                     |
| Paper 4 evidence   | Writing papers                     | Oct/Nov 2020<br>May 2021                       | AO4             | H<br>H                     |

# Evidence Base: Geography GCSE

| Source of evidence  | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs    | Level of Control (H, M, L) |
|---|--|--|--------------------|----------------------------|
| <b>Living World – EOT (end of topic)</b>  | Living with the physical environment (Paper 1) – Living World  | October 2019                                   | AO1, AO2, AO3, AO4 | M                          |
| <b>Resource Management – EOT (end of topic)</b>   | Challenges in the human environment (Paper 2) – Resource Management  | January 2020                                   | AO1, AO2, AO3, AO4 | M                          |
| <b>Urban Issues – EOT</b>   | Challenges in the human environment (Paper 2) – Urban Issues   | June/ July 2020                                | AO1, AO2, AO3, AO4 | L                          |
| <b>Hazards – EOT</b>  | Living with the physical environment (Paper 1) – Hazards   | September/ October 2020                        | AO1, AO2, AO3, AO4 | M                          |
| <b>Physical Landscapes in the UK – EOT</b>  | Living with the physical environment (Paper 1) – Rivers and Coasts   | November 2020                                  | AO1, AO2, AO3, AO4 | M or L                     |
| <b>Common Assessment</b>  | Living with the physical environment (Paper 1) – Living World and Challenges in the human environment (Paper 2) – Urban Issues   | February 2021                                  | AO1, AO2, AO3, AO4 | L                          |
| <b>Living with the physical environment (Paper 1)</b>                                   | Living with the physical environment (Paper 1) – Hazards<br>Living with the physical environment (Paper 1) – Living World<br>Living with the physical environment (Paper 1) – Rivers and Coasts                | April 2021                                     | AO1, AO2, AO3, AO4 | H                          |
| <b>Challenges in the human environment (Paper 2) and pre-release material (Paper 3)</b> | Challenges in the human environment (Paper 3) – Urban Issues<br>Challenges in the human environment (Paper 2) – Resource Management<br>Challenges in the human environment (Paper 2) – Changing Economic World | May 2021                                       | AO1, AO2, AO3, AO4 | H                          |

# Evidence Base: Health and Social Care Level 1/2

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs      | Level of Control (H, M, L) |
|---|---|--|----------------------|----------------------------|
| <b>Component 1 - Understanding of Human lifespan development</b>  | This is worth 30% of the overall grade. This component was taught and completed in the first year of the course. Students received a Centre Assessed Grade (CAG) for this component.  | Summer 2020                                    | AO1,2,3,4            | M                          |
| <b>Component 2 - Knowledge of Health &amp; Social Care services</b>   | This is worth 30% of the overall grade. This component was taught and completed and students have completed this with external standards verification of a selection of learners work.  | 12/05/2021                                     | Learning Aim A and B | H                          |
| <b>Component 3 - Knowledge of health living and how health and care services work across the lifespan of a person</b> | This is worth 40% of the overall grade. Students were entered for the external examination in February and Summer. Due to the examinations being cancelled a range of work has been used to determine evidence towards this component from mock exams, Common Assessment Tasks, Low Level tests and formal assessments. | 07/05/2021                                     | Learning Aim A and B | L/M/H                      |

# Evidence Base: History GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                         | Curriculum component/ content area                     | Date or stage within the course when completed         | Coverage of AOs | Level of Control (H, M, L) |
|--|--|--|-----------------|----------------------------|
| End of Course Assessment 1                 | Living Under Nazi Rule, c.1933-1945                    | End of Course Assessment Window 1                      | AO1/AO2         | H                          |
| End of course assessment 2                 | People's Health, c1250-present                         | End of Course Assessment Window 2                      | AO1/AO2         | H                          |
| End of course assessment 3                 | The Norman Conquest, c.1065-1087                       | End of Course Assessment Window 2                      | AO1/AO2/AO4     | H                          |
| Common Assessment Task                     | History Around Us                                      | Common Assessment Task completed during school closure | AO1/AO2/AO3     | M                          |
| Class work – Gestapo Question 7            | Living Under Nazi Rule, c.1933-1945                    | Classwork – November/December 2020                     | AO1/AO3/AO3     | L                          |
| Class work – Enabling Act 18 mark question | Living Under Nazi Rule, c.1933-1945                    | Classwork – October 2020                               | AO1/AO2         | L                          |
| Paper 1 Mock Exam                          | Paper 1 Mock exam: People's Health and Norman Conquest | October 2020   | AO1/AO2/AO4     | M                          |



