Pearson
BTEC

BTEC Tech Awards

Assessment adaptation guidance

Extended for the academic year 2021/2022

Introduction

Further to the Tech Award adaptations agreed by Ofqual and the Department for Education for the academic year 2020/2021, we are pleased to confirm that these will remain in place for this academic year 2021/2022. This document provides specific guidance on the permitted adaptations and mitigations for each of the Pearson BTEC Level 1/2 Tech Awards within the suite.

Our key principles are:

- All course content must be taught
- Internal Assessments can be 'streamlined' (this is explained within this document)
- External Assessments will continue without adaptation
- The purpose and integrity of the qualification will be maintained
- Ensuring parity with other Key Stage 4 qualifications.

The structure of the Tech Awards is unique within the BTEC suite consisting of three mandatory components, two internally assessed and one externally assessed. Where possible, mitigations have been proposed for each of the internally assessed components on our Tech Awards. These mitigations apply to those learners who will be completing their assessments for these components, or Learning Aims, in the academic years 2020-2021 and 2021-2022, regardless of the intended certification date.

For 2020-2021 and 2021-2022 only, these adaptations override the published information in the specification including the Essential information for assessment sections and the assessment criteria (where appropriate).

Should you have any questions or would like further support with the delivery of your Tech Awards, please contact us, we will be very happy to support you.

Further information and guidance can be found on our dedicated 2021/22 webpage.

Contents

Pearson BTEC L1/2 Tech Award in Art and Design Practice

Outline Summary for Pearson BTEC L1/2 Tech Award in Art and Design Practice				
Component	Internal/ external assessment	Learning Aim	Stated assessment evidence	Adaptations to assessment evidence
1: Generating Ideas in Art and Design (36GLH/30%)	Internal	A	Investigate art and design practice.	Reduced expectations of the range of investigation due to restricted access to resources. Research can be secondary, rather than primary.
		B	Generate and communicate art and design ideas.	Ideas can be described, in draft or prototype format.
2: Develop Practical Skills in Art and Design (36GLH/30%)	Internal	A	Develop skills through application and review	Reduced expectations of development due to restricted access to resources. Research can be secondary, rather than primary.
		B	Record and communicate skills development	Communication may evidence restricted development of skills.

Component 1 **Generating Ideas in Art and Design (36GLH/30%)** Internally assessed	
Learning Aim A:	A reduction to the range of art and design exploration and investigation, due to limitations on access to practical resources. Learners need to evidence that they have fully engaged with practical and creative investigation where they have had opportunity and should not be penalised should this be across a limited range of techniques and processes. Secondary rather than primary sources may be explored. Research can be undertaken online rather than in physical surroundings such as in an art gallery or museum. The assessment criteria remain relevant and unchanged.
Learning Aim B:	Due to the impact of reduced access to specialist and creative practical resources and facilities, there will be a reduction to the amount of ideas generated to solve problems. Ideas may be paper based, in written form, described with illustrations and research to support them. Ideas may also be presented as designs or prototype/mocks and do not have to be realised as finished outcomes. Research to generate ideas may be secondary rather than from primary sources. The assessment criteria in the specification remain relevant and unchanged. It is recommended that centres deliver content across both learning aims holistically to support exploration and consolidate learning in practice. The Centre Standardisation Materials and supporting commentary are based on this component for this academic year.

Component 2
Develop Practical Skills in Art and Design (36GLH/30%)
Internally assessed

Learners may not always have access to specialist resources to fully develop and showcase a range of skills. To mitigate against the impact of this, assessment should be sympathetic to the limited range of resources and facilities employed by learners, who should not be penalised for showcasing a reduced range of practical techniques.

This adaptation retains the focus of the learning aims and assessment criteria in terms of learners developing their own creative skills and the assessment criteria in the specification remain relevant and unchanged. However, it is strongly recommended that teachers and learners choose the materials, techniques and processes employed for assessing practical skills carefully based upon both the interests of the learner and the availability of specialist facilities and resources.

