



Armthorpe Academy

Teacher Assessed Grades 2021 Departmental Evidence Base, Rationale and Moderation

Subject: GCSE Maths	Exam Board: Eduqas
Evidence Base <ul style="list-style-type: none">Autumn Mock (Eduqas June 2019 Exam Series, tiered, both papers)Spring Mock (Eduqas November 2019 Exam Series, tiered, both papers)Eduqas Summer 2021 Support Assessments (6 in total, Tiered, 3 Non calculator and 3 Calculator, November 2020 Exam Series)	
Rationale <p>We have and will continue to use Eduqas mark schemes and grade boundaries for each of the above. These pieces of evidence were chosen for being robust and a fair representation of the assessment objectives for mathematics. They cover a wide range of topics and have standardised mark schemes and grade boundaries.</p> <p>We did consider other forms of evidence. Students' books, Hegarty Maths and formative topic tests will not be used in the first instance. The quality of these pieces of evidence we have for students varies massively for many reasons: teacher expectations, student effort/attitudes and disruptions through isolation, lockdown etc. Topic tests are indicators of student performance at the time of being taught a topic, therefore not reflective of the overall grade students are working at. Hegarty Maths is an indicator of student effort and is subject to individual interpretation in terms of student ability, but also may not be the candidate's own work.</p> <p>We feel the supportive assessments conducted in a classroom setting in conjunction with previous mock examinations will provide a strong consistent evidence base to mirror the students' current level of ability. It will also provide a trajectory of improvement from previous mock examinations, therefore allowing us to look at the incremental progress of individual students and their trajectory of improvement. Should any instances arise where there is insufficient evidence due to illness or long enforced isolations, we will consider other forms of evidence discussed to ensure a fair grade is awarded.</p>	
Examiners and Moderation <p>GCSE Examiners: LBW (Edexcel and AQA), TSC (Edexcel and OCR). Exam marking training has been given to GMA by both of the above. Internal standardisation of the Autumn mock has taken place as well as internal moderations. This will happen for future assessments too.</p>	
Subject: GCSE English	Exam Board: Eduqas
Evidence Base <p>English language:</p> <ul style="list-style-type: none">Autumn mock component 2 (November 2018 past paper with Eduqas grade boundaries)Spring mock (June 2019 past paper with Eduqas grade boundaries)Exercise books with many examples of independent practiceOnline work submitted during lockdown completed at home including narrative and component 1 mock (Eduqas sample assessment material). <p>English literature:</p> <ul style="list-style-type: none">Spring mock exam pieces for single poem anthology, poetry anthology comparison, Romeo and Juliet essay and unseen poetry	

- Class work examples of independent practice for An Inspector Calls.
- Online assessment for Jekyll and Hyde completed during lockdown.
- Exercise books (the majority of this work was done in Y10 as the scheme of work was set initially set for a Year 10 entry – this provides evidence of progress over time.)

Rationale

A range of assessments have been selected from over the last 18 months that demonstrate the consistency of students over time. Given there is a significant amount of work in books from classwork and over lockdown, a diverse range of evidence demonstrates students at their best. Frequent use of both formative and summative assessments demonstrates the depth of independent knowledge.

Examiners and Moderation

To support moderation, standardisation, we have a number of GCSE examiners in the team:

English language component 1: AHA

English language component 2: ABR

English literature: MSM

CTI and AHA also attended training with Eduqas last year on assessing the June 2019 exam paper which is the final paper we are using for English language.

Internal standardisation of all pieces will take place over the coming weeks within the team. ABR will facilitate external moderation with Wyvern Academy who use the same exam board during his visits.

Subject: GCSE Science (Trilogy)

Exam Board: AQA

Evidence Base

There are two sets of evidence for each student:

- TAG assessments - TAG assessments are short summative assessments covering a range of subject content which have been written in line with AQA's examination assessment objectives and graded using 2019 exam boundaries.
- Assessed tasks - Assessed tasks are short pieces of student work demonstrating the depth of students' understanding, covering a range of subject content which are assessed using AQA's generic grade descriptors for extended writing examination questions.
- For higher trilogy students, the books will be used as shadow evidence, which can be used if needed to show the consistency of work over time.

Rationale

Historical data demonstrates students at Armthorpe traditionally make significant progress in the final 6-12 months of study in Science. Enforced isolations had a significant impact on mock results prior of the second national lockdown, therefore it is felt recent classwork and frequent summative and formative assessments provide a much more accurate picture of current levels of attainment.