## Evidence Base: Hospitality

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--------------------|---|--|-----------------|----------------------------|
| <b>Unit 1</b>      | 40% of the overall grade will be from the Unit 1. Students received a Centre Assessed Grade (CAG) in Summer 2020. Students sat the Unit 1 exam in January 2021. The best grade from the CAG or outcome from January exam will contribute to the final Teacher Assessed Grade (TAG).   | CAG: July 2020<br>External Exam: Jan 21        | LO1/2/3/4/5     | H                          |
| <b>Unit 2</b>      | 60% of your overall grade will be from the coursework.<br>Students have worked on the WJEC Level 1-2 Vocational Award "Waste Not Want Not" brief. Assessment Criteria 1.1-1.4, 2.1-2.4 and 3.4 have been used to provide three separate pieces of assessed work: two written and one practical.<br>WJEC mark schemes and observation records have been followed to achieve the final Teacher Assessed Grade (TAG) | Sept – Dec 2020<br>Mar – May 2021              | LO1/2/3/4/5     | M                          |

## Evidence Base: Italian GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors
- **Assessment Objectives Descriptors:** Below AO1 (Listening: Understand and Respond in writing to spoken language), AO2 (Speaking: Understand and Respond in speaking to spoken language AO3 (Reading: responding in writing ), AO4 (Responding in writing using different lexis and structures).

| Source of evidence      | Curriculum component/ content area | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|-------------------------|------------------------------------|--|-----------------|----------------------------|
| <b>Paper 1 evidence</b> | Listening papers                   | Feb 2021<br>May 2021                           | AO1, AO3        | M<br>H                     |
| <b>Paper 3 evidence</b> | Reading papers                     | Feb 2021<br>May 2021                           | AO3, AO4        | M<br>H                     |
| <b>Paper 4 evidence</b> | Writing papers                     | Feb/ March 2021<br>May 2021                    | AO4             | M<br>H                     |

## Evidence Base: Maths GCSE

| Source of evidence                          | Curriculum component/ content area   | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|--------------------------------------|--|-----------------|----------------------------|
| Year 10 Term 2 Past Paper                   | A number of topics across the course | Y10 Term 2                                     | All             | H                          |
| Year 11 Term 1 Past Paper                   | A number of topics across the course | Y11 Term 1                                     | All             | M                          |
| CAT Online Timed Assessment (February 2021) | A number of topics across the course | Y11 Term 2                                     | All             | M                          |
| End of Course Assessment 1                  | A number of topics across the course | Y11 Term 3                                     | All             | H                          |
| End of Course Assessment 2                  | A number of topics across the course | Y11 Term 3                                     | All             | H                          |
| End of Course Assessment 3                  | A number of topics across the course | Y11 Term 3                                     | All             | H                          |
| End of Course Assessment 4                  | A number of topics across the course | Y11 Term 3                                     | All             | H                          |
| End of Course Assessment 5                  | A number of topics across the course | Y11 Term 3                                     | All             | H                          |

Please Note: If in Year 12 or Year 13 and taking GCSE Maths as a re-sit , then a different evidence base has been used.

## Evidence Base: Music GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence              | Curriculum component/ content area | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---------------------------------|------------------------------------|--|-----------------|----------------------------|
| <b>WINDOW 1 EXAM- SECTION A</b> | <b>Unseen listening</b>            | 20 <sup>th</sup> April 2021                    | AO 3 and AO 4   | H                          |
| <b>WINDOW 1 EXAM- SECTION B</b> | <b>Haydn &amp; The Beatles</b>     | 5 <sup>th</sup> May 2021                       | AO 3 and AO 4   | H                          |
| <b>WINDOW 2 EXAM- SECTION A</b> | <b>Unseen listening</b>            | 18 <sup>th</sup> May 2021                      | AO 3 and AO 4   | H                          |
| <b>WINDOW 2 EXAM- SECTION B</b> | <b>Haydn &amp; The Beatles</b>     | 18 <sup>th</sup> May 2021                      | AO 3 and AO 4   | H                          |
| <b>NEA COMPONENT 2</b>          | <b>Performing</b>                  | Deadline 13 <sup>th</sup> April 2021           | AO 1            | H                          |
| <b>NEA COMPONENT 3</b>          | <b>Composing</b>                   | Deadline 13 <sup>th</sup> April 2021           | AO 2            | M                          |

# BTEC Performing Arts (Page 1)

| Source of evidence                               | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs   | Level of Control (H, M, L) |
|--|-------------------------------------|--|---|----------------------------|
| Ideas Log in exam conditions                     | Component 3 – Responding to a brief | April 2021                                     | <b>Learning Aim A:</b> Examine professional practitioners’ performance work<br><b>Learning Aim B:</b> Explore the interrelationships between constituent features of existing performance material  | High Control               |
| Skills Log in exam conditions                    | Component 3 – Responding to a brief | April 2021                                     | <b>Learning Aim A:</b> Developing ideas in response to a brief<br><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief<br><b>Learning Aim C:</b> Contributing to a workshop performance<br><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome | High control               |
| Evaluation Log in exam conditions                | Component 3 – Responding to a brief | May 2021                                       | <b>Learning Aim A:</b> Developing ideas in response to a brief<br><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief<br><b>Learning Aim C:</b> Contributing to a workshop performance<br><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome | High control               |
| Common Assessment Task of Ideas Log              | Component 3 – Responding to a brief | February 2021                                  | <b>Learning Aim A:</b> Developing ideas in response to a brief<br><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief<br><b>Learning Aim C:</b> Contributing to a workshop performance<br><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome | Low control                |
| Ideas Log second opportunity in exam conditions  | Component 3 – responding to a brief | May 2021                                       | <b>Learning Aim A:</b> Developing ideas in response to a brief<br><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief<br><b>Learning Aim C:</b> Contributing to a workshop performance<br><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome | High control               |
| Skills Log second opportunity in exam conditions | Component 3 – responding to a brief | May 2021                                       | <b>Learning Aim A:</b> Developing ideas in response to a brief<br><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief<br><b>Learning Aim C:</b> Contributing to a workshop performance<br><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome | High control               |

# BTEC Performing Arts (Page 2)

| Source of evidence                                     | Curriculum component/ content area                                    | Date or stage within the course when completed | Coverage of AOs   | Level of Control (H, M, L) |
|--|---|--|---|----------------------------|
| Evaluation Log – second opportunity in exam conditions | Component 3 – Responding to a brief                                   | May 2021                                       | <p><b>Learning Aim A:</b> Developing ideas in response to a brief</p> <p><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief</p> <p><b>Learning Aim C:</b> Contributing to a workshop performance</p> <p><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome.</p> | High control               |
| Recording of mock devised performance                  | Component 3 – Responding to a brief                                   | May 2021                                       | <p><b>Learning Aim A:</b> Developing ideas in response to a brief</p> <p><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief</p> <p><b>Learning Aim C:</b> Contributing to a workshop performance</p> <p><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome</p>  | High control               |
| Recording of final devised performance                 | Component 3 – Responding to a brief                                   | May 2021                                       | <p><b>Learning Aim A:</b> Developing ideas in response to a brief</p> <p><b>Learning Aim B:</b> Selecting and developing skills and techniques in response to the brief</p> <p><b>Learning Aim C:</b> Contributing to a workshop performance</p> <p><b>Learning Aim D:</b> Evaluating the development process and workshop performance outcome</p>  | High control               |
| Mock performance recording scripted                    | Component 2 – Developing Skills and Techniques in the Performing Arts | December 2020                                  | <p><b>Learning Aim A:</b> Developing Skills and Techniques for performance</p> <p><b>Learning Aim B:</b> Apply skills and techniques in rehearsal and performance</p> <p><b>Learning Aim C:</b> Review own development and contribution to the performance.</p>   | High control               |
| Sections of written milestone logs                     | Component 2 – Developing Skills and Techniques in the Performing Arts | December 2020                                  | <p><b>Learning Aim A:</b> Developing Skills and Techniques for performance</p> <p><b>Learning Aim B:</b> Apply skills and techniques in rehearsal and performance</p> <p><b>Learning Aim C:</b> Review own development and contribution to the performance.</p>   | Low control                |
| Final scripted performance – recorded video            | Component 2 – Developing Skills and Techniques in the Performing Arts | December 2020                                  | <p><b>Learning Aim A:</b> Developing Skills and Techniques for performance</p> <p><b>Learning Aim B:</b> Apply skills and techniques in rehearsal and performance</p> <p><b>Learning Aim C:</b> Review own development and contribution to the performance.</p>   | High control               |
| Coursework – PowerPoint                                | Component 1 – Exploring the Performing Arts                           | April 2020                                     | <p><b>Learning Aim A:</b> Examine professional practitioners’ performance work</p> <p><b>Learning Aim B:</b> Explore the interrelationships between constituent features of existing performance material</p>   | Low Control                |

