



## Evidence Bases for A Level and Pre-U TAG formation

Following the cancellation of public examinations that was announced in January, schools have been charged with the task of devising grades based on the evidence of the standard which their students have reached in each of their subjects. These are known as Teacher Assessed Grades (TAGs). A [helpful guide to the process for students, parents and guardians](#) (click link) has been provided by the Joint Council for Qualifications (JCQ). Ofqual have also produced a guide that you may find helpful - you can find [it here](#). In addition, OCR (one of our exam boards) has published a couple of infographic summaries - [here](#) and [here](#). Please note that these guides apply to all Abingdon's A Level qualifications but French, German and Spanish (Pre-U) are under a different system, governed by the exam board itself - CAIE - and information on this can be found [here](#).

This document has three sections (click on the title to be taken to that section):

1. [Important notes on the process to read alongside the Evidence Bases](#)
2. [The Evidence Bases for all our A Level and Pre-U qualifications \(+EPQ\)](#)
3. [Q&A section](#)

Issued by: Mr G May, Deputy Head (Academic)  
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# 1. Notes

1. The range of evidence that schools are able to draw on in their formation of TAGs is very wide but it is clear that not all evidence is going to be of the same quality or value. We are encouraged to place the greatest weight on pieces of work that most closely reflect the kind of questioning students would have faced in the real exam board papers, were conducted under proper controlled conditions and were taken by the whole subject cohort. In other words, 'high quality' evidence from internal assessments that most closely resemble exams. We may consider other evidence as we form TAGs but this is likely to be of lower quality. For example, some subjects may consider in-class testing or work that didn't reflect exam board-style tests or wasn't taken by the whole subject cohort but nonetheless still assessed relevant areas of students' knowledge, understanding and skills and was done under controlled conditions. Work completed for homework is likely to be of lowest quality (and therefore of least value) as it will be impossible for teachers to guarantee that such work was genuinely the students' own.
2. As well as the above, subjects that have Non-Examined Assessments (NEAs) as an element of their course will be using that NEA work to help form TAGs, even if the NEA could not be fully completed.
3. If you have any concerns about the evidence base being used for any particular subject - for example you feel that a specific piece of potential evidence was negatively affected by personal circumstances at the time - you should express those concerns to the relevant person. Mr Hindley has already sent out a 'Special Considerations' Google Form for parents to fill out but you can also write to him to add anything else that occurs of that nature once you read the individual evidence bases below. Any other concerns about the evidence bases for your subjects should be expressed to the Deputy Head Academic ([graeme.may@abingdon.org.uk](mailto:graeme.may@abingdon.org.uk)).
4. Though you are being given the opportunity to express concerns about our evidence bases, the final decision over what to include in them is entirely in the hands of the school and the professional judgement of its teachers. There is no 'negotiation' possible between students/parents and staff over what to include. What you see below in each subject area's evidence base is already a list of carefully considered elements, designed to enable us to present the best view we can of each student's performance, based strongly on the most secure and high quality evidence we can access.
5. We have an obligation to ensure that TAG formation is as objective and free from potential bias as possible. To aid this, you should be aware that no single teacher will be able to be in sole control of the formation of any TAG. It is very much a team effort with each class being overseen in the first place by at least two teachers (usually the class teacher and the Head of Department). Each department's TAGs will then be subject to scrutiny by the Deputy Head Academic with a further and final level of scrutiny being provided by a combination of Senior Teachers, including Mr Crisp as Middle Master and the Headmaster. Each level of scrutiny will check that decisions have been made consistently and fairly, based on robust and secure evidence.
6. It is clear that TAGs are not to be formed on the basis of an 'expected trajectory'. For example, a student who has achieved a series of grades in assessments over a course that looks like "D-D-C-C-B-B" **cannot** be given an A as their TAG on the grounds of 'that is where they were

heading'. The highest grade they could be given is a B because that is the highest standard they have shown they have reached and it may be that a lower grade than that is decided on when their performance is looked at holistically.

7. So too, TAGs cannot be formed with UCAS predictions, university offers or L6th Guidance Grades in mind. They must be based on the evidence of each student's **performance**.
8. Joint Subjects with SHSK. TAGs for Economics and DT will be formed solely by Abingdon teachers whilst Politics TAGS will be formed by SHSK teachers only. Drama TAGs will be formed by both Abingdon and SHSK teachers working together,
9. We will not be able to reveal to students the TAGs we have submitted to the Exam Boards. Students (and parents) need to be careful not to be seen to be putting any undue pressure on teachers to give out such information or indeed to behave in a manner that makes it appear like they are pressuring teachers to submit a particular TAG for them. In general, though curiosity will be compelling, it is best to treat the TAG process as being the same as the exam system during normal times - i.e. no-one can tell you anything until the publication of results in August - and to refrain from trying to talk to teachers about TAGs.
10. Once results have been published in August, there are processes for appealing results if you feel that you have received the 'wrong' grade for a subject. The JCQ document for students, parents and guardians (linked above) talks about these (on pages 6 & 7)

## 2. Evidence Bases

AL Subject	Evidence Base
<b>Art</b> (Edexcel)	<p>TAGs will be based on students' <b>portfolios only</b>; students will not be penalised if, due to circumstances beyond their control, they were unable to complete their portfolio. In the portfolio, students are required to develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research. Students develop and refine their ideas with meaningful engagement and selected sources. Responses will include evidence of drawing for different purposes and written annotation explaining the process and outcome.</p> <p>This year we will be assessing the following areas of a students portfolio:</p> <ul style="list-style-type: none"> <li>• Art history and written analysis.</li> <li>• Development of the project with skillful and successful applications of media.</li> <li>• Recording with drawing and photography work.</li> <li>• The final piece/s of work.</li> </ul> <p>The assessment of work will be standardised using our knowledge and understanding of the individual student. This year evidence will be gathered by students submitting an online google slide presentation. The students will also produce a supporting essay and this will help us clarify their understanding of bullet points one and two.</p>
<b>Ancient History</b> (OCR)	<p>TAGs will primarily be determined using reliable, cohort-wide assessments that have been based on exam material and assessed against exam board mark schemes and for which all relevant Access Arrangements were granted.</p> <p>The assessments that will be included are:</p> <ul style="list-style-type: none"> <li>• 5 interpretation questions (AO4) done last year (3 AJJ, 2 AJM)</li> <li>• 6 in-exam-conditions essays on the Roman Republic</li> <li>• 7 in-exam-conditions essays on Culture of Athens (Oct. 2020, Nov. 2020, Jan. 2021, Feb. 2021, Mar. 2021, 2x May 2021)</li> <li>• 4 in-exam-conditions source analysis (on the Roman Republic)</li> <li>• A half paper on the A2 Roman Republic material, containing an essay and a source analysis question (May 2021)</li> </ul>
<b>Biology</b> (AQA)	<p>TAGs will primarily be determined using reliable, cohort-wide assessments that have been based on exam material and assessed against exam board mark schemes. Evidence will include content from across all the course (Units 1-8), and access arrangements were provided during the assessments.</p> <p>The assessments that will be considered include:</p> <ul style="list-style-type: none"> <li>• Unit 1 Test (Nov 2019)</li> <li>• Unit 2 Test (Jan 2020)</li> <li>• Unit 3 Test (May 2020)</li> <li>• Unit 4 Test (May 2020)</li> <li>• September 2020 Test 1 (Units 1-4)</li> <li>• September 2020 test 2 (part of Unit 7)</li> <li>• Photosynthesis and responses test (Unit 5 and 6, Oct 2020)</li> <li>• Respiration and nervous system test (Unit 5 and 6, Nov 2020)</li> <li>• Unit 5 Test (Jan 2020)</li> <li>• Unit 6 Test (Feb 2021)</li> <li>• Unit 7 Test (Mar 2021)</li> <li>• Summer 2021 Summer assessment (Units 5-7, 2 papers, May 2021)</li> </ul>