Examiners and Moderation

There are no exam markers in the department therefore extensive moderation will take place with other schools within trust.

**Subject: GCSE Separate Sciences
Biology, Chemistry and Physics**

Exam Board: AQA

Evidence Base

There are two sets of evidence for each student:

- TAG assessments - TAG assessments are short summative assessments covering a range of subject content which have been written in line with AQA's examination assessment objectives and graded using 2019 exam boundaries.

- Assessed tasks - Assessed tasks are short pieces of student work demonstrating the depth of students' understanding, covering a range of subject content which are assessed using AQA's generic grade descriptors for extended writing examination questions.
- Student books

Rationale

Historical data demonstrates students at Armthorpe traditionally make significant progress in the final 6-12 months of study in Science. Enforced isolations had a significant impact on mock results prior of the second national lockdown, therefore it is felt recent classwork and frequent summative and formative assessments provide a much more accurate picture of current levels of attainment.

Examiners and Moderation

There are no exam markers in the department therefore extensive moderation will take place with other schools within trust.

Subject: GCSE Geography

Exam Board: Eduqas

Evidence Base

- Autumn Mock (Eduqas June 2018 paper 1 and 2 with 2018 Eduqas grade boundaries).
- SAM papers from Eduqas.
- Online End of topic tests, set during lockdown (consisting of exam questions covering all AO's and question stems as well as ensuring coverage of Themes 1, 2 and 3. Grade boundaries used are 2019 as these are the latest from a sat exam series).

Rationale

I have decided that most recent evidence shows the students' progress and shows a true indication to the level that they are currently working at rather than where they were and what they were working at during year 9 and 10. This is why these pieces of evidence have been chosen, as it uses the Eduqas mark schemes and grade boundaries. Therefore, providing a fair representation of the assessment for Geography. This allows for a wide range of topics to be covered as well as shows higher level questioning through the use of 8 and 12 Mark questions, indicating AO1, A02, A03 and A04 marks, as well as examples from all three themes and papers. I believe that the use of recent assessment combine with the Autumn mocks will provide strong evidence that will mirror the students' current abilities, therefore allowing me to look at the progress of individual students and therefore providing a holistic overview of individual student's abilities.

Examiners and Moderation

I am an experienced examiner for two papers for the same Eduqas specification and there is one other school within Consilium that uses Eduqas B.

Subject: GCSE History

Exam Board:

Evidence Base

- Online End of topic tests, set during Spring Term (consisting of exam questions covering all AO's and question stems as well as ensuring coverage of the British, Non-British and Period study. The boundaries used are 2019 as these are the latest from a sat exam series). These use the 2020 past paper questions, where appropriate.
- Autumn Mock (Eduqas past papers with one question edited.)
- SAM papers from Eduqas

Rationale

The majority of my Y11 students were away from school for a significant portion of the Autumn term; mock exams are therefore not a true reflection of their achievement in the subject. Students had not completed the Period Study, nor had the opportunity to review their work on the British and Non-British topics. Staff have therefore facilitated the opportunity for students to complete a range of exam questions during the Spring Term. Students have been set one of each type of question that they would have sat in the 3 final exam papers for which we opted in Autumn. Questions cover a range of the key questions (apart from the two in the USA specification missed

during the 2020 lockdown). The evidence base is therefore made up of 15 different questions, with the same relative weighting as in the final exam. The questions have been marked using the appropriate Eduquas mark scheme, where available, and the generic mark scheme where that is not the case. Eduquas had said that the 3 papers chosen by Centres would be equally weighted, and the final grade calculation takes that into account. Where students have not returned to History lessons after lockdown, mock exam papers will be used. Where students were also absent for the mock exams, assessment questions that they completed in class during Y10 have been used. We believe this combination of evidence gives the students the fairest chance of achieving the result which best fits their progress in the subject as a whole.

Examiners and Moderation

KSO an experienced examiner for OCR, graded 1 in the last 3 years.
 Further trust moderation from a history specialist.

Subject: GCSE French

Exam Board: AQA

Evidence Base

- AQA Summer 2021 supportive assessments, which cover all three Themes separately. The questions have been provided by AQA and graded using AQA’s 2020 grade boundaries, as these boundaries already have the speaking component removed due to the new speaking endorsement grade for 2020 and 2021. The grades set by the 2020 boundaries will be further confirmed using JCQ’s grade descriptors for reading, listening, and writing skills.
- Books will be used as shadow evidence, which can be used, if needed, to show the consistency of work over time.
- As directed by AQA, no evidence will be submitted for the speaking endorsement as this has been assessed throughout the academic year.

Rationale

We are continuing to use AQA’s mark schemes for the evidence base above, as they have a proven track record of being a fair representation of the assessment objectives for French. They cover a wide range of topics and include commentaries and sample answers for robust comparison and moderation. The grade descriptors recently released by JCQ to supplement assessment supporting materials will also be used to either confirm or edit the grade provided by the grade boundaries.

We did consider other forms of evidence. The November mocks, Seneca and formative tests will not be used in the first instance. The quality of these pieces of evidence varies significantly due to a variety of factors, particularly disruption through individual isolation periods and the national lockdown as well as student effort and attitudes. The use of the November mock particularly included content that had not yet been covered in lessons and therefore would not be a fair representation of each candidate’s work. In addition, the use of language tools such as Google Translate cannot guarantee that work submitted for homework, during isolation periods, or lockdown is a candidate’s own.

Now that the course has been completed and a timetable had previously been set up with ample time to revise, we feel that the most recent supportive assessments conducted in a classroom setting will provide the strongest and most consistent evidence base for the students’ current level of ability. If needed, we will consider candidates’ books to be used as shadow evidence to show consistency over time of a candidate’s ability.

Examiners and Moderation

There are no exam markers in the department therefore extensive moderation will take place with other schools within the trust.

Subject: GCSE Computer Science

Exam Board: OCR

Evidence Base

- Assessed programming tasks – Practical programming tasks completed and then assessed using an example program with exam questions based on Unit 2. (Practical programming tasks not included in portfolio but are available via student area).

- Topics tests completed via GCSE Pod platform covering a wide range of topics from both Unit 1 and Unit 2. Average score then recorded to give an overall mark.
- Mock 1 & Mock 2 (2018) papers taken November 2020.
- Mock 1 & Mock 2 (Nov 2020) papers taken April 2021.

Rationale

Year 10 program of study for 2019/20 was focussed on the practical programming element of the course. During year 11 the focus transferred to Unit 1 and topics and tests were completed using a range of resources via online learning platforms and then tested via GCSE Pod.

Examiners and Moderation – single teacher subject (KHO)

CPD completed via Teach Computing.

Attended CPD training offered by examining body (OCR) - examination changes.

Accepted as OCR external moderator (2021).

Liased with teachers via Computing at School Hub.

Subject: GCSE Art and Design
GCSE 3D Art

Exam Board: AQA

Evidence Base

Component 1 – artwork from sketchbooks and collection of other coursework.
Winter 2020 Mock Exam.

Rationale

Students are only required to submit work from Component 1 of the course. Following the advice given from the exam board (AQA), the art department are following to same protocol as any other year. Student work will be assessed against the exam board assessment grid and the boundaries from 2019 (latest advice given). Students will be assessed against the four assessment objectives and a total score will generate a TAG, again in line with the boundaries of 2019.

If students are lacking sufficient evidence for any assessment objective, we will use evidence from other assessment objectives to confidentially give a TAG.

Examiners and Moderation

GHU and CHO - Both teachers have been fully trained on assessing GCSE Art and

Design through attending AQA Standardisation courses. The art department has consistently provided accurate exam marks (without recall) for the past four years.

Subject: GCSE Psychology

Exam Board: OCR

Evidence Base

- Autumn Mock (OCR June 2019 paper 1 and 2 with 2019 OCR grade boundaries)
- Sams paper 1 and 2 (OCR sample assessment material)
- Online End of topic tests, set during lockdown (consisting of exam questions from past papers and practice questions from the OCR revision guide. Grade boundaries coincide with the 2019 grade boundaries)
- Class work for 13-mark questions

Rationale

The above evidence base demonstrates the most recent and accurate record of the students' progress throughout the course, thus giving a true indication to the level that they are currently working at rather than where they were and what they were working at during year 9 and 10. These pieces of evidence have been chosen, as it uses the OCR mark schemes and grade boundaries, therefore, providing a fair representation of the assessment for Psychology. This allows for a wide range of topics to be covered as well as shows higher level questioning through the use of 13 Mark questions, indicating both Ao1 and Ao3 marks.

NJA believes that the use of recent assessment combine with the Autumn mocks will provide strong evidence that will mirror the students' current abilities, therefore allowing me to look at the progress of individual students and therefore providing a holistic overview of individual students' abilities.