# Evidence Base: PE GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                                | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|---|--|-----------------|----------------------------|
| End of course Assessment 1                        | Paper 1: Physical factors affecting performance   | 29 <sup>th</sup> April 21                      | AO1,2,3         | H                          |
| End of course Assessment 2                        | Paper 2: Socio -cultural factors and sports psychology  | 27 <sup>th</sup> May 21                        | AO1,2,3         | H                          |
| NEA Assessment 3                                  | Practical assessment  | Final Assessment WC 10 <sup>th</sup> May       | AO4             | M                          |
| NEA Assessment 4                                  | AEP coursework  | March 20 – Dec 20                              | AO4             | M                          |
| Y11 online Common Assessment task                 | Paper 1: Physical factors affecting performance<br>Paper 2: Socio -cultural factors and sports psychology | Feb 21   | AO1,2,3         | M                          |
| Various Y10 topic tests and practical assessments | Paper 1: Physical factors affecting performance<br>Paper 2: Socio -cultural factors and sports psychology | Various dates 2019-202                         | AO1,2,3,4       | H                          |

# Evidence Base: Philosophy GCSE

| Source of evidence                                  | Curriculum component/ content area | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|------------------------------------|--|-----------------|----------------------------|
| <b>Christian Beliefs (End of Unit Assessment)</b>   | Christianity                       | October 2019                                   | A01 and A02     | H                          |
| <b>Christian Practices (End of Unit Assessment)</b> | Christianity                       | November 2019                                  | A01 and A02     | H                          |
| <b>Buddhist Beliefs (End of Unit Assessment)</b>    | Buddhism                           | October 2020                                   | A01 and A02     | H                          |
| <b>Buddhist Practices (End of Unit Assessment)</b>  | Buddhism                           | November 2020                                  | A01 and A02     | H                          |
| <b>Common Assessment Task 1 (online assessment)</b> | Themes                             | January 2021                                   | A01 and A02     | L                          |
| <b>Common Assessment Task 2 (online assessment)</b> | Themes                             | January 2021                                   | A01 and A02     | L                          |
| <b>Assessment Window 1 End of Course Assessment</b> | Theology                           | April 2021                                     | A01 and A02     | H                          |
| <b>Assessment Window 2 End of Course Assessment</b> | Themes                             | May 2021                                       | A01 and A02     | H                          |



## Evidence Base: Photography GCSE

Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

Photography GCSE comprises of 100% NEA

| Source of evidence  | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|---|---|--|-----------------|----------------------------|
| <b>NEA Component 1</b><br><br>Coursework including classwork and homework | Portfolio of work (coursework) <ul style="list-style-type: none"><li>- Develop ideas through investigations, demonstrating critical understanding of sources</li><li>- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>- Record ideas, observations and insights relevant to intentions as work progresses.</li><li>- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul> | May 2021                                       | AO1 2 3 4       | M                          |

# Evidence Base: Physics GCSE (Separate Science)

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- **End of course assessment will be the first thing considered when deciding the TAG for each student.** If further evidence is required then the evidence base from Year 9 onwards will be considered as identified below.
- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                | Curriculum component/ content area<br>(whole topics were not always assessed but sections from them were – further details can be got from Mr Myers) | Date or stage within the course when completed | Coverage of AOs<br>(assessment objectives) | Level of Control (H, M, L) |
|-----------------------------------|--|--|--|----------------------------|
| End of Year 9 assessment Physics  | Physics: Topics 5, 6 and 7   | End Year 9                                     | All AOs covered                            | H                          |
| Two Physics topic tests in in Y10 | Physics: Topics 5 and 6  | Term 1 and term 3 Year 10                      | All AOs covered                            | H and M                    |
| Two Physics topic tests in y11    | Physics: Topics 1, 2, 5 and 6  | Term 1 and Term 2 Year 11                      | All AOs covered                            | H and M                    |
| End of course assessment paper 1  | Physics: Topics 1, 2 and 3   | Term 3 Y11                                     | All AOs covered                            | H                          |
| End of course assessment paper 2  | Physics: Topics 4, 5, 6 & 7  | Term 3 Y11                                     | All AOs covered                            | H                          |

## Evidence Base: Spanish GCSE

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors
- **Assessment Objectives Descriptors:** Below AO1 (Listening: Understand and Respond in writing to spoken language), AO2 (Speaking: Understand and Respond in speaking to spoken language AO3 (Reading: responding in writing ), AO4 (Responding in writing using different lexis and structures).

