

Pearson BTEC Level 2 Award in Digital Information Technology – BSH3: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

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Role: HEAD OF IT

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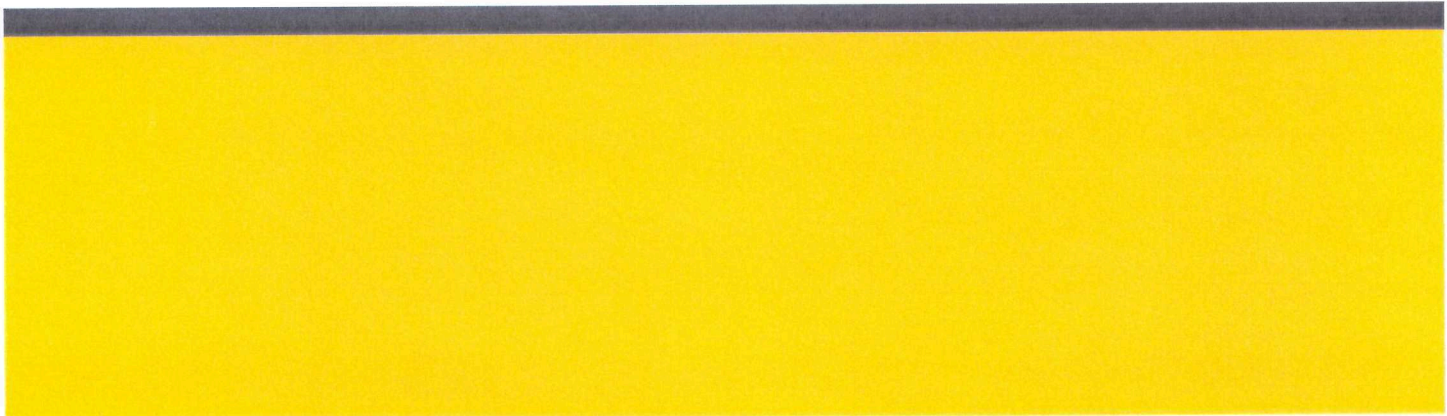
Date: 7/7/2021

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Role: TEACHER OF IT

Signature: 

Date: 7/7/21



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

Pearson
BTEC Level 1/Level 2
Tech Award in Digital

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)	Evidence collected by (name / date)
Component 1: Exploring User Interface Design Principles and Project Planning Techniques												Students were given a CAG for component 1 A, B and C in May 2020 All students were ranked against Year 11. The vast majority of this was completed in class between September and the first lockdown in March. Low Control.	Entered into Edexcel by Peter Lilley and SJB May 2020.
Component 2: Collecting, Presenting and Interpreting Data		Component 2A was to be taught but not assessed due to COVID and the Unit reduction. The assessed part of the component is made up of 2B and C was started in school but the majority of work done in lockdown. It will be externally verified in May by our EV. Low Control											B and C have been internally verified by Michael Yarde and Tom Robinson in two standardisation meetings: 19 th April 2021 19 th April 2021 All grades were agreed taken across a range of 6 Portfolios ranging from Pass, Merit and Distinction portfolios
Component 3: Effective Digital Working Practices			Assessment 1: Feb 2020 Mock Paper sat in Jan 2021 in preparation for Feb exam that was scheduled to go ahead but was pulled at the last minute. Conducted at home during lockdown. Low Control										Students emailed their answers to SJB during lockdown and they were marked by SJB. 4 students have been standardised by TRR and MCV. No Adjustments.
Component 3: Effective Digital Working Practices			Assessment 2: Feb 2021 Past Paper sat on 22nd and 23rd of April 2021. In exam conditions split over two days. MEDIUM CONTROL										In exam conditions. Standardised 27/04/21 Michael Yarde and Tom Robinson. Four Papers were standardised across the four papers we were in line with tolerance with a difference of 1 mark. (Standardised papers were Holly Brannigan, Harry Morgan, Will Reid and Matthew Whare)
Component 3: Effective Digital Working Practices			Component 3 Assessment 3: Exam Board Sample Paper sat on 6th and 7th of May 2021. In exam conditions over two days. MEDIUM CONTROL										In exam conditions. Standardised 11/05/21 Michael Yarde/Tom Robinson. 4 papers were blind marked. Standardisation shows that across four papers there was 1 mark out on one paper this is within tolerance. (Standardised papers Liam Howe, Grace Titterton, Holly Brannigan and Tom Riley) Exam Board Mark scheme was used.
Component 3: Effective Digital Working Practices			Component 3 Assessment 4: Recap test (45 marks) 4th/12/ 2020 focussing on section A. Microsoft Form completed in exam conditions in class. High Control.										Standardised by SJB/TRR and MCV 13th April 2021. No adjustments. As conducted on Microsoft Forms students work was marked and standardised online and stored digitally rather than in their assessment folder.

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

The assessment evidence used covers a comprehensive range of the specification provided by the exam board and reflects all the assessment objectives. It covers both the coursework and the written theory papers.

Yr.10 data has been used as part of the holistic approach to awarding grades as the first piece of coursework was conducted in Year 10 and is worth 30% of the final grade. We were asked to rank the students against the then Year 11 and then they were given a CAG.

Contextually, our centre has been very successful. In 2020 we achieved a positive value added of 0.9 with our first cohort through the Digital IT course. With 40.6% of students achieving a D*/D and 100% achieving Pass to Distinction Star. We are accurate at predicting final grades due to our intensive tracking of progress. This year there is only one group of students taking the course and one teacher teaches them. This has led to consistency in marking but also the need for lots of standardisation and monitoring of coursework during departmental meetings to ensure that the marking is accurate.

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 group of Year 11 is the second cohort through the Digital IT course. In 2020 we achieved a VA of +0.9. Two classes in the cohort achieved a positive residual of +1 and +1.3. In 2019 we achieved a VA = +0.3 but this was for a different course (Certificate in Digital Applications) The Value Added Score looks higher this year as four of the students who achieved a D* got a VA of +4. These students have worked exceptionally hard, produced amazing portfolios and achieved high distinctions on their assessments. The D*/D figure is significantly lower than last year with 35% compared to 40.6%.

Students this year have produced some fantastic portfolios of work despite having to do this at home taught through Teams and Video lessons. Due to the high quality coursework some students have been able to achieve the maximum 36 points on their two internal units putting them in an excellent position to achieve the 114 points needed for the Distinction *. Students were well prepared and keen to sit the Theory exam that was withdrawn by the exam board mid January. Due to the preparation and revision produced by the students they have consequently produced some excellent responses to the past papers that have been given to them to complete. In standardisation the department have been at the most 1 mark different across the whole 60 marks.