

**TAG Evidence Bases**

**ART SUBJECTS – A LEVEL**

Marking for Component 1 (Portfolio) only (No NEA Component 2 this year) using the existing marking criteria with reference to 2019 grade boundaries in line with OCR advice and consulting Assessment Resources 2021.

Marking is standardised and moderated across the department by DST (A Level Moderator for OCR).

Marks between subjects e.g. Fine Art and Photography also Standardised.

**ART SUBJECTS - GCSE**

Marking for Component 1 (Portfolio) only (No NEA Component 2 this year) using the existing marking criteria with reference to 2019 grade boundaries in line with AQA advice and consulting Assessment Resources 2021.

Marking is standardised and moderated across the department by DST (following attendance of AQA Standardisation meeting 2021).

Marks between subjects e.g. Fine Art and Photography also Standardised.

**BIOLOGY – A LEVEL**

Paper 1  May assessment

Paper 2  May assessment

Additional (class) TAG assessment.

**BIOLOGY – GCSE**

1. October assessments (cumulative grade from both papers)
2. Paper 1 (from the TAG assessment window)
3. Additional (class) TAG assessment.

**BUSINESS – A LEVEL**

1. Average Homework and mini classroom test scores
2. Timed / moderated assessment – (full paper – Comp 1 2019 paper) - (Nov 2020) – (80 marks)
3. Timed / moderated assessments – Finance - (Feb 2021) – (35 marks)
4. Final TAG Assessments – timed / moderated assessments in full exam conditions (April/May 2021) – 2 assessments – both 68 marks each (total of 136 marks)

**BUSINESS - GCSE**

1. Average Homework and mini classroom test scores
2. Timed / moderated assessment – HR - (Sep 2020) – (46 marks)
3. Timed / moderated assessments – Finance - (Feb 2021) – (35 marks)
4. Final TAG Assessments – timed / moderated assessments in full exam conditions (April/May 2021)

**CHEMISTRY - A LEVEL**

TAG evidence base for A level chemistry: we are using the 2 papers from the assessments after Easter as our evidence base to award your TAGs.

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**CHEMISTRY – GCSE**

GCSE chemistry TAGs - the evidence base will consist of 2 assessments - 1 paper from October (1 hour 45 min) and 1 paper from May (1 hour 45 min)

**LAW – A LEVEL**

1. Average Homework’s grade
2. Timed / moderated assessments (Sep / Oct 2020) – 4 assessments with an average grade (out of 200 marks)
3. Timed / moderated assessments (Feb 2021) – 2 assessments with an average grade (out of 35 marks)
4. Timed / moderated evaluation questions in class
5. Final TAG Assessments – timed / moderated assessments in full exam conditions (April/May 2021) – 2 assessments – both 75 marks each (total of 150 marks)

**ECONOMICS – A LEVEL**

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| Average of Year 12 tests and homework – 6 tests conducted in class, 6 homeworks (all completed prior to and during lockdown in 2019/20)    |
| Year 13 October 2020 Assessments – full Paper 1 (Theme 1), Short Answer Questions (Theme 2) and Numeracy Assessment (Themes 1 & 2)    |
| Year 13 Term 2 essay assessments – 2 completed as homework and 1 completed in class (all cover Theme 4 – current account deficits, inequality and constraints on growth (Nov/Dec 2020)    |
| Year 13 Term 4 assessments – completed as homeworks towards the end of lockdown in early March 2021 (essay and full DRQ paper – covering Theme 3 topics)    |
| Year 13 TAG assessments – completed in exam conditions (April/May 2021) – full Paper 1 (Themes 1 &3) and full Paper 2 (Themes 2 & 4)    |