| Source of evidence | Curriculum component/ content area | Date or stage within the course when completed | Coverage of AOs | Level of Control (H, M, L) |
|--------------------|------------------------------------|--|-----------------|----------------------------|
| Paper 1 evidence   | Listening papers                   | Oct/ Nov 2020<br>April 2021                    | AO1, AO3        | H<br>H                     |
| Paper 3 evidence   | Reading papers                     | Oct/ Nov 2020<br>April 2021                    | AO3, AO4        | H<br>H                     |
| Paper 4 evidence   | Writing papers                     | Oct/Nov 2020<br>May 2021                       | AO4             | H<br>H                     |

# Evidence Base: Travel and Tourism Level 1/2

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot 'cap' your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students' portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence  | Curriculum component/ content area  | Date or stage within the course when completed | Coverage of AOs     | Level of Control (H, M, L) |
|---|---|--|---------------------|----------------------------|
| <b>Unit 1 The UK Travel and Tourism Sector</b>              | This is worth 25% of the overall grade. Students were entered for the external examination in Summer 2020. Due to the examinations being cancelled a Centre Assessed Grade (CAG) was awarded. | Summer 2020                                    | Learning Aims A/B/C | M                          |
| <b>Unit 2 UK Travel and Tourism Destinations</b>            | This is worth 25% of the overall grade. This component was taught and completed in the first year of the course. Students received a Centre Assessed Grade (CAG) for this component.          | Summer 2020                                    | Learning Aims A/B/C | M                          |
| <b>Unit 3 The Travel and Tourism Customer Experience</b>    | This is worth 25% of the overall grade. This component was taught and completed.  | 14/05/2021                                     | Learning Aims A/B/C | M                          |
| <b>Unit 4 International Travel and Tourism Destinations</b> | This is worth 25% of the overall grade. This component was taught and completed and students have completed this with external standards verification of a selection of learners work.        | 08/02/2021                                     | Learning Aims A/B/C | H                          |

# Evidence Base: Trilogy combined science (biology, chemistry and physics)

We have called upon a RANGE of evidence in calculating your final grades this summer. We have determined which evidence will be considered and the relative merits of each will be consistently applied. Please note:

- **End of course assessment will be the first thing considered when deciding the TAG for each student.** If further evidence is required then the evidence base from Year 9 onwards will be considered as identified below.
- We aim to give you an evidence base with multiple opportunities to demonstrate what you know, understand and can do;
- Previous work and end of course assessment have been considered to be able to arrive at a fair and robust grade;
- Previous work will be used to moderate any poor performance in end of course assessment- work from earlier in the course should not disadvantage your chance of success and will be used in conjunction with work or assessments from later in the course;
- Performance in the end of course assessments will be used to bolster your final grade and cannot ‘cap’ your grade;
- Grades will be awarded holistically from the evidence base, taking into account multiple factors which will not be calculated until the end of the process: when it was completed, the coverage of AOs, the coverage of content, the level control etc.
- Students’ portfolios of evidence will be used to calculate final grades using a range of specialist standardisation materials and the JCQ grade descriptors

| Source of evidence                       | Curriculum component/ content area<br>(whole topics were not always assessed but sections from them were – further details can be got from subject Heads of Dept) | Date or stage within the course when completed | Coverage of AOs (assessment objectives) | Level of Control (H, M, L) |
|--|---|--|---|----------------------------|
| End of Year 9 assessment in each science | Biology: 1, 2 and 3<br>Chemistry: Topics 1, 2, 3, 7 and 5<br>Physics: Topics 5, 6 and 7   | End of Year 9                                  | All AOs covered                         | H                          |
| Two topics tests in each science in Y10  | Biology: 2, 3, 4 and 5<br>Chemistry: Topics 1, 2, 3, 4 and 5<br>Physics: Topics 5 and 6   | Term 1 and term 3 Year 10                      | All AOs covered                         | H and M                    |
| Two topics tests in each science in y11  | Biology: 1, 2, 5 and 6<br>Chemistry: Topics 3, 4, 6 and 10<br>Physics: Topics 1, 2, 5 and 6   | Term 1 and Term 2 Year 11                      | All AOs covered                         | H and M                    |
| End of course assessment paper 1         | Biology: 1, 2, 3 and 6<br>Chemistry: Topics 6, 7 and 8<br>Physics: Topics 1, 2 and 3  | Term 3 Y11                                     | All AOs covered                         | H                          |
| End of course assessment paper 2         | Biology: 1, 3, 4, 5 and 7<br>Chemistry: Topics 1, 2, and 3<br>Physics: Topics 4 and 5   | Term 3 Y11                                     | All AOs covered                         | H                          |