Pearson BTEC L1/2 Tech Award in Child Development

Outline Summary for Pearson BTEC L1/2 Tech Award in Child Development				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Children's Growth and Development (36GLH/30%)	Internal	A	Show each life stage between Birth-five years old.	No adaptation
		B	**Three** case studies including **two** physical factors (one is to be prenatal) and a **minimum of two** each from the environmental and socioeconomic factors.	**Two** case studies including **one** physical factor (which must be prenatal) and one environmental or **one** socioeconomic factor.
2: Learning Through Play (36GLH/30%)	Internal	A	Show six stages of play with an example of **two** activities per stage of play.	Show six stages of play with an example of **one activity per stage of play.**
		B	Include a minimum of one play activity **for each area of development.**	Include a minimum of one play activity **for three areas of development.**

Component 1
Children's Growth and Development (36GLH/30%)
Internally assessed

Learning Aim A:	The assessment guidance and criteria remain relevant and unchanged. The content for this Learning Aim provides learners with a base for knowledge and understanding of this qualification. Learning Aim A supports learners understanding of growth, development and all five areas of development and is pivotal to the synoptic nature of Component 2 and Component 3.
Learning Aim B:	To account for possible lost teaching time and/or Guided Learning Hours used for 'catch up' sessions, the amount of assessment will be reduced but the assessment criteria in the specification remains unchanged. Learners are now expected to produce two case studies instead of three. For each of the two case studies, learners will focus on one physical factor (which must be prenatal) and one environmental or one socioeconomic factor. The Centre Standardisation Materials and supporting commentary are based on this component for this academic year.

Component 2
Learning Through Play (36GLH/30%)
Internally assessed

Due to the possible loss of teaching and learning during summer 2020 a reduction to aspects of this component will ensure that learners provide sufficient evidence of knowledge and understanding.

For Learning Aim A learners are expected to show an understanding of all six stages of play with **one** example of a play activity for **each** stage. This will provide learners with enough evidence to meet Learning Aim A and enable contextualisation of the knowledge they have gained.

For Learning Aim B, learners should focus on three of the five areas of development and produce an activity plan for those three areas. The three focussed areas of development will be chosen by the centre and/or learner and in line with own centre standardisation. This will ease the assessment burden whilst still maintaining standards.

It is encouraged that centres provide learners with an Activity Plan template which could support remote delivery of this qualification.

These adaptations retain the focus of the learning aims and assessment criteria in terms of learners developing a holistic knowledge and understanding to support the completion of Component 3.

The assessment criteria in the specification remain relevant and unchanged.

Pearson BTEC L1/2 Tech Award in Creative Media Production

Outline Summary for Pearson BTEC L1/2 Tech Award in Creative Media Production				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Exploring Media Products (36GLH/30%)	Internal	A	Explore a range of media products, including three sectors.	Reduce the requirement to one sector.
		B	Media production techniques used in one sector.	No adaptation.
2: Developing Digital Media Production skills (36GLH/30%)	Internal	A	Demonstrate development of media production skills and techniques.	No adaptation. (Clarification of minimum evidence below)
		B	Demonstrate application of media production skills and techniques.	No adaptation. (Clarification of minimum evidence below)
		C	Review own progress and development of skills and practices.	No adaptation. (Clarification of minimum evidence below)

Component 1 **Exploring Media Products (36GLH/30%)** Internally assessed	
Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB) **from three sector case studies to one sector case study**. It is encouraged that one of these sectors will be the sector chosen for Component 3. Exploring three media products from one sector will meet the 'considered examples' required for achievement at Distinction level. **For 2020-2021 and 2021-2022 only,, the assessment criteria have been adapted to reflect the reduced requirement from three sectors to one as follows:** A1.P1, A1.M1 remain unchanged. A.2P1 Describe media products, their purpose and audience, with reference to relevant examples from **one or more sectors.** A.2M1 Discuss the relationships between media products, their purpose and specific audiences, using appropriate examples from one or more media sectors. A.2D1 Analyse the relationships between media products, their purpose and specific audiences, using considered examples from **one or more media sectors.**
Learning Aim B:	It is encouraged that one of these sectors will be the sector chosen for Component 3. The assessment criteria in the specification remain relevant and unchanged for this Learning Aim. It is recommended that centres deliver content across both learning aims holistically to support exploration and consolidate learning in practice.

Component 2
Developing Digital Media Production Skills (36GLH/30%)
Internally assessed

To mitigate against the impact of reduced access to specialist practical resources and facilities, assessment evidence on the development of media skills and techniques should focus on **one sector** per learner to be taken from:

1. Audio/Moving Image
2. Interactive Media
3. Digital Publishing.

There is no minimum requirement for this Component. It should be noted that any content that follows an e.g. is indicative content and not compulsory.

As directed by the Component 1 and 2 Combined Authorised Assignment Briefs published on the Pearson website, you can give learners an assignment that includes a task designed to produce evidence for both Learning Aim B of Component 1 and Learning Aim A of Component 2.

The focus of the learning aims and assessment criteria, in terms of developing learners' own media skills, should focus on the chosen sector for Component 3.

As part of this adaptation, evidence for Learning Aim C could be in the form of a verbal review completed by the learner and evidenced either through a digital video or audio recording and/or a BTEC Record of Practical Activity.