<b>Business</b> (Edexcel)	<p>TAGs will be determined using the high quality evidence that has been provided by the controlled conditions testing that has taken place over the course and for which all relevant Access Arrangements were granted. List of assessments which form the evidence base:</p> <p><b>Whole cohort assessments</b></p> <ul style="list-style-type: none"> <li>• September test 1 (themes 1 and 4)</li> <li>• September test 2 (themes 2 and 3)</li> <li>• Summer assessment paper 1 (themes 1 and 4 - May 2021)</li> <li>• Summer assessment paper 2 (themes 2 and 3 - May 2021)</li> </ul> <p><b>Class assessments</b> - 20-mark questions done in the Michaelmas Term 2020 and the Lent Term 2021 across both sides of the course.</p>
<b>Chemistry</b> (EdExcel)	<p>TAGs will primarily be determined using reliable, cohort-wide assessments that have been based on exam material and assessed against exam board mark schemes. Evidence will include content from across all of the course. Access arrangements were provided for during the assessments.</p> <p>The assessments that will be considered include:</p> <ul style="list-style-type: none"> <li>• November Test 2019 Test</li> <li>• March Test 2020 (Paper 1 &amp; 2)</li> <li>• September Test 2020 (Paper 1 &amp; 2)</li> <li>• November Test 2020 (Paper 1 &amp; 2)</li> <li>• Transition Metals topic test</li> <li>• Organic Synthesis and Spectroscopy topic test</li> <li>• Summer 2021 Assessment (Paper 1 &amp; 2)</li> </ul>
<b>Computer Science</b> (AQA)	<p>TAGs will be determined primarily using reliable, cohort-wide assessments that have been based on exam material and assessed against exam board mark schemes. All relevant Access Arrangements were granted.</p> <p>List of assessments which will be considered:</p> <ul style="list-style-type: none"> <li>• November 2019 Test - Theory component (Unit 1)</li> <li>• November 2019 Test - Programming component</li> <li>• February 2020 Programming Test</li> <li>• April 2020 Programming Test</li> <li>• September 2020 Test (Predominantly Unit 1)</li> <li>• March 2021 Test on Pre Release material</li> <li>• March 2021 Test on Unseen programming</li> <li>• March 2021 Test (Unit 1 theory)</li> <li>• May 2021 Test 1 (Unit 2)</li> <li>• May 2021 Test 2 (Unit 2)</li> </ul> <p>The NEA will be considered separately and will form part of the TAG calculation.</p> <p>Alongside this cohort-wide data class teachers will look at each pupil's individual profile over the course of the year. Where there are anomalies in the cohort wide data, additional data may be used. This additional data may include class tests, exam based questions and programming where the teacher can be sure it is the pupil's own work.</p>
<b>Design &amp; Technology</b> (AQA)	<p>TAGs will be formed using a range of evidence that covers the full range of assessment objectives from both units of the qualification. Access arrangements were provided for during the assessments.</p> <p>The assessments that will be used when forming the TAGs for design and technology include :-</p> <ul style="list-style-type: none"> <li>• <b>Component 1 - NEA ( Non examined assessment)</b></li> </ul>