**COMPUTER SCIENCE - GCSE**

End of topic tests and final TAG assessment

**CREATIVE iMEDIA - GCSE**

R081 (Pre-production documents) Final TAG assessment

R082 (Creating digital graphics) coursework

**BTEC Level 3 Information Technology**

Unit 2 (Creating systems to manage information) CAG entered June 2020

Unit 3 (Social media in business) CAG entered June 2020

Unit 5 (Data modelling) – completed work

Unit 1 (Information technology systems) – end of topic tests

Unit 1 (Information technology systems) – Final TAG assessment

**COMPUTER SCIENCE – A LEVEL**

End of topic tests and Y13 October assessment

Final TAG assessment – 2 papers

**PRODUCT DESIGN – A LEVEL**

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| Evidence  | Conducted - When  | Conducted - How  |
| **Year 13 Assessment – Full paper**  | June 2021   | Exam style assessment (2 hour) under exam conditions   |
| **Non-Exam Assessment**    | April 2021   | Formal Design pages:  Investigation, Design brief and specification, design ideas and development.   |
| **Year 13 Assessment 3**    | March 2021   | Timed assessment during online learning. Past paper (1 hour)   |
| **Year 13 Autumn Assessment**    | October 2020   | Timed class assessment. Past paper (1 hour)   |
| **Year 12 Assessment 2**    | June 2020   | Term 6 Timed assessment during online learning. Past paper (1 hour)   |

**DESIGN & TECHNOLOGY – GCSE**

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| Evidence  | Conducted - When  | Conducted - How  |
| **Year 11 Assessment – Full paper**   | May 2021   | Exam style assessment (2 hour) under exam conditions   |
| **Non-Exam Assessment**    | April 2021   | Formal Design pages:  Investigation, Design brief and specification, design ideas and development.   |
| **Remote Learning Assessment**    | February 2021   | Timed assessment during online learning. Past paper (1 hour)   |
| **Year 11 Autumn Assessment**    | October 2020   | In class assessment. Past paper (1hour)   |

**FOOD PREPARATION – GCSE**

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| Evidence  | Conducted - When  | Conducted - How  |
| **Year 11 Assessment – Full paper**   | May 2021   | Exam style assessment (1 hour 45 minutes) under exam conditions.   |
| **Non-Exam Assessment: Section 2 – The Food Preparation Assessment**    | April 2021   | Prepare, cook and present a menu which assesses the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.  (8 hours’ preparation, 4 hours’ execution under medium level control). Internally moderated.    |
| **Year 11 Autumn Assessment**    | October 2020   | Timed class assessment. Past paper (1 hour)   |

**DRAMA - A LEVEL**

Devised monologue performance/Costume folder

The written devised performance portfolio (draft)

Scripted Monologue performance

Assessment paper done on the 4th May

**DRAMA - GCSE**

Devised monologue performance

The written devised performance portfolio

Scripted Monologue performance

Assessment paper done on the 7th May

**ENGLISH LITERATURE – A LEVEL**

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| Term 3 Prose essay (AJO) ​  |
| Term 4 Prose essay (AJO) \*mark for both prose is averaged​  |
| Coursework (AJO): full coursework folder​  |
| Term 4 ‘A Streetcar Named Desire’ essay (EKT) in test conditions (2019 exam)​  |
| Term 5 ‘Hamlet’ essay (EKT) in test conditions (2019 exam paper)​  |
| Term 5 Prose essay (AJO) in test conditions (2019 exam paper)​  |
| Term 5 Modern ‘Forward’ Poetry (EKT) in test conditions (2019 exam paper)​  |
| Term 5 Poetry – ‘The Wife of Bath’s Tale’ (AJO) in test conditions (2019 exam paper)​  |

**ENGLISH LANGUAGE & LITERATURE – A LEVEL**

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| Term 3 ‘A Streetcar Named Desire’ essay, 2020 exam paper 1 (CRP)​  |
| Term 3 ‘Voices Anthology’ essay, 2020 exam paper 1 (DMD)​  |
| Term 4 ‘Voices Anthology’ essay, 2017 exam paper 1 (DMD) in test conditions​  |
| Term 4 ‘A Streetcar Named Desire’ essay, 2019 exam paper 1 (CRP) in test conditions​  |
| Term 5 ‘Voices Anthology’ essay, 2019 exam paper 1 (DMD) in test conditions​  |
| Term 5 ‘Individual & Society: Gatsby & Othello’ 2019 exam paper 2 CRP, test conditions​  |
| Coursework: \*only used if coursework submitted [not completed]​  |

**ENGLISH LANGUAGE – GCSE**

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| Y11 Term 1 Paper 1 Reading Test, 2017 exam [test conditions in class]​ ​  |
| Y11 Term 5 Paper 1 Reading Test, 2019 exam [test conditions]​ ​  |
| Y11 Term 5 Paper 1 Writing Test (question 5), 2019 exam [test conditions]​ ​  |
| Y11 Term 5 Paper 2 Writing Test (question 5), test conditions in class​ ​  |