It is strongly recommended that teachers and learners choose the individual discipline for assessing media production skills carefully based upon both the interests of the learner and the availability of resources within their individual context.

Pearson BTEC L1/2 Tech Award in Digital Information Technology

Outline Summary for Pearson BTEC L1/2 Tech Award in Digital Information Technology				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Exploring User Interface Design Principles and Project Planning Techniques (36GLH/30%)	Internal	A	Investigate user interface design for individuals and organisations	Learning Aim A does not need to be assessed.
		B	Use project planning techniques to plan and design a user interface	No adaptation
		C	Develop and review a user interface	No adaptation
2: Collecting, Presenting and Interpreting Data (36GLH/30%)	Internal	A	Investigate the role and impact of using data on individuals and organisations	Learning Aim A does not need to be assessed.
		B	Create a dashboard using data manipulation tools	No adaptation
		C	Draw conclusions and review data presentation methods	No adaptation

Component 1
Exploring User Interface Design Principles and Project Planning Techniques (36GLH/30%)
Internally assessed

Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB). **There is no requirement for this Learning Aim A to be assessed.**
Learning Aim B:	The assessment evidence for LA: B remains unchanged.
Learning Aim C:	The assessment evidence for LA: C remains unchanged.

Component 2
Collecting, Presenting and Interpreting Data (36GLH/30%)
Internally assessed

Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB). **There is no requirement for this Learning Aim A to be assessed.**
Learning Aim B:	The assessment evidence for LA: B remains unchanged.
Learning Aim C:	The assessment evidence for LA: C remains unchanged.

Pearson BTEC L1/2 Tech Award in Engineering

Outline Summary for Pearson BTEC L1/2 Tech Award in Engineering				
Component	Internal/ external assessment	Learning Aim	Stated assessment evidence	Adaptations to assessment evidence
1: Exploring Engineering Sectors and Design Applications (36GLH/30%)	Internal	A	Research information and commentary. Block diagrams and flow charts/images.	Summative assessment of this Learning Aim A is **not** required.
		B	Annotated sketches, CAD drawings/models, a physical model, peer review forms and commentary. A report on the design process and a list or screen shots of used CAD commands. Observation record.	The majority of the summative assessment evidence is unchanged, except that the requirement to produce a 'physical model' of the design solution is **not** required.
2: Investigating an Engineering Project (36GLH/30%)	Internal	A	Written portfolio including images and drawings.	No adaptation
		B	A portfolio of: Annotated photographs Inspection / dimensional data and comments Written commentary and a Product Design Specification Observation record.	The summative assessment evidence for either LA B or LA C remains unchanged, whereas the summative assessment for the other Learning Aim is not required.
		C	A portfolio of: Production plan Annotated photographs Inspection / dimensional data and comments Written evaluation and improvements Observation record Physical component.	

Component 1 Exploring Engineering Sectors and Design Applications (36GLH/30%) Internally assessed	
Learning Aim A:	A reduction in the assessment burden has been achieved by removing the summative assessment requirement for Learning Aim A.
Learning Aim B:	The majority of the summative assessment evidence is unchanged. However, to allow for the impact of reduced access to specialist practical resources and facilities, there is no longer a requirement for learners to produce a 'physical model' of the design solution. The following assessment criterion is to be interpreted as just '3D CAD modelling' of the design solution and **not** 'physical modelling' (e.g. using cardboard): *B.2M2 Produce design proposals, compare in relation to the engineering brief and develop an improved final solution using CAD and modelling* The Essential information for assessment decisions also needs to be interpreted in this way and, in particular, at merit and distinction standard.

Component 2 **Investigating an Engineering Project (36GLH/30%)** Internally assessed	
Note that the Centre Standardisation Materials (CSM) and supporting commentary are based on Component 2 (Learning Aim C) for last academic year 2020-2021 and on Component 2 (Learning Aim A) for this academic year 2021-2022.	
Learning Aim A:	No adaption to the summative assessment.
Learning Aim B:	The summative assessment evidence for either LA B **or** LA C remains unchanged. However, to allow for the impact of reduced access to specialist practical resources and facilities, the summative assessment for the other Learning Aim is **not** required i.e. is waived.
Learning Aim C:	The assessment criteria and Essential information for assessment decisions (EIAD) sections in the Component 2 specification remain unchanged for the summative assessment that is completed, whereas it is not required (waived) for the summative assessment that is not undertaken.