	<p>The NEA will be marked against the revised assessment criteria released by AQA in response to remote delivery of the subject. This includes a reduction in the expected level of demand of the physical practical prototype.</p> <ul style="list-style-type: none"> <li>• <b>Component 2 - Written examinations</b></li> </ul> <p>Evidence to support the formation of TAGs will include student attainment from the written papers from both units:</p> <ul style="list-style-type: none"> <li>• Paper 1 - Technical Principles</li> <li>• Paper 2 - Designing Principles</li> </ul> <p>Assessment points that will be used include</p> <ol style="list-style-type: none"> <li>1. September 2020 assessment paper (In class test)</li> <li>2. Summer 2021 assessment paper (Exam conditions)</li> </ol> <p>All papers have included appropriate mathematical skills in line with the requirements of the exam board.</p>
<b>Drama</b> (Edexcel)	<p>TAGs will be determined using work completed on all 3 Components.</p> <p>List of assessments that will be considered for each area of the course, in collaboration with SHSK:</p> <p><b>Component 1</b></p> <ul style="list-style-type: none"> <li>• NEA Coursework (Written portfolio March 2021 + performance November 2020)</li> </ul> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>• Monologue scripted performance (March 2021)</li> </ul> <p><b>Component 3 - Written paper Section A: <i>Live Theatre</i>, Section B: <i>Page to Stage: Realising a Performance Text ("That Face")</i>:</b></p> <ul style="list-style-type: none"> <li>• November Test 2020 timed Section A essay</li> <li>• Homework Section B essay March 2020</li> <li>• L6 Exam May 2020 (Section A and B)</li> <li>• Section A timed essay October 2020</li> <li>• Homework Section B essay January 2021</li> <li>• Homework Section B essay May 2021</li> <li>• May 2021 Assessments (Section A and B)</li> </ul> <p>(All of the above internally marked and moderated)</p>
<b>Economics</b> (Edexcel)	<p>TAGs will be determined using the high quality evidence that has been provided by the controlled conditions testing that has taken place over the course and for which all relevant Access Arrangements were granted. List of assessments which form the evidence base:</p> <p><b>Whole cohort assessments</b></p> <ul style="list-style-type: none"> <li>• Microeconomics November test 2019</li> <li>• Macroeconomics November test 2019</li> <li>• Microeconomics March test 2020</li> <li>• Macroeconomics March test 2020</li> <li>• Microeconomics September test 2020</li> <li>• Macroeconomics September test 2020</li> </ul>

	<ul style="list-style-type: none"> <li>• Summer assessment paper 1 (microeconomics - May 2021)</li> <li>• Summer assessment paper 2 (macroeconomics - May 2021)</li> </ul> <p><b>Class assessments</b> - 25-mark essays done in the Lent Term 2021 for both microeconomics and macroeconomics.</p> <p>This data provides full coverage of the course for all students. All data will have been internally standardised and moderated.</p>
<b>English Literature</b> (OCR)	<p>TAGs will be determined using the high quality evidence that has been provided by the controlled conditions testing that has taken place over the course and for which all relevant Access Arrangements were granted.</p> <p>List of assessments which will be considered:</p> <ul style="list-style-type: none"> <li>• September 2020: Paper 1 Section B test</li> <li>• September 2020: Paper 2 Section A test</li> <li>• March 2021: Paper 1 Section A test</li> <li>• March 2021: Paper 2 Section A test</li> <li>• May 2021: Paper 1 Section A test</li> <li>• May 2021: Paper 2 Section B test</li> <li>• NEA: All students have completed both tasks</li> </ul> <p>This data provides full coverage of the course for all students. All data will have been internally standardised and moderated.</p>
<b>EPQ</b> (AQA)	<p>Being a 100% NEA course, the Evidence Base for EPQs will be in line with the normal annual process, namely the essay/artefact itself alongside the record of the process as recorded on Project Q by student and supervisor. The only difference from a normal year is that, having moderated the marks, Mr Jackson (EPQ co-ordinator) will produce TAGs based on where typical grade boundaries are drawn; he will do this in conjunction with the Deputy Head Academic.</p>
<b>Geography</b> (OCR)	<p>TAGs will be determined using a two tier system; core data and additional data. The core data or evidence used will be the highest quality evidence; data will principally be uniform across the cohort, conducted in controlled conditions, will be in line with OCR's examination profile and assessment objectives and the data will have been internally standardised and moderated.</p> <p>Core evidence will consist of the following:</p> <ul style="list-style-type: none"> <li>• May 2021 Assessment which covers both human (Power and Borders; Disease Dilemmas) and physical geography (Earth Hazards). This assessment includes elements of AO1, AO2 and AO3.</li> <li>• 2021 NEA (AO3)</li> <li>• September 2020 Tests which include human (Trade in the Contemporary World and Changing Spaces Making Places) and physical geography (Earth's Life Support Systems and Glacial Environments). This assessment includes elements of AO1, AO2 and AO3.</li> <li>• March/April 2021: 33 Mark Controlled Essay (Hazardous Environments and Disease Dilemmas). This assessment includes AO1 and AO2.</li> </ul> <p>This core evidence covers every topic and assessment objective outlined by the OCR specification.</p> <p>Alongside this 'core data' class teachers will look at each pupil's individual profile over the course of the course. Where there are anomalies in the core data, additional data may be used. This evidence might not be uniform across the cohort but it will be rigorous in its link to the OCR examination guidance and will have been conducted under the supervision of the class teacher. This additional evidence may be used to</p>



	inform TAGs.
<b>Government &amp; Politics</b>	The evidence base for this subject will be published by SHSK. SHSK teachers will be solely responsible for the formation of these grades.
<b>Greek (OCR)</b>	<p>TAGs will primarily be determined using reliable, cohort-wide assessments that have been based on exam material and assessed against exam board mark schemes and for which all relevant Access Arrangements were granted.</p> <p>The assessments that will be included are:</p> <ul style="list-style-type: none"> <li>• 7 set-text tests, including a 15-marker on Verse set-text (Medea) all 2020/2021 academic year: 2/10, 16/10, 19/11, 8/1, 23/1, 28/2, 28/3</li> <li>• A 20-marker on Verse set-text (Medea): May 2021</li> <li>• 3 set-text tests, including a 15-marker on Prose set-text (Herodotus): 12/02/21, 01/03/21, 03/15/21</li> <li>• 3 20-markers on Prose set-text (Herodotus): Jan 2021, April 2021, May 2021</li> <li>• 2 Prose unseen (23/11/20, 24/02/21)</li> <li>• 2 Verse unseen (10/03/21, 11/05/21)</li> <li>• 3 Prose composition/comprehension papers (05/01/21, 24/03/21, 01/05/21)</li> <li>• A full unseen paper (13/05/21)</li> <li>• A half Verse set-text paper (only A2 material of Medea), including a 15-marker and 20-marker (19/05/21)</li> </ul>
<b>History (OCR)</b>	<p><b>OCR A Level</b></p> <p>Data that will be utilised (Access Arrangements were granted):</p> <ul style="list-style-type: none"> <li>• Tests taken in May 2020 of the lower sixth on Unit 1 (Tudors or Stuarts) and Unit 3 (China or Russia)</li> <li>• Tests taken in September 2020 of the U6th on Unit 1 or Unit 2 and Unit 3 (China)</li> <li>• Essays written in lessons in November/December 2020 of the U6th, where you knew the topic in advance.</li> <li>• Your coursework, completed in March 2021.</li> <li>• Tests on China and the American Revolution, completed in April/May 2021.</li> </ul>
<b>Latin (OCR)</b>	<p>TAGs will be determined using the high quality evidence that has been provided by the controlled conditions testing that has taken place over the course, by both sets at the same time, and for which all relevant Access Arrangements were granted.</p> <p>List of assessments that will be considered:</p> <ul style="list-style-type: none"> <li>• September: H443/03 Prose set-text: an exam-style test on Cicero</li> <li>• October: H443/01 Unseen (prose author): exam-style unseen</li> <li>• November: H443/04 Verse set-text: a 15-marker on Vergil</li> <li>• January: H443/01 Unseen (verse author): exam-style unseen</li> <li>• January: H443/04 Verse set-text: a 15-marker on Vergil</li> <li>• February: H443/02 Prose composition/comprehension: exam-style question</li> <li>• March: H443/01 Unseen (verse author): exam-style unseen</li> <li>• March: H443/01 Unseen (prose author): exam-style unseen</li> <li>• April: H443/02 Prose composition/comprehension: exam-style question</li> <li>• April: H443/03 Prose set-text: a 15-marker on Tacitus</li> <li>• May: H443/04 Verse set-text: a 20-marker on Vergil</li> <li>• May: H443/02 Prose composition/comprehension: exam-style question</li> <li>• May: H443/03 Prose set-text: a 15-marker on Tacitus</li> </ul>



	<ul style="list-style-type: none"> <li>• May: H443/01: Full unseen paper (past paper)</li> <li>• May: H443/04 Verse set-text paper (modified past paper)</li> </ul>
<b>Mathematics</b> (Edexcel)	<p>TAGs will be formed from high quality evidence provided from assessments taken under timed conditions in class.</p> <p>The assessments to be considered include:</p> <ul style="list-style-type: none"> <li>• September 2020 test - Pure Maths</li> <li>• November 2020 Pure Test (Single mathematicians only)</li> <li>• November 2020 Applied Test</li> <li>• May 2021 Paper 1 - Pure maths</li> <li>• May 2021 Paper 2 - Pure and Applied</li> </ul> <p>In addition to these standardised tests, student profiles will be built from normal in class testing that has taken place throughout the U6th. This will be used alongside the whole cohort assessment to formulate TAGs.</p>
<b>Further Mathematics</b> (Edexcel)	<p>TAGs will be formed from high quality evidence provided from assessments taken under timed conditions in class.</p> <p>The assessments to be considered include:</p> <ul style="list-style-type: none"> <li>• September 2020 FM Pure and Applied test</li> <li>• November 2020 FM Pure Test</li> <li>• November 2020 Applied Test - Further Mechanics 1 or Further Statistics 1</li> <li>• May 2021 Paper 1 - Further Pure maths</li> <li>• May 2021 Paper 2 - 2 papers from Further Mechanics 1, Further Mechanics 2, Decision Maths 1, Further Statistics 1</li> </ul> <p>In addition to these standardised tests, student profiles will be built from normal in class testing that has taken place throughout the U6th. This will be used alongside the whole cohort assessment to formulate TAGs.</p>
<b>AS Further Mathematics</b> (Edexcel)	<p>TAGs will be formed from high quality evidence provided from assessments taken under timed conditions in class.</p> <p>The assessments to be considered include:</p> <ul style="list-style-type: none"> <li>• September 2020 FM Pure and Applied test</li> <li>• November 2020 FM Pure Test</li> <li>• November 2020 Applied Test - Further Mechanics 1</li> <li>• May 2021 Paper 1 - AS Further Pure Maths</li> <li>• May 2021 Paper 2 - 2 papers from AS Further Mechanics 1, AS Further Mechanics 2, AS Decision Maths 1</li> </ul> <p>In addition to these standardised tests, student profiles will be built from normal in class testing that has taken place throughout the U6th. This will be used alongside the whole cohort assessment to formulate TAGs.</p>
<b>Music</b> (OCR)	<p>TAGs will be formed from high quality evidence provided from marked and internally moderated NEUs and from marked assessments taken under timed conditions in class.</p> <p><b>Listening</b> – assessments to be considered will include:</p> <ul style="list-style-type: none"> <li>• Classwork essays in exam conditions (April – May 2021)</li> <li>• Upper 6<sup>th</sup> Assessment (May 2021)</li> <li>• Post-lockdown test (September 2020)</li> </ul> <p><b>Performing NEA</b> The single solo performance required in 2021 has been marked and internally moderated.</p>

	<p><b>Composing NEA</b> The single composition required in 2021 has been submitted, marked and internally moderated.</p>
<p><b>Philosophy</b> (AQA)</p>	<p>TAGs will be formed from high quality evidence provided from assessments taken under timed conditions in class.</p> <p>The assessments to be considered include:</p> <ul style="list-style-type: none"> <li>• September 2020 test</li> <li>• March 2021 test</li> <li>• April 2021 Short answer Test</li> <li>• April 2021 Essay Test</li> <li>• May 2021 test</li> </ul> <p>In addition to these standardised tests, student profiles will be built from normal in class testing that has taken place throughout the 6th form. This will be used alongside the whole cohort assessment to formulate TAGs.</p>
<p><b>Physics</b> (Edexcel)</p>	<p>TAGs will be formed using evidence from the controlled conditions tests that were conducted throughout the course. All relevant Access Arrangements were granted.</p> <p>The list of assessments below are whole cohort assessments which will be used as the primary evidence:</p> <ul style="list-style-type: none"> <li>• L6th Teacher 1 November Test</li> <li>• L6th Teacher 2 November Test</li> <li>• L6th Teacher 1 March Test</li> <li>• L6th Teacher 2 March Test</li> <li>• L6th Electricity Test</li> <li>• L6th Gravitation Test</li> <li>• U6th Teacher 1 September Test</li> <li>• U6th Teacher 2 September Test</li> <li>• U6th Teacher 1 March Test</li> <li>• U6th Teacher 2 March Test</li> <li>• U6th Teacher 1 May Test</li> <li>• U6th Teacher 2 May Test</li> </ul> <p>In addition, some classes have done other tests which may be considered as further evidence if required (not all classes will have done the tests in the list below as they are class specific):</p> <ul style="list-style-type: none"> <li>• L6th stars test</li> <li>• L6th momentum and circular motion test</li> <li>• U6th electric fields test</li> <li>• U6th electricity and magnetism test</li> <li>• U6th particles and accelerators test</li> <li>• U6th SHM test</li> <li>• U6th SHC and SLH test</li> </ul>
<p><b>RS</b> (OCR)</p>	<p>TAGs will be formed from high quality evidence provided from assessments taken under timed conditions in class.</p> <p>These whole cohort assessments are as follows:</p> <ul style="list-style-type: none"> <li>• September 2020 test</li> <li>• March 2021 test</li> <li>• May 2021 test</li> </ul> <p>In addition to these standardised tests, student profiles will be built from normal in class testing that has taken place throughout the 6th form. This will be used alongside the whole cohort assessment to formulate TAGs.</p>