**ENGLISH LITERATURE – GCSE**

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| Y11 Term 1 Paper 1 ‘Macbeth’ question 1a, 2017 exam paper [test conditions in class]​ ​  |
| Y11 Term 3 Paper 2 ‘A Christmas Carol’ questions 4a & 4b, 2019 exam paper. Completed as essay in remote learning time in class [timed conditions]​ ​  |
| Y11 Term 4 Paper 1 ‘Macbeth’ questions 1a & 1b, 2019 exam paper [test conditions]​ ​  |
| Y11 Term 5 Paper 1 ‘An Inspector Calls’ question 7, 2019 exam paper [test conditions]​ ​  |
| Y11 Term 5 Paper 2 ‘A Christmas Carol’ questions 4a &4b, Edexcel sample paper​ ​  |

**FILM STUDIES – A LEVEL**

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| How far does *Casablanca* reflect the auteur signature features of the filmmakers    | Nov Y12 Assessment  |
| Compare how far your chosen films (Cas and B&C) reflect their different production contexts   | Dec Y12  |
| How does a chosen sequence reflect narrative and ideology (SotD/TS)?   | Jan Y12  |
| How useful have you found an ideological approach in understanding British films? (SotD/TS)   | Timed Assessment Feb Y12  |
| How are ideological meanings presented through narrative in inception?    | Oct Assessment Y13  |
| How far do your chosen films demonstrate a constant shift between passive and active spectatorship? Refer in detail to at least one sequence   | Nov Y13  |
| Discuss how far your chosen film or films reflect aesthetic qualities associated with a particular film movement. Sunrise   | Feb Y13  |
| Sunrise is a film that makes its meaning through dialectical opposition, discuss.   | Feb Y13  |
| The above will form part of the calculation made for the Teacher Assessed Grade submitted, along with your NEA work and the May Assessment.  |

**FRENCH – A LEVEL**

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| **Assessment Type**  | **Dates Completed**  | **How produced**  |
| Paper 1 (Listening, Reading and Writing Past Paper (2019)  | May 2021 (Main assessment)  | Formal exam conditions  |
| Paper 2 (Writing paper (2019))  | May 2021 (Main assessment)  | Formal exam conditions  |
| Paper 3 (Speaking paper (2019))  | May 2021 (Main assessment)  | Formal exam conditions  |
| L’Auberge Espagnole essay (Europe)  | October 2020  | Homework task.  |
| Kiffe Kiffe Demain essay (Immigration)  | November 2020  | Homework task  |
| Kiffe Kiffe Demain essay (Characters)  | February 2021  | Homework task  |
| L’Auberge Espagnole essay (Themes)  | April 2021  | Homework task  |

**FRENCH - GCSE**

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| --- | --- | --- |
| **Assessment Type**  | **Dates Completed**  | **How produced**  |
| 90 word writing question   | October 2020  | Exam conditions in-class assessment  |
| Reading Past Paper (all three themes)  | May 2021 (Main assessment)  | Formal exam conditions  |
| Writing Past Paper (range of themes)  | May 2021 (Main assessment)  | Formal exam conditions  |
| Listening Past Paper (all three themes)  | May 2021 (Main assessment)  | Formal exam conditions  |
| 90-word question (Theme 1: hobbies/free time)  | May 2021 (after the main assessment window)  | Exam conditions in-class assessment  |
| Translation  | May 2021 (after main assessment window)   | Exam conditions In-class assessment  |

**GEOGRAPHY – A LEVEL**

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| **Evidence** | **Conducted – when** | **Conducted – how** |
| Hazard 20 Mark Question  | Y13 Term 1  | In class timed in test conditions   |
| Carbon and Water Cycles 20 Mark Question  | Y13 Term 4  | In class timed in test conditions  |
| 4 Human Geography 20 Mark Questions  | Y12 and Y13   | Mixture of timed in class and homework  |
| Changing Places and Global Governance Assessment  | Y13 Term 1  | In class timed in test conditions  |
| Assessment (Hazards and Coasts) | Y13 Term 5   | In Exam conditions  |
| Assessment (Global Systems and Global Governance and Population and the Environment)  | Y13 Term 5  | In Exam conditions  |