Examiners and Moderation

There are no other schools in the trust that teach the same psychology specification as us. Internal standardisation of all pieces will take place over the coming weeks with NCH and SHX. External standardisation will also be sought to ensure consistency and accuracy of grades.

Subject: VCERT Business and Enterprise

Exam Board: NCFE

Evidence Base

As directed by the board, the independent project will form the basis of the teacher assessed grade. This will be used in conjunction with grade the Unit 1 exam if already passed.

There may be a select few students who require TAGS or further evidence to support the unit 1 exam grade if they were due to re-sit. NCFE have said that we are to use the project as a TAG grade for the exam re-sit if possible. However, a small minority of students may need additional evidence in the form of a mock paper to support a higher grade than her project presents.

Additional evidence for any TAGS:

- Unit 1 mock papers (for those who did not pass in the first attempt).
- Assessments and exam questions based on unit 1 & 2 to support the assessment objectives 1,2,3 (students would need to sit these).
- Mock project (if already completed during remote learning) to support AO4.
- Booklets/ class work from unit 2 learning to support AO1,2 & 3.

The timeline for the project is as follows:

1. Students complete the project for our internally agreed deadline; this will be Monday 17th and Tuesday 18th May after the drop-down day for each group. Students will have had sufficient time to complete the project after all the intervention that has been put in place.
2. The projects will be marked during the final week and a half of the school term and grades decided by 28th May. A teacher at Hall Cross who has agreed to meet up to unofficially IV some of the projects, to ensure marking is secure, either during half term or straight after. SKE has also joined a group online which moderates projects as further support.
3. The IQA process will be carried out by TSC during the week commencing 7th June. SHX will support with the IQA process and check the grades and IQA TSC's grades. 50% of the cohort will be sampled.
4. The NCFE deadline for grades to be entered is now 18th June, however I am aiming for Friday 11th June.
5. The final remote EQA visit date has not been agreed yet, but will be during the end of June/July.

Extra time has been given to students in the following ways:

- A selection of students has been given time during reading (extra 20-30 mins per day).
- Students have been given an extra one hour of time on a Friday in replace of games lessons.
- A drop-down day for all students is to take place - the two dates are going to be during WC 17th May.

Rationale

There has been no centre decision to make on the TAG process; we are following the directives given by NCFE. The detailed timeline above will ensure a thorough process is conducted.

Examiners and Moderation

This is the first and last year of running this course. There are no other schools across the trust who deliver NCFE, therefore SKE has arranged to work with a colleague in Doncaster to moderate prior to the final submission deadline. Significant internal moderation is taking place as detailed above.

Subject: BTEC Hospitality and Catering	Exam Board: WJEC
<p>Evidence Base</p> <ul style="list-style-type: none"> • Completed written coursework. • Photographic Evidence from Practical Exam, with Teacher evidence mark sheet. • Exam question sample (Summer 2018 WJEC with mark scheme) <p>Rationale</p> <p>The students have completed their written assessment for the course and this has been marked with the marking scheme from previous years JRE's marking has also been accurate for this course and never subjected to significant regarding.</p> <p>Students had days of timetable around December to complete the practical assessment which was completed following the examination guidelines. Each student was assessed on their skills and their final dishes in accordance with the assessment criteria. Photographic evidence of their final dishes will also form part of the evidence bank for their practical grade.</p> <p>We have and will continue to use WJEC mark schemes and grade boundaries for the sample exam questions. These questions were chosen for being robust and a fair representation of the assessment objectives for the theoretical side of the course. They cover a wide range of topics and have standardised mark schemes and grade boundaries.</p> <p>Examiners and Moderation</p> <p>JRE has continued accuracy of assessment for the course with very little variation in marks across the board following external moderation of all units within the course.</p>	
Subject: BTEC Performing Arts	Exam Board:
<p>Evidence Base</p> <ul style="list-style-type: none"> • Component 1 (incomplete unit) TAG grade awarded in Y10 • Component 2 Performance recording (grades Internally Verified and sample agreed by BTEC April 2021) • Component 3, Activity 1,2,3 &4 • Student overview against level descriptors <p>Rationale</p> <p>Students partly completed Component 1 in Y10 and were awarded a TAG for this unit. Grades were awarded based on what students were predicted to achieve if they had been in school and completed their coursework. BTEC awarded these grades based on a ranking system.</p> <p>The grades awarded for Component 2 are a strong indication for where the students are currently working at. This unit was completed in Y11 and work was internally verified; a sample was checked by BTEC in April 2021. BTEC agreed with the grades awarded for Component 2, we have therefore chosen to include their performances as a robust and trustworthy piece of evidence. Students were given the option of a resubmission for this component to try and improve their grade, therefore their final submission shows them performing at their best.</p> <p>Although the Component 3 exam was cancelled by BTEC, we were advised by the Pearson Performing Arts subject advisor to complete the unit in school if possible and adapt the learning outcomes if necessary. Students are currently completing all learning outcomes for this unit; this gives an accurate indication into their current working level. This unit is a mixture of written evidence and practical evidence, it also allows for students to be assessed during their developmental and rehearsal stage as well as their final performance. Therefore, this unit gives a</p>	

