



**1. Briefly describe the holistic approach to determining the quality of evidence. (see 'How to complete' tab for further details)**

The centre have continued to deliver units remotely and face to face in both lockdowns. During Summer 2020, learners continued to engage remotely and produce assessment evidence which was marked and IV'd, but were not given resubmission opportunities (as this was not a normal process and we didn't wish to use this opportunity before having clarity on last year's process). These assignment responses were used to standardise through our IV and assign Centre Assessed Grades in 2020. The centre has closely managed assessments, feedback, and full IV processes – Full operation of this has occurred throughout lockdown, with the assistance of virtual meetings, phased return to school. Evidence represented through past papers has been completed in high level-controlled exam conditions, with extra time/ needs of students being achieved where required. These have taken place during timetabled lessons. MOCK examination material has been taken from past papers, with the mark schemes and given grades following suit. Further external component evidence (Component 3) is supported by 20 individual worksheets, which represent the level of understanding of each individual student. Evidence represented through internal assessment (Component 2) has been supported with appropriate processes, grade tracking sheets, and complete IV moderation/ support.

With the support of collated evidence and grade tracking sheets, the centre has been able to identify outcomes of each individual student – Closely supported with evidence stated above. All student assignment work has been suitably filed and is readily available for inspection, should support of judgement be required.

**2. Provide an overview of your grade profiles for 2021. Provide a rationale for your results e.g. by comparing to previous years data and if significant differences this year, why that is . (see 'How to complete' tab for further details)**

The centre undertook this course as a new qualification in 2018, with the first cohort completing in 2020. The results obtained were mixed but with the majority of students achieving a merit or above. As the course was new to the centre support with assessment of coursework was sought from Walsall Academy who were extremely happy with the grades awarded. Whilst the coursework evidence and exam were completed prior to first lockdown some CAGs were given in lieu of a second exam attempt. For the second cohort of year 10s, the students were not able to complete the final parts of Comp 1 and were awarded Q-TAGs based on what was completed at the start of the first lockdown. They have since continued to follow the curriculum for Comp 2 with the approved reduction to the content as set out by the exam board. During the lockdown students were directed to work on the exam assessed component of the course. Moving into year 11 the students have continued to perform in line with their previously awarded CAGs and are achieving in line with their predicted grades. This is only the centre's second year of results, meaning that comparisons being made are to the Summer 2020 cohort.

Performance in individual assignments across the body of units demonstrates the improved performance of the cohort, as does their CAT4 which is stronger than the previous cohort. Our outcomes are higher as would be expected given that the entry profile of the group is also higher.