**GEOGRAPHY - GCSE**

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| **Evidence** | **Conducted – when** | **Conducted – how** |
| End of Unit Hazards assessment  | Y10 Term 2  | In class timed in test conditions  |
| Rivers and Coasts Assessment  | Y11 Term 1  | In class timed in test conditions  |
| End of Unit Resources | Y11 Term 1  | In class timed in test conditions  |
| End of Unit Urban Issues and challenges | Y11 Term 4  | Timed during remote learning  |
| Assessment (Hazards, Living World and The Challenge and Resource Management)  | Y11 Term 5   | Exam style assessment  |

**GERMAN – GCSE**

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| **Assessment Type**  | **Dates Completed**  |
| Reading Past Paper (all three themes)  | May 2021 (Main assessment)  |
| Writing Past Paper (range of themes)  | May 2021 (Main assessment)  |
| Listening Past Paper (all three themes)  | May 2021 (Main assessment)  |
| 90-word question (Theme 1: hobbies/free time)  | May 2021 (after the main assessment window)  |

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**HEALTH AND SOCIAL CARE – BTEC LEVEL 3**

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| **Skill/knowledge/ discipline/area of evidence**  | **Completed internal and/or external assessment**  | **Centre Assessment Grades from June 2020 (CAGs)**  |
| Unit 1 Human Development - understanding the holistic changes that happen during the 6 different lifestages.  (All content taught)   | Exam Completed (Jan 2020)  | Banked Grade   |
| Unit 2 - Working in Health and Social care - understanding the different types of health care services and their roles. (All content taught)   | Exam Completed (Jan 2021)   | Banked Grade   |
| Unit 5 - Meeting individual care and support needs (All content taught)   | Partially completed unit:  assignment 1 completed and moderated, 2nd assignment partially completed.   | CAG issued based on evidence from 1st assignment and partially completed 2nd assignment. BANKED   |
| Unit 12 - Supporting individuals with additional needs, (All content taught)   | Assignment 1 completed, 2nd assignment Completed and IV'd and sample sent to SV for moderation.  | Banked Summer 2021   |
| **DIPLOMA UNITS**  |    |    |
| Unit 4 - Enquiries into current research in Health and Social Care    | Exam completed (Jan 2020)   | Banked Grade   |
| Unit 11 - psychological perspectives (all content taught)   | Assignment 1 completed, assignment 2 partially completed.   | CAG issued based on evidence from 1st assignment and partially completed 2nd assignment. BANKED   |
| Unit 7 - Principles of safe practice in health and social care (all content taught)   | Assignment 1 and Assignment 2 completed and moderated.   | Banked summer 2021  |
| Unit 8 - Promoting public health (all content taught)  | Assignment 1 Partially completed and moderated. REDUCED ASSESSMENT   | Banked summer 2021   |

**HEALTH AND SOCIAL CARE – LEVEL 1/2**

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| **Skill/** **knowledge/ discipline/** **area of evidence**  | **Completed internal and/or external** **assessment**  | **Project work**  | **Recordings e.g. of practical performance**  | **Witness testimonies or teacher observation records when used in conjunction with other forms of evidence**  | **Classwork or homework assignments or assessments**  | **Centre Assessment Grades from June 2020 (CAGs)**  |
| Component 1 - Understanding of Human lifespan development (All content taught)  | N/A  | Some evidence submitted in Lockdown 1   | N/A  | N/A  | Evidence within class of students work and completed practice activities.   | CAG from last year  |
| Component 2 - Knowledge of Health & Social Care services (All content taught)  | Completed unit. 2 Assignments completed and moderated. Sample sent for SV moderation  | N/A  | Recordings of  the role plays and witness testimonies by Class teacher and Lead IV.   | yes - witness testimonies of the role plays.   | N/A  | Banked Grade Summer 2021  |
| Component 3 - Knowledge of health and wellbeing  (All content taught)  | External Exam Sat and Banked grade   | N/A  | N/A  | N/A  | N/A  | Banked Grade Summer 2020  |  |  |  |  |  |  |  |