holistic picture of the student assessing them in multiple areas, allowing them to demonstrate their strengths in various capacities. I have included the work for this component as evidence as it allows students to draw on all of the skills and techniques they have developed over the course and apply them to their final workshop performance to demonstrate their overall knowledge and understanding of Performing Arts. The level descriptors and mark scheme refer to a student's attitude, commitment and professionalism not just for their final performances but during their devising and developmental stages. We have included a personal description of each student against the level descriptors as a fair justification for their grade. A final performance is a reliable piece of evidence to suggest a student's grade and ability to use performance skills and techniques. However, collaboration and the development of creative ideas is equally important, so we have included a summary to justify their grades taking into consideration teamwork, collaboration, attitude, commitment, enthusiasm and professionalism as stated in the BTEC mark scheme and level descriptors.

Examiners and Moderation

Component 2 grades have been Internally Verified and a sample has been checked by BTEC. Our New Head of Performing Arts, a very experienced teacher has also quality assured all grades.

Subject: BTEC Health and Social Care	Exam Board: Pearson
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Evidence Base
As directed by Pearson's all internal assessments will still follow the guidelines of been externally verified with a 'released' on successful completion. Therefore, only evidence of Component 3 (external examination) needs to be collated. This will consist of:

- Autumn Mock (Pearson Paper with Pearson's 2019 grade boundaries for component 3)
- Online work submitted during lockdown (case studies/ consisting of exam questions)
- Pearson February Mock paper 2021
- Along with the SV report for their internal assessments
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Rationale

We will be following the directive provided by Pearson. Therefore, evidence will provide a holistic view as instructed via Pearson to create a Q-TAG (Qualification-Level Teacher Assessed Grade. I will use the internally moderated evidence for component 3 as well as the CAG for component 1 and externally verified Component 2 to create their Q-TAG with the guidance of the BTEC grade calculator.

Examiners and Moderation

Internal assessments will be externally verified.
External assessments (component 3) will be moderated by other schools within the trust.
Q-Tag submission opens on 26th May and closes on 18th June.

Subject: Cambridge National Sports Studies	Exam Board: OCR
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Evidence Base

All Students- Exam grade

Pass-

LO1 Media- Sports coverage across the Media
LO3 Developing Sports Skills- Officiating witness statement.

Merit and Distinction-

LO3 Developing Sports Skills- Officiating witness statement.
LO4 Developing Sports Skills- Reviewing Performance

Rationale

All students sat the external examination R051 Contemporary Issues in Sport and the mark for the will be submitted to form part of the evidence bank. We have included this because it is robust and rigorous data on all students, however it should be noted that they completed this in the January 2020

The students who have achieved a Pass overall will have evidence of written work LO1 (Sport Coverage Across the Media) from R054 Sport and the Media and a Practical assessment LO3 (Officiating) from R052 Developing Sports Skills. This gives a spread of evidence both practical and theoretical from the course which will be assessed using the mark scheme.

The Students who achieved a Merit and Distinction overall will have a Practical assessment LO3 (Officiating) from R052 Developing Sports Skills, some officiating scenarios to assess their knowledge and understanding of high level officiating scenarios, which less frequently arise in competitions. The written piece of coursework LO4 from R052 (Developing Sports Skills- Reviewing Performance) which has been marked using the examination mark scheme and undergone internal standardisation. This gives a spread of evidence both practical and theoretical from the course which will be assessed using the mark scheme.

Examiners and Moderation

MKE has applied and been accepted as a OCR Sports Studies and Sport Science examiner. The assessment of all areas of the OCR Sports Studies course has also been accepted as accurate following external moderation by the exam board.