



## CAG Process Document Subject: A Level PE

The table below identifies the evidence selected by each Head of Department/ Faculty to determine the Centre Assessed Grades (CAGs) for students studying the course. The document also includes the methodology explaining how the evidence used was calculated to reach the final CAGs.

Data	Conditions for Completion	Course Coverage	Grading
<b>Primary Evidence 1</b> NEA	Completed in school. High control	30% NEA Coursework 10% and Practical 20% (partial formal assessment conditions) and practical performance of one sport assessed with either video evidence of teacher assessment.	OCR NEA grading criteria applied.
<b>Primary Evidence 2</b> Physical factors affecting performance	Competed in class with full exam conditions	All year 1 work plus half of year 2	OCR grade boundaries applied.
<b>Primary Evidence 3</b> Psychological factors and socio-cultural issues affecting performance	Completed in class with full exam conditions	All year 1 work plus half of year 2	OCR grade boundaries applied
<b>Mini Assessment</b> Physical factors affecting performance	Completed in formal exam setting. High control. Externally invigilated.	Full year 1 and year 2 assessments. Given as an average %	OCR Grade boundaries applied.
<b>Mini Assessment 2</b> Psychological factors	Completed in formal exam setting. High	Full year 1 and year 2 assessments. Given as	OCR Grade boundaries applied.

and socio-cultural issues affecting performance	control. Externally invigilated.	an average %	
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**Final CAGs – The Methodology**

Primary 1 was converted into UMS score out of 30 (totalling 30% of overall score)

Primary 2 averaged percentage and converted into UMS score out of 240 (totalling 70% of overall score)

Special consideration awarded to students who qualified.

UMS Grades boundaries adjusted based on historical data of prior cohorts and awareness of course content covered at time of assessments.

Where performance in the mini assessments was higher than the initial (April) CAG, the result has been moderated up to the new grade due to the relatively high coverage of the papers.

In cases where students underperformed in the mini assessments compared to prior assessment data, the results were ignored in line with a no detriment policy.