**HISTORY – A LEVEL**

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| **Curriculum+A1:C10** **Content**  | **Assessment Style**  | **Key Performance Indicator**  |
| Essay on Northumberland and Somerset   | 45 Mins Essay in class (Exam conditions). High control.   | Tudor Mini-Mock in November 2020   |
| Essay on the spread of the Cold War to Asia   | 45 Mins Essay in class (Exam conditions). High control   | Cold War Mini-Mock in November 2020   |
| Sources on USA involvement in Vietnam   | 60 Minutes in lesson (open book, silent and timed in class). Medium control   | Cold War Timed Source Assessment  in Feb 2021   |
| Mid-Tutor Crisis   | 60 Minutes in lesson (open book, silent and timed in class). Medium control   | Tudor Timed Extract Assessment in March 2021   |
| 5,000 words question on Civil Rights involving essay writing, source evaluation and historiography   | Non-Examined Assessment. Medium control. Completed at home and in school but no written advice or drafts marked by teacher (only verbal advice given by teacher).   | NEA Coursework (Completed Feb 2021)   |
| Essays on Potsdam and start of Cold War, Nixon in Vietnam, Cuban Missile Crisis. Sources on Czechoslovakian Uprising   | 2 hours (1 essay and one source question). Exam conditions.  High Control.   | Cold War Assessment in May 2021   |
| Essays on Henry VII and foreign policy, Henry VIII to Mary rebellions and Henry VIII’s government and extract on Elizabeth’s government.   | 2 hours (1 essay and one extract question). Exam conditions. High control.   | Tudor Assessment in May 2021   |
| Henry VII, Henry VIII, Edward VI, Mary and Elizabeth from 1558-1563   | Low control (Produced at home and lots of prior teacher advice, modelling and scaffolding available)   | Best Tudor Extract and Essay done for homework or remote learning up to 23rd March   |
| Start of Cold War, Peaceful co-existence, Arms Race, Détente    | Low control (Produced at home and lots of prior teacher advice, modelling and scaffolding available)   | Best Cold War Extract and Essay done for homework or remote learning up to 23rd March  |

**HISTORY – GCSE**

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| **Curriculum Content**  | **Assessment Style**  | **Key Performance Indicator**  |
| Crime and Punishment and Whitechapel exam-style questions completed at home (including past papers completed)   | Average homework and in-class assessment mark. Low-high control   | Crime & Punishment & Whitechapel Y10/Y11   |
| Normans exam-style question completed at home (including past papers completed)   | Average homework and in-class assessment mark. Low-high control   | Normans Y10/Y11   |
| Any Germany exam-style question completed at home (including past papers completed)   | Average homework and in-class assessment mark. Low-high control.    | Germany Y10/11   |
| Life in Nazi Germany OR Edward the Confessor's Rule and How William controlled England 1066-1071  | High Control. Timed. Silent. Closed Book.    | Mini-mock in Nov 2020   |
| Rise of Hitler and the Nazis Party, Treatment of Women   | Medium control. 3 questions answered in 40 minutes in silence.  | Germany March assessment 2021   |
| COs, Tolpuddle Martyrs, Anglo-Saxons & Norman law enforcement, 20th Century Policing, Changing definitions of Crime in 1500-1900   | High control. Full Exam conditions.  40 Minutes   | Crime Assessment April 2021    |
| Vigilance Committee, Jack the Ripper and Poverty and Crime   | High Control. Full exam conditions. 20 Minutes   | Whitechapel Final Assessment April 2021   |
| Domesday Book, 1075 Revolt of Earls, 1066 Contenders   | High Control. Full exam conditions. 20 Mins   | Normans Final Assessment April 2021  |

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**MANDARIN – GCSE**

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| **Foundation / Higher**  | **Assessment Type**  | **Dates Completed**  |
| Both  | Reading Past Paper (all three themes)  | May 2021 (Main assessment)  |
| Both  | Writing Past Paper (range of themes)  | May 2021 (Main assessment)  |
| Both  | Listening Past Paper (all three themes)  | May 2021 (Main assessment)  |
| Foundation  | Translation – five sentences into Chinese (range of themes)  | May 2021 (after the main assessment window)  |
| Higher  | Translation – paragraph into Chinese (theme 3: school)  | May 2021 (after the main assessment window  |
| Foundation  | Writing photo activity (theme 3: school)  | May 2021 (after the main assessment window  |
| Foundation  | Writing 30-character question (theme 1: hobbies and free time)  | May 2021 (after the main assessment window  |
| Higher  | Additional reading and listening questions (range of themes)  | May 2021 (after the main assessment window  |
| Both  | 75-character question based on Knowledge Organiser 1 (theme 2: house and town)  | November 2020   |
| Both  | October Assessment (reading, writing and listening)  | October 2020   |

**MATHEMATICS – A LEVEL**

**October 2020 end of term in class assessment**

Paper 1 – 1hour AS content Pure year 1

Paper 2 – 1hour AS content Applied year 1

**May 2021 Assessment**

All first year topics assessed; content taught to date in second year assessed.

