

## Year 13 Internal Quality Assurance document for formulation of Teacher Assessed Grade

<b>Subject:</b>	Level 3 Sport BTEC (Unit 2: Fitness training and programming for health, sport and well being (controlled assessment /exam unit)				
<b>Evidence collected prior to 8th March</b> <b>*assessment = exam / controlled assessment / NEA / coursework/ significant pieces of exam style work completed</b> <b>This can be any type of work provided you are confident it is the students own work.</b>					
Dates	Title of assessment*	Format of Assessment*	Content assessed, and proportion of course or units to be covered	Detail of Exams Access, or reasonable adjustments	Detail of moderation that occurred
<b>Oct 20</b>	<b>Lifestyle factors and screening test interpretation (Q1)</b> (based on exemplar assessment material provided by Pearson exam board for unit 2.)	Sat in test conditions during a lesson (approximately 45 minutes in length). Students were spaced out around the classroom.	Content delivered from Unit 2 specification: Fitness training and programming for health, sport and provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Question 1 work: The interpretation of lifestyle factors and screening tests). This section equates to approximately 20% of the total grade.	No pupils needing exam access/adjustment.	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>Nov 20</b>	<b>Nutritional guidance Q.2</b> (based on exemplar assessment material provided by Pearson exam board for unit 2.)	Sat in test conditions during a lesson (approximately 35 minutes in length). Students were spaced out around the classroom.	Content delivered from Unit 2 specification: Fitness training and programming for health, sport and provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Question 3 work: Nutritional guidance). This section equates to approximately 15% of the total grade.	No pupils needing exam access/adjustment	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.

<b>Dec 20</b>	<b>Mock exam (Q1-3)</b> (based on exam questions provided by the Pearson exam board for this particular unit - Unit 2: Fitness training and programming). There was a focus on the lifestyle and screening tests, modification techniques and nutrition.	Sat in exam conditions in the hall (90 minutes in length).	Content delivered from Unit 2 specification: Fitness training and programming for health, sport and provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Question 3 work: Nutritional guidance). This section equates to approximately 50% of the total grade.	No pupils needing exam access/adjustment	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>Feb 21</b>	<b>Training methods (Q.4)</b> (based on exemplar assessment material provided by Pearson exam board for unit 2.)	Done remotely at home in timed conditions.(approx 30 mins)	Content delivered from Unit 2 specification: Fitness training and programming for health, sport and provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Question 4 work:training methods). This section equates to approximately 15% of the total grade.	No pupils needing exam access/adjustment	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>Evidence collected after 8th March</b>					
<b>*assessment = exam / controlled assessment / NEA / coursework/ significant pieces of exam style work completed</b>					
<b>Dates</b>	<b>Title of assessment*</b>	<b>Format of Assessment*</b>	<b>Content assessed, and proportion of course</b>	<b>Detail of Exams Access, or reasonable adjustments</b>	<b>Detail of moderation that occurred</b>
<b>11/3/21 (p.5 and 6)</b>	<b>Principles of training</b> (based on exam questions provided by the Pearson	Students to be sat in test conditions during a lesson Assessment approx 45 min. Students	Content will have been delivered using the Unit 2: Fitness training and programming specification provided by the Pearson exam board for the BTEC Level 3	No pupils needing exam access/adjustment.	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared

	exam board for this particular unit - Unit 2: Fitness training and programming). There will be a focus on the FITT principles of training.	will be spaced out around the classroom.	National Extended Certificate in Sport qualification (specifically Q.6 work on principles of training which equates to approximately 10 % of the total grade		to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>1/4/21 (p.3 and 4)</b>	<b>Question 1 and 2-Lifestyle factors/screening tests and modification techniques.</b> (based on exam questions provided by the Pearson exam board for this particular unit - Unit 2: Fitness training and programming). There will be a focus on the FITT principles of training.	Students to be sat in test conditions during a lesson Assessment approx 60 minutes.. Students will be spaced out around the classroom.	Content will have been delivered using the Unit 2: Fitness training and programming specification provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Q.1& 2 lifestyle, screening tests and modification techniques, which equates to approximately 30 % of the total grade.)	No pupils needing exam access/adjustment.	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>29/4/21 (p.3 and 4)</b>	<b>Question 3 and 4-Nutrition and methods of training.</b> (based on exam questions provided by the Pearson exam board for this particular unit - Unit 2: Fitness training and	Students to be sat in test conditions during a lesson Assessment approx 60 minutes.. Students will be spaced out around the classroom.	Content will have been delivered using the Unit 2: Fitness training and programming specification provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Q.3 & 4 work on nutrition and methods of training which equates to approximately 30% of the total grade).	No pupils needing exam access/adjustment.	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.