Pearson BTEC L1/2 Tech Award in Enterprise

Outline Summary for Pearson BTEC L1/2 Tech Award in Enterprise				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Exploring Enterprises (36GLH/30%)	Internal	A	Case studies of **two enterprises focusing into one** for higher grades	**One** enterprise case study
		B	**Two** market research case studies	**One** market research case study
		C	Investigate the factors that contribute to the success of an enterprise.	No adaptation
2: Planning and Pitching and Enterprise Activity (36GLH/30%)	Internal	A	Explore ideas and plan for a micro-enterprise activity	No adaptation
		B	Pitch a micro-enterprise activity	No adaptation
		C	Review own pitch for a micro-enterprise activity	Summative assessment of this Learning Aim C is not required

Component 1
Exploring Enterprises (36GLH/30%)
Internally assessed

Learning Aim A:	There is a stated requirement for learners to look at and compare two enterprises to examine the characteristics for LA: A. This is narrowed from identify (A.1P1), outline (A.1M1) and compare (A.2P1) two enterprises to Analyse (A.2M1) and Assess (A.2D1) a single selected enterprise. The requirement to look at two enterprises for Level 1 criteria and Level 2 Pass criteria is removed and **reduced to one enterprise**. The learner's choice of which enterprise to research is important so that it provides sufficient content and information. As all content is still to be taught, learners may look at SMEs with up to 250 staff as detailed in A2 of the specification for assessment purposes. Micro and small enterprises should still be studied in the teaching and learning phase to provide sufficiently broad coverage. **The need for an enterprise to be local has been removed** from the assessment criteria in Component 1 to allow learners to use secondary research and mitigate against regional variations of access to local enterprise. For A.1P2, A.1M2 and A.2P2, the need to look at the characteristics of an entrepreneur will also be **reduced to a single enterprise**. For 2020-2021 and 2021-2022 only,, the assessment criteria have been adapted as follows: A.1P1 Identify the purpose, activities and aims of **one selected enterprise**. A.1P2 Identify entrepreneurial characteristics and skills demonstrated in **the selected enterprise**. A.1M1 Outline in detail how the activities and aims meet the purpose of **one selected enterprise**. A.1M2 Outline how entrepreneurial characteristics and skills support the purpose **of the selected enterprise**.

	A.2P1 Describe the purpose, activities and aims of **one selected enterprise**.
	A.2P2 Describe the entrepreneurial characteristics and skills demonstrated in **the selected enterprise.**
	A.2M1 Analyse how entrepreneurial characteristics and skills support the purpose of **one selected enterprise**.
	A.2D1 Assess how successful **one selected enterprise** has been in achieving its main purpose.
Learning Aim B:	For Learning Aim B, all criteria except for B.2D2 are to be adapted to examine market research of **a single enterprise**. This would be supported by the range of content being taught and the learner choosing a suitable larger enterprise in Learning Aim A for the summative assessment of this learning aim. Learners should still have the opportunity to understand the use and effectiveness of different types of market research, which is also required for the synoptic external assessment of Component 3. **For 2020-2021 and 2021-2022 only,, the assessment criteria have been adapted as follows:** B.1P3 Identify how **one selected enterprise** uses market research to meet customer needs and understand competitor behaviour. B.1M3 Outline how **one selected enterprise** uses market research to meet customer needs and understand competitor behaviour. B.2P3 Explain how **one selected enterprise** uses market research to meet customer needs and understand competitor behaviour. B.2M2 Discuss how market research methods are designed to meet customer needs and understand competitor behaviour in **one selected enterprise.** B 2.D2 Assess the effectiveness the market research methods used to meet customer needs and understand competitor behaviour in **one selected enterprise.**
Learning Aim C:	No adaptation

Component 2 **Planning for and Pitching an Enterprise Activity (36GLH/30%)** Internally assessed	
Learning Aim A:	Learning Aim A requires learners to generate three ideas, refine and develop a plan for one. No adaptation.
Learning Aim B:	Learning Aim B requires a pitch which does not have to be to a live audience so therefore there is an opportunity to save time if the pitch was recorded. This could then be shared for feedback. No adaptation.
Learning Aim C:	**The summative assessment of Learning Aim C is not required but may be completed if the centre prefers.** Learning Aim C is a review of the pitch/presentation. Whilst all of the skills are important in Component 2, it is likely that learners will naturally process and reflect on whether their pitch went well or not and to remove the summative assessment of this Learning Aim C provides clarity and reduces the assessment burden for learners and centres. The skills in Learning Aim C are not required for the external and synoptic Component 3. Centres could decide that learners do review their pitch but it would not need to be formally assessed. This may greatly benefit centres in terms of time if they are delivering this after the February sitting of Component 3. It would therefore be the last part of the Tech Award to be assessed and an earlier end to the programme may be the most natural cut off allowing centres more time to focus on any resits of the Summer Component 3 paper.