**MATHEMATICS – CORE LEVEL 3**

**Assessment May 2021**: Autumn 2020 paper 1

**Year 12 assessment and homework:**

Assessment Dec 2019: 1) Analysis on data; 2) Estimations

Homework topics:          1) Data Analysis;  2) Fermi Estimation

**FURTHER MATHEMATICS – A LEVEL**

**Average End of Topic Core Pure y1&2 assessment taken throughout the course**

**October 2020 Assessment:** paper 1 Core Pure 1 (Entire syllabus)                                                                                                  paper 2 Further Statistics 1: entire syllabus                                                                                                      Decision 1: part syllabus

**May 2021 Assessment:**paper 1 Core Pure 1&2 content taught to date                                                                                     paper 2: Further Statistics 1 & Decision 1 content taught to date

**May 2021 in class assessment:**Further Stats May 2018 paper

**MATHEMATICS – GCSE**

**April/May 2021:**two past exam papers

**In class May 2021:**one past exam paper

**Homework papers completed in Feb/March 2021 x 3**

Year 10 data was not used due to restrictions on teaching during y10 except for students with limited y11 data.

**MEDIA STUDIES – A LEVEL**

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| Berger wrote "Men act, women appear" does *Riptide* reinforce or subvert this patriarchal view?   | Jan Y12  |
| Using a minimum of four specific scenes with lyrics from *Formation*, analyse rep of gender and ethnicity using theories   | Feb Y12  |
| *AC3L* exam q industry  | Lockdown assessment April Y12  |
| *Zoella*/15 how do social /cultural context influence site?   | Oct Assessment Y13  |
| *Attitude* exam q /15  how do reps position audience?   | Oct Assessment Y13  |
| How  does *LNWH* meets the needs of specialised audiences   | 12 Nov Y13  |
| K*otV What Men Want* LANG - Barthes "How does media lang incorporate viewpoints and ideologies in these posters?"   | 15  timed response. Dec Y13  |
| Compare how front pages of *Sun* (covid beer) and *Mirror* construct versions of reality   | Lockdown Assessment Y13   |
| The above will form part of the calculation made for the Teacher Assessed Grade submitted, along with your NEA work and the May Assessments.  |

**MEDIA STUDIES – GCSE**

|  |  |
| --- | --- |
| October Assessment (magazine language)   | Oct 19  |
| Film Poster Representation Analysis   | Jan 20  |
| Newspaper Audience   | Assessment Feb 20  |
| Television Examination Question  | timed conditions Oct 20  |
| Television Industry Question  | class assessment, Nov 20  |
| Television Industry Question  | class assessment, Nov 20  |
| The above will form part of the calculation made for the Teacher Assessed Grade submitted, along with your NEA work and the May Assessment.  |

**MUSIC – A LEVEL**

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| **Piece of evidence** | **Assessment Objective** | **Areas of Study** | **When?** |
| **Full Listening Paper** | AO3 – demonstrate and apply musical knowledge AO4 – use analytical and appraising skills to make evaluative and critical judgements about music  | AoS 1 – Instrumental Music of Haydn, Mozart and Beethoven AoS 2 – Popular Song AoS 5 – Programme Music 1820-1910 AoS 6 – Innovations in Music 1900 to the present day  | May 2021  |
| **Partial Listening Paper**Only included Q1-3Section A and B**Not** Section C | AO3 – demonstrate and apply musical knowledge AO4 – use analytical and appraising skills to make evaluative and critical judgements about music  | AoS 1 – Instrumental Music of Haydn, Mozart and Beethoven   | October 2020  |
| **Performance NEA**Final recording of students performing on their instrument/voice  | AO1 – interpret musical ideas through performing, with technical and expressive control and an understanding of style and context  | Performing B  | Sep 2020 – May 2021  |
| **Composition NEA**Final recording of student compositions  | AO2 – create and develop musical ideas with technical and expressive control and coherence  | Composing B  | Sep 2020 – May 2021  |

