

### Centre Details

Centre Number:	
Centre Name:	
Head of Centre Name:	
Head of Centre email:	

We recommend this template is completed by the Head of Department and/or Lead Internal Verifier and teacher/assessor for each qualification group.

Learner(s) where a variation from the Evidence Record has been required, or where Access Arrangements or Special Consideration should be taken into account.

### Evidence Record - all sections must be completed

Complete the evidence record for each qualification by group/cohort and choose the appropriate evidence applied to the majority of the group for the taught content.

On columns A to M, add the units information and a brief description under the appropriate evidence.

If there are exceptions/variations evidence within the group, you must use the single learner or multiple learner form to record the information.

On column N, add the date the teacher/assessor collated the evidence.

#### 1 Briefly describe the holistic approach to determining the quality of evidence.

Explain the quality of evidence and details of your approach to internal quality assurance.

#### 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.

Consider the profile of results at your centre in previous years (pre Covid years) and undertake a high-level check to ensure that you have applied a consistent judgement in your assessment of the 2021 cohort compared to previous years in which assessments took place. If there are significant differences to previous years consider why this might be and the evidence that you have to support this. If you do not have evidence to support this you should review the assigned grades.

Please read our Awarding Results 2021 guidance (pages 22-26) for further details of how to use data. (<https://qualifications.pearson.com/content/dam/pdf/teaching-and-learning-hub/Awarding-results-2021/Awarding->

### Variations for single or multiple learner(s) - all sections must be completed

Complete one form when variation of evidence apply within your group(s).

**Single learner** - this form should be completed if you have one learner in the group where different variations of evidence have been used in determining QTAGs. The form can be duplicated and renamed with the learner registration number.

**Multiple learners** - this form should be completed if multiple learners (but not the majority) in a group have different variations of evidence in determining QTAGs.

All relevant evidence and records should be available for inspection as required and should be retained securely in case of appeals, until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

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

BTEC SPORT LEVEL 1/2 FIRST AWARD

Programme Title

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	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)	Witness testimonies or teacher observation records where 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		Completed external exam and resit papers x 2	resit papers for some students based on past papers.											LNE/ RCO external exam Jan 2021, resits May 2021
Unit 4 The Mind and Sports Performance: Learning aim A. Investigate personality and its effect on sports performance. P1, M1, D1. Assessment verbs used <b>describe, explain, Summarise.</b>		Completed Assignment. Personality problems 1.												LNE/ RCO 06.10.19
Unit 4 The Mind and Sports Performance: Learning Aim B. Explore the influence that motivation and self-confidence have on sports performance. <b>Describe, discuss and analyse</b>		Completed assignment Personality problems 2												LNE/ RCO 16.11.19
Unit 4: The mind and Sports Performance. Learning Aim C. Know about arousal and anxiety, and the effects they have on sports performance. <b>Outline, discuss, evaluate, assess.</b>		Completed assignment Arousal and Anxiety												
Unit 2: Practical Sport: Learning Aim A: Understand the rules, regulations and scoring systems for selected sports. Assessment verbs used are <b>describe, apply explain, compare</b>		Completed assignment Rules Regulations and Scoring Systems										CAG UNIT		LNE/ RCO 30.01.20
Unit 2: Practical Sport: Learning Aim B: Practically demonstrate relevant skills, techniques and tactics effectively in two selected sports. Assessment verbs used are <b>describe and demonstrate</b>		Completed assignment PE Dept - Watch and Learn								Observation records of students practical performance 02.03.20		CAG UNIT		LNE/ RCO 02.03.20

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

I have used evidence form 3 of the assessed units in a range of assignments. The assignments used cover the assessment verbs, explain, describe, summarise, demonstrate, analyse and compare and contrast. I feel this covers the majority of assessment criteria. when combining this with unit 1 exam results and grade calculator this has enabled me to award a holistic grade.

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 grades awarded are consistent with previous years. They are based on high assignment grades and lower external assessment grades. They are lower than 2020 grades due to a different assessment approach from Pearson. The QTAG grade is based on previously banked evidence/ units, CAGs awarded in summer 2020 and the external assessments and resits sat in 2020. the units have been graded using the marking/ grading criteria set out in specification. the resits issued to some students are using past and retired unit 1 tests. the Grade calculator has also been used based on evidence collected to determine grade.

**Variations for a learner within the group**

Learner name:

BTEC Registration number:

**Section 1: COVID Related Disruption – Learner Context**

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?

Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final QTAG.)

**Section 2: Access Arrangements/Reasonable Adjustments**

Is the learner entitled to Access Arrangements/Reasonable Adjustments?

Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

**Section 3: Mitigating circumstances (Special Consideration)**

Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?

Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances:

## Variations for multiple learners within the group

BTEC Registration Number	Learner name	Variations

### Section 1: COVID Related Disruption – Learner Context

Did the learner face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers?  
Was there any other specific disadvantage considered for this learner when compared with others in the year group?

If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final QTAG.)

### Section 2: Access Arrangements/Reasonable Adjustments

Is the learner entitled to Access Arrangements/Reasonable Adjustments?  
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the learner's grade?

If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:

### Section 3: Mitigating circumstances (Special Consideration)

Has the learner made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?  
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.

Reason for mitigating circumstances: