

BTEC Assessment Record for Qualification Teacher Assessed Grades (Q-TAG) decisions

Level 1/ 2 BTEC First Award in Sport

Common sources of alternative evidence

Identify relevant area of evidence from across all content/units taught. Locate evidence 'type' and add a brief description including the unit or component number and title as well as the learning aim if appropriate. Evaluate the quality of the evidence.

Skill/knowledge/ discipline/area of evidence	Partially completed internal assessments	Completed internal and/or external assessment	Mock examinations (based on past papers, or centre-devised tests)	Informal assessments	Evidence from specialist teachers and other educational professionals such as special education needs coordinators (SENCOs) who have worked with the learner where appropriate.	Project work	Recordings (e.g. of practical performance)	Evidence from work experience (where relevant to the qualification)	Tracker of achievement and attainment over the course (this cannot be used in isolation, as by itself it would not be sufficient evidence)	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)	Other	Evidence collected by (name / date)
Unit 1: Fitness for Sport and Exercise		CAG's awarded	The students completed end of unit assessments as part of the delivery of this unit									CAG's from 2020 used for all students		Lewis Marston
Unit 2: Practical Performance in Sport		CAG's awarded										CAG's from 2020 used for all students		Lewis Marston
Unit 3: Applying the Principles of Personal Training	In this unit, all the content will be taught, but not assessed. This will be partially assessed due to the reduced assessment (non assessed 30 GLH for the course).					Assignments are being completed to use as evidence. As this is the reduced assessment, all the content is being taught. The class work completed will be used to build a portfolio of evidence.								Lewis Marston/ 21/05/2021
Unit 6: Leading Sports Activity		All assignments have been taught and completed in the normal way and resubmissions opportunities have been given. This unit has been selected for SV which is due to be completed mid- May.				Assignment Work completed- LA A- Know the attributes associated with a successful sports leader LA B- Planning and leading of Sports Activities LA C- Review the planning and leading of Sports Activities	Each student has delivered a practical coaching session, and these have been video recorded for evidence and accompanied by a record of activity.			Each student has got an observation record for their delivery of practical activities, as well as this there is video recordings for each student as evidence.	All assignments have been taught and completed in the normal way and resubmission opportunities have been given. This unit has been selected for SV which is due to be completed mid- May.			Lewis Marston/ 14/05/2021

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

Evidence was collected for unit 1 and 2 last year in the form of mock examinations, we used this to support the award of CAG's. The mock examinations were completed in class, these mock exams were completed in high level-controlled exam conditions, with extra time/ needs of the students being achieved where appropriate. The guidance from Pearson changed regarding the reduction of assessment, therefore the original mitigation of reducing the assessment for unit 6 changed and now the reduction in assessment will be used for unit 3. Unit 3 is will be used for the reduced assessment, therefore all content taught, and class work is being completed in lessons to build a portfolio of evidence. This will show a level of understanding for each of the students to be able to award a suitable Q-TAG. We will be looking at the CAG's awarded last year and then using the evidence gathered from this academic year to award Q-Tag's in line with BTEC's normal procedure.

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)

This year's cohort of students is much stronger compared to previous years. In previous years most of students achieved a Pass grade with a few Merits/ Distinctions, comparing this to our current cohort, the grades are much more evenly distributed with a range of grades being achieved. The cohort overall is much stronger compared to previous years, this is reflected in the CAG's and the Q-Tag's that will be awarded. This is evidenced by the KS2 data and average points score of the students. The cohorts are typically small and therefore I must be cautious in the comparison for like-to-like groups. The Q-Tag will be in line and closely related to the rank order profile created as part of the summer 2020 CAG's and in line with the expectations for the cohort.