	programming). There will be a focus on the FITT principles of training.				
<b>13/5/21 (p/5 and 6)</b>	<b>Question 5 and 6-Training programme and principles of training.</b> (based on exam questions provided by the Pearson exam board for this particular unit - Unit 2: Fitness training and programming). There will be a focus on the FITT principles of training.	Students to be sat in test conditions during a lesson Assessment approx 60 minutes.. Students will be spaced out around the classroom.	Content will have been delivered using the Unit 2: Fitness training and programming specification provided by the Pearson exam board for the BTEC Level 3 National Extended Certificate in Sport qualification (specifically Q.5 & 6 work on training programme design and principles of training which equates to approximately 30% of the total grade).	No pupils needing exam access/adjustment.	Mark scheme for this assessment was based on the banding criteria linked to relevant questions across a range of Unit 2 past papers. Examples of work were compared to that in previous years (and the relevant grades) to ensure consistency of marking. Exemplar materials provided by the exam board were also referred to as were examiners reports.
<b>Calculation of TAG</b>	<p>The Year 13 Level 3 Sport BTEC grade is made up of separate grades from both Unit 2 and 3. The coursework for Unit 3 is completed, and therefore the grades available, so the emphasis for TAGs will be on assessment for Unit 2.</p> <p><b><u>Unit 2:</u></b></p> <p>This unit is assessed 100% based on performance in one exam paper. As such, the TAGs (overall grade for this particular unit) will be calculated using the following weightings concerning the assessments post - March:</p> <p>FITT principles - 10%  Question 1 and 2 assessment - 30%  Question 3 and 4 assessment - 30%  Question 5 and 6 assessment- 30%</p> <p>This means that pupils will still sit the 6 questions they would have done in the exam but they will be broken down into 3 separate assessments.</p>				

	<p>If any anomalies become apparent during the assessment process post-March then pre-March assessments will be taken into consideration.</p> <p><b><u>Overall TAG:</u></b></p> <p>The overall TAG will be calculated by taking into account the students' performance in the Unit 2 assessments (following the calculation of an overall grade for this particular unit), along with their performance in the Unit 3 (Professional Development in the Sports Industry) coursework (Task 1 and Task 2, which would have already been completed by the TAGs deadline).</p> <p>Unit 2 requires 120 GLH, and Unit 3 requires 60 GLH. Therefore, the TAGs will be weighted towards Unit 2 (66% to 33%).</p> <p>Once this has been done this grade will be combined with the banked Year 12 grade, and then an overall TAG for Level 3 Sport BTEC will be calculated (whilst considering a 50/50 split between Year 12 and Year 13).</p>
<p><b>Checks on grades and progression of students to next level</b></p>	
<p><b>Confirm that prior results have been considered in arriving at TAGs</b></p>	<p><i>Insert TAGs here - looking at grades for 9-4, 9-5, 9-7 for all students, and also groups of boys / girls, SEN, PP</i></p>
	<p><i>Insert grade profiles here for previous years - 2017 to 2020 for all students, and also groups of boys / girls, SEN, PP</i></p>

Year	Name	D* %	D* - D %	D* - M %	D* - L2P %
2019	Sport BTEC	0	15.4	61.5	100
2018	Sport BTEC	5.9	5.9	29.4	82.4

The TAGs are in line with the result of previous cohorts; however, the cohort is so small that the difference is not significant. Moderation has taken place both across the department internally and across departments within the MAT.

**Can students progress to the next level?**

It can be confirmed that at the end of the assessment period students on the qualification would have covered all relevant topics, including:

- AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being
- AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals
- AO3 Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests
- AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved
- AO5 Be able to develop a fitness training programme with appropriate justification

As such, students will have the appropriate knowledge and a solid foundation with which to explore the option of studying on a relevant further education course.

**Confirmation statements**

<b>HoD Confirmation Statement:</b>  <b>I Craig Price, the Head of PE confirm that</b>	Yes / No
<ul style="list-style-type: none"> <li>these grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my team</li> </ul>	Yes
<ul style="list-style-type: none"> <li>entries were appropriate for each candidate in that students entered were those already studying the course, and each candidate has no more than one entry per subject</li> </ul>	Yes
<ul style="list-style-type: none"> <li>my subject has met the requirements set out by exam boards/JCQ for internal quality assurance (details given above)</li> </ul>	Yes
<ul style="list-style-type: none"> <li>I am satisfied that each student's grade is based on an appropriately broad range of evidence, and is their own work</li> </ul>	Yes
<ul style="list-style-type: none"> <li>exam board requirements have been met for any private candidates</li> </ul>	Yes
<ul style="list-style-type: none"> <li>access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)</li> </ul>	Yes
<ul style="list-style-type: none"> <li>I and my team have taken note of the guidance from exam boards about minimising bias, and I am confident that the judgements are fair</li> </ul>	Yes
<ul style="list-style-type: none"> <li>all relevant student evidence and records are available for inspection, as necessary, as have been passed to the Examinations Officer for secure keeping</li> </ul>	Yes

**Signed:**

**Post:**

**SLT Confirmation Statement:**

I .....(position) confirm that I have reviewed the process undertaken by .....(name).... to determine the grades in .....(subject name)..... I am confident the process has been undertaken correctly and fairly and agree the statement above to be true.

**Signed:**

**Post:**

**Head of Centre Confirmation Statement:**

I confirm:

- these grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my staff
- entries were appropriate for each candidate in that students entered were those already studying the course, and each candidate has no more than one entry per subject
- my centre has met the requirements set out by exam boards/JCQ for internal quality assurance
- I am satisfied that each student's grade is based on an appropriately broad range of evidence, and is their own work
- exam board requirements have been met for any private candidates
- access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)
- I and my staff have taken note of the guidance from exam boards about minimising bias, and I am confident that the judgements are fair
- all relevant student evidence and records are available for inspection, as necessary

**Signed:**

**Head**