Modern Foreign Languages are following different guidance (from Cambridge International, which is not regulated by JCQ) for the formation of their TAGs and a link to this is given at the top of this document. The main difference is that a portfolio of 3 pieces of work is to be created for each student. In many other regards, the process is the same as for the A Levels and we publish below the evidence bases from which the portfolios will be formed.

Subject	Evidence base
<b>French</b> (CAIE Pre-U)	<p>TAGs will be formed using evidence from controlled conditions tests. All relevant Access Arrangements were granted.</p> <p>March - May 2021. Two opportunities in each of the following papers:            Paper 1 Speaking            Paper 2 Listening and Reading            Paper 3 Discursive essay and grammar</p>
<b>German</b> (CAIE Pre-U)	<p>TAGs will be formed using evidence from controlled conditions tests. All relevant Access Arrangements were granted.</p> <p>March - May 2021. Two opportunities in each of the following papers:            Paper 1 Speaking            Paper 2 Listening and Reading            Paper 3 Discursive essay and grammar</p>
<b>Spanish</b> (CAIE Pre-U)	<p>TAGs will be formed using evidence from controlled conditions tests. All relevant Access Arrangements were granted.</p> <p>March - May 2021. Two opportunities in each of the following papers:            Paper 1 Speaking            Paper 2 Listening and Reading            Paper 3 Discursive essay and grammar</p> <p>May 2021. In addition, pupils were given the option to sit all or part of:            Paper 4 Film and Literature</p>

### 3. Q&A section

**This section addresses what we anticipate will be frequently asked questions. We may add to it as we pick other issues that get raised.**

**Q1: What might constitute a 'concern'?**

We don't define 'concern' for you so it's really quite open, but it does seem to us that the main intention behind Ofqual/JCQ giving students this opportunity is so they can advise their teachers of any circumstances surrounding any piece(s) in the Evidence Base that may have affected their performance negatively. Mr Hindley has already sent a Google Form out to your parents to collect this kind of information but it may be your memory is jogged by seeing the specific dates mentioned in the Evidence Bases. If this happens, please get your parents to send another form into the school to add that information or write directly to Mr Hindley.

**Q2: Can I ask for other pieces of work to be considered (or have pieces taken out)?**

In short, no. Evidence Bases are not open to negotiation - and that is a ruling from JCQ (who regulate the exam system) not a 'local' Abingdon rule.

**Q3: Should I be worried that the Evidence Bases for some of my subjects are going to contain some of my weaker pieces of work?**

Though we can't discuss TAG assessment with individuals, you should be reassured to know that the TAG formation process is 'holistic'. That means that the evidence will be looked at as a whole to work out what the 'right' grade is. Having some weaker points in the base for a subject won't necessarily 'drag a grade down' if there is sufficient evidence elsewhere in the base to support a higher grade.