**MUSIC – GCSE**

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| **Piece of evidence** | **Assessment Objective** | **Areas of Study** | **When?** |
| **Assessed Listening Paper**Asapted 2020 paper | AO3 – demonstrate and apply musical knowledge AO4 – use appraising skills to make evaluative and critical judgements about music.   | AoS2: Concerto Through Time AoS3: Rhythms of the World AoS4: Film Music AoS5: Conventions of Pop  | May 2021  |
| **Performance NEA**Final recording of students performing on their instrument/voice | AO1 – perform with technical control, expression and interpretation  | AoS1: My Music  | Sep – May 2021  |
| **Composition NEA**Final recording of student compositions  | AO2 – compose and develop musical ideas with technical control and coherence  | AoS1: My Music  | Sep – May 2021  |

**PE – A LEVEL**

The overall TAG comprises of theory (70%) and practical (30%)

**Theory:** May 2021 assessment under exam conditions. Paper comprised of components 1, 2 and 3.

Jan 2021 assessment on unseen paper for components 1, 2 and 3.

**Practical:** One practical sport assessed by lead teachers and moderated by HoD.

Completed coursework element marked and moderated.

Grades were cross-moderated with another local school.

**PE – GCSE**

The overall TAG comprises of theory (60%) and practical (40%)

**Theory:** May 2021 assessment under exam conditions.

Year 10 exam sat at start of y11 held in exam conditions in class.

**Practical:** 2 practical sports (reduced from 3) assessed by lead teachers.

Completed coursework element marked and moderated.

Grades were cross-moderated with another local school.

**PE – BTEC LEVEL1/2**

**Unit 1:** Students unable to sit external online exam for this scheduled in y10 due to first lockdown.  Pearson awarded grades.

**Unit 2:**Tasks completed in y10.  CAGs provided by teachers and confirmed by Pearson

**Unit 3:**Unit completed, formally assessed and verified by Sample Verification process.

**Unit 5:** Reduced assessment. Content taught but no formal assessment.  Teacher’s ovservation and assessment led towards overall Q-TAG.

**PHYSICS – A LEVEL**

We are using the 2 papers from the assessments after Easter and the Space Test from February as our evidence base to award your TAGs.

**PHYSICS – GCSE**

GCSE physics TAGs - the evidence base will consist of 2 assessments - 1 paper from October (1 hour 45 min) and 1 paper from May (1 hour 45 min)

**POLITICS – A LEVEL**

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| **Curriculum Content**  | **Assessment Style**  | **Key Performance Indicator**  |
| Choice of 2 questions on liberalism from SAMs.    | 35 minutes. Exam conditions.    | Component 1 Ideologies Assessment November 2020   |
| Compulsory UK Parliament source essay and compulsory UK executive essay.   | 90 minutes. Exam conditions.    | Component 2 Source and Essay Assessment November 2020   |
| Blended paper covering UK constitution and UK executive, UK and US legislatures, US constitution and federalism, US presidency – questions from a variety of papers/publications.   | 2 hours Homework based/open book.   | Component 2 and 3 Blended Paper March 2021    |
| Choice of 2 questions: voting behaviour or political parties (party funding) – questions from Oct 2020 paper   | 45 minutes. Exam conditions.   | Component 1 Source Assessment March 2021   |
| Choice of 2 questions: elections (party systems) or democracy (rights) – questions from Oct 2020 paper   | 45 minutes. Exam conditions.   | Component 1 Essay Assessment March 2021   |
| Full component assessment covering full course and questions from all units.    | 2 hours - full Component 1 paper. Exam conditions.    | Component 1 Assessment in May 2021   |
| Blended paper covering UK constitution and UK executive, UK and US legislatures, US constitution and federalism, US presidency – questions from a variety of papers/publications.   | 2 hours.  Exam conditions.   | Component 2 and 3 Blended Paper March 2021    |

**PSYCHOLOGY – A LEVEL**

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| --- | --- |
| **Evidence type**  | **Teaching group**  |
| October assessment paper 1    |  B, C, D  |
| October assessment paper 2    |  B, C, D  |
| Assignment 10 (Exam questions on approaches humanism and psychodynamic - paper 2 year 13 content )    | C  |
| Assignment 15 ( year 13 content Aggression paper 3 - Essay)    | B, D  |
| Assignment 12 (Exam questions on approaches humanism and psychodynamic - paper 2 year 13 content )    | B, D  |
| Assignment 21 (exam section on schizophrenia- year 13 paper 3 content)    | B, C, D  |
| Assignment 23 (exam questions on schizophrenia - year 13 paper 3 content)    | B, C, D  |
| Assignment 27 (Essay - paper 3 issues and Debates - year 13 nomothetic / ideographic)    | C  |
| Easter assessment - paper 1    |  B, C, D  |
| Easter Assessment paper 2   | B, C, D  |

**RS – A LEVEL**

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| --- | --- |
| 1  | Component 1: Christianity – *Theme 1ABC Assessment*   |
| 2  | Component 1: Christianity *– Theme 1EF Homework Essays*  |
| 3  | Component 1: Christianity *– Final Assessment*  |
| 4  | Component 2: Philosophy – *Theme 2 End-of-topic Assessment*  |
| 5  | Component 2: Philosophy – *Theme 4 Assessment*   |
| 6  | Component 2: Philosophy *– Final Assessment*  |
| 7  | Component 3: Ethics – *Theme 1 Assessment*  |
| 8  | Component 3: Ethics – *Theme 3DEF Assessment*  |
| 9  | Component 3: Ethics *– Final Assessment*  |

**RS – GCSE**

|  |  |
| --- | --- |
| 1  | Christianity: Practices – End of Topic Test  |
| 2  | Religion, Peace and Conflict – End of Topic Test  |
| 3  | Religion Crime and Punishment – End of Topic Test  |
| 4  | Religion and Life – End of Topic Test  |
| 5  | Final Assessment Paper  |

**SCIENCE – COMBINED GCSE**

GCSE Combined Science TAGs - the evidence base will consist of 6 assessments in total - the 3 papers sat in October assessments and the 3 papers sat in May assessments.

**SOCIOLOGY – A LEVEL**

The Teacher Assessed Grades in Sociology were calculated using a combination of in-class assessments and the TAG assessments conducted under exam conditions in May 21.

The topics covered included: Families and Households; Crime and Deviance; Religious Beliefs; Education; Theory and Methods.

**SOCIOLOGY – GCSE**

The Teacher Assessed Grades in Sociology were calculated using a combination of in-class assessments and the TAG assessments conducted under exam conditions in May 21.

The topics covered included: Families and Households; Education; Crime and Social Stratification.

**SPANISH – A LEVEL**

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| --- | --- | --- |
| **Evidence**  | **Completed - When**  | **Completed - How**  |
| Listening, Reading and Writing Past Paper  | May 2021 (Main assessment)  | Exam style assessments – with timings and exam conditions  |
| Writing Paper  | May 2021 (Main assessment)  | Exam style assessments – with timings and exam conditions  |
| Speaking Assessment  | May 2021 (Main assessment)  | In class timed assessments  |
| Translation Tasks  | May 2021 (after main assessments)  | In class timed assessments  |
| *Crónica* Essay  | May 2021 (after main assessments)  | In class timed assessment  |
| *Volver*Essay  | May 2021 (after main assessments)  | In class timed assessment  |
| Speaking Card Assessment  | February 2021  | In class timed assessment  |

**SPANISH – GCSE**

|  |  |  |
| --- | --- | --- |
| **Evidence**  | **Completed - When**  | **Completed - How**  |
| Reading Past Paper (all three themes)  | May 2021 (Main assessment)  | Exam style assessments – with timings and exam conditions  |
| Writing Past Paper (range of themes)  | May 2021 (Main assessment)  | Exam style assessments – with timings and exam conditions  |
| Listening Past Paper (all three themes)  | May 2021 (Main assessment)  | Exam style assessments – with timings and exam conditions  |
| 90 word Task (Theme 3)  | May 2021 (after main assessments)  | In class timed assessments  |
| 90 word Task (Theme 2)  | December 2020  | In class timed assessments  |
| October Assessment RLW (all three themes)  | October 2020   | In class timed assessments  |