**Q4: Can I work out my TAG by adding up the marks and grades I have received for the pieces of work listed in an Evidence Base and averaging them out?**

In short, not really. We won't be deciding TAGs by some kind of mathematical formula - it's a much more complex business than that. Pieces of evidence will, for example, carry different value in teachers' minds, perhaps owing to the circumstances in which they were done or how closely they reflect exam board style questioning and marking. There is a general expectation that you will have produced your best work towards the end of the courses, but we know that won't be true for all of you - and we will be looking across the Evidence Base to see if there is work from earlier on that shows you performing at a stronger level.

### **Q5: How do I raise a concern about the Evidence Base for a particular subject?**

Heads of Department will be coming round to all classes over the next week to address any concerns you may have. You should use that opportunity to express any concerns because they can then give you a direct response to what you're raising. However, anything you consider to be confidential and/or do not wish to express in front of other people should be sent to one of two people:

- If it's regarding what might be 'special circumstances' you think may apply a piece of evidence (and you/your parents have not already sent it in to Mr Hindley) then ask them to re-send the Google Form. If there is a problem with that, then write directly to him at [mark.hindley@abingdon.org.uk](mailto:mark.hindley@abingdon.org.uk).
- If you have any other concern that cannot be addressed by the Head of Department then please write to Mr May at [dha@abingdon.org.uk](mailto:dha@abingdon.org.uk).

### **Q6: Can you tell me any more about how TAGs will be formed?**

There's a limited amount we can say from here on in and you must be very careful not to be talking to your teachers about TAGs as you may run the risk of looking like you're trying to put pressure on the system.

However, we can tell you

- The 'rank ordering' system that we had to use last year (summer 2020) is not happening this year.
- The infamous (notorious?) 'algorithm' that caused such a stir last August will not be troubling this set of results. This was an attempt to make sure schools produced results that looked like their 'usual' results (based on the years 2017-19) but it caused various problems and the government scrapped it. This year we are expected to be mindful of Abingdon's usual results profile (and may be challenged if we stray very far away from it) but there is no 'automatic' changing of grades (as there was last year).
- Teachers will be looking to form the highest grades for you that the evidence supports.

More detail on the process this year can be found on our website, on the Academic pages under the [GCSE/A Level Results section](#).

### **Q7: Is anyone checking that my teachers are conducting this process properly?**

Yes. We have had to submit an overarching 'Centre Policy' to JCQ (who regulate most of our qualifications) and there is an external Quality Assurance process that exam boards will operate to check on how we have formed our TAGs. This will include some automatic sampling of some subjects. In addition to these 'external' checks, we have also submitted our process to scrutiny by some of Abingdon's governors and, very importantly, we have made sure that no teacher can be solely responsible for the formation of any TAG. Teachers have also been given training to help them be aware of how unconscious bias can creep into judgements and there will always be at least two people checking that initial TAG formation has been properly done. Then there will be various further levels of internal scrutiny before TAGs are sent off to exam boards, including a final check by Mr Windsor as Head of Centre.

**Q8: Several subjects are using the tests we did in September when we came back from lockdown - but we were told those were 'diagnostic' and 'low stakes' so how can it be fair to use them?**

It is true that we described those tests in that way but, to be honest, that's pretty much how we think of most tests when we're heading (we think) towards terminal exams - including several others that you will see appearing in evidence bases. The tests we usually do 'along the way' as a natural part of the teaching and learning process don't 'matter' - in that they don't normally get used to decide your grade - they act mainly as markers of where you are at that point and indicators of key things you need to work on. At the point we did those tests in September, we were being constantly assured by the government that, this year, the exams were *definitely* going to happen. We also knew that, in coming back into school after a long period of lock down, students were likely to need a bit of time to adjust and having the pressure of a set of 'exams' (with the weight that that name 'exams' always seems to carry) would not be to the good of pupils' welfare.

We think it's legitimate to include them where they appear in evidence bases because they were done under proper exam conditions and, frankly, if you did well in them then you'd probably be pretty fed up with us if we didn't include them. Besides, you should always remember that evidence bases have a variety of pieces of work in them and weaker pieces of work will not be allowed to 'pull a grade down' if the weight of the evidence overall indicates that a stronger grade is justified as the 'right one'.