Pearson BTEC L1/2 Tech Award in Health and Social Care

Outline Summary for Pearson BTEC L1/2 Tech Award in Health and Social Care				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Human Lifespan Development (36GLH/30%)	Internal	A	Factors from each of the three categories given in the Teaching content must be included, with at least **two each** from the physical and social/cultural.	Factors from each of the three categories given in the Teaching content must be included, with at least **one each** from the physical and social/cultural.
		B	Assess how two individuals have coped with the same type of life event.	No adaptation
2: Health and Social Care Services and Values (36GLH/30%)	Internal	A	Requires learners to find information on suitable services for **two individuals,** one with health care needs and the other with social care needs, assessing how well the services meet their needs.	Requires learners to find information on suitable services for **one individual,** with health and social care needs, assessing how well the services meet their needs.
		B	Demonstrate care values and review own performance.	No adaptation

Component 1
Human Lifespan Development (36GLH/30%)
Internally assessed

Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB) **from five factors to three factors**. Essential information for assessment decisions states that learners must describe the growth and development from each of the PIES (physical, intellectual, emotional and social) categories. Assessment would still remain robust and fit for purpose if the learner described one each from physical and social and cultural growth and development; plus, one other of their choice (IE). The assessment criteria remain relevant and unchanged.
Learning Aim B:	No adaptation

Component 2
Health and Social Care Services and Values (36GLH/30%)
Internally assessed

Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB) **from two individuals to one individual**. The first part of the assignment requires learners to find information on suitable services for two individuals, one with health care needs and the other with social care needs, assessing how well the services meet their needs. Learners may need to refer to a combination of services to address an individual's needs. There will now be a requirement for the learner to base the assignment on one individual with both health and social care needs. The assessment criteria remain relevant and unchanged.

Learning Aim B:	Teachers should be encouraged to find ways for learners to achieve the 'demonstrate skills' elements whilst maintaining social distancing. It is an integral part of H&SC and it is important that learners are able to demonstrate that they understand how, rather than writing about them. This is specifically required following issues identified by the CQC in inspections. It does not, however, state in the specification that it is necessary for students to act in front of others. These could be demonstrated in the learner's own environment; such as carrying out the demonstration with a friend or relative in their own home and filming the interaction on a mobile phone and sending it to the assessor via email or uploading it to the centre's digital platform.
	If this evidence was available to the SV; it would not need to be accompanied by a witness testimony; which would save time for teachers.

Pearson BTEC L1/2 Tech Award in Music Practice

Outline Summary for Pearson BTEC L1/2 Tech Award in Music Practice				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Exploring Music Products and Styles (36GLH/30%)	Internal	A	**Eight** style case studies	**Five** style case studies
		B	**Three** musical works in **three** disciplines. 30-60 secs each	Two musical works in two disciplines. Min. 20 secs each
2: Music Skills Development (36GLH/30%)	Internal	A	Skills understanding portfolio	No adaptation
		B	Skills development portfolio of **two** disciplines with six milestones	Skills development portfolio of **one** discipline with three milestones

Component 1 **Exploring Music Products and Styles (36GLH/30%)** Internally assessed	
The Centre Standardisation Materials and supporting commentary are based on this component for last academic year (2020-2021).	
Learning Aim A:	A reduction to the assessment burden as suggested in the Authorised Assignment Brief (AAB) **from eight to five style 'case studies'.** Including five styles from across the range of genres in the A1 content sufficiently supports the 'wide range' required for achievement at Distinction level. The assessment criteria remain relevant and unchanged.
Learning Aim B:	To allow for the impact of reduced access to specialist practical resources and facilities, there will be a reduction to the amount and breadth of musical product examples that are required. In place of three examples of music work across each of three disciplines, each of length 30-60 seconds, learners must produce **two examples of music work, each of minimum length 20 seconds from two of the three disciplines (music performance, creation and production).** The assessment criteria in the specification remain relevant and unchanged. It is recommended that centres deliver content across both learning aims holistically to support exploration and consolidate learning in practice.

Component 2
Music Skills Development (36GLH/30%)
Internally assessed

The Centre Standardisation Materials and supporting commentary are based on this component for this academic year (2021-2022).

To mitigate against the impact of reduced access to specialist practical resources and facilities, assessment evidence on the development of music skills will be **reduced from two disciplines to one discipline** per learner to be taken from:

1. Music Performance
2. Creating Original Music
3. Music Production.

This adaptation retains the focus of the learning aims and assessment criteria in terms of learners developing their own musical skills, which would be transferable to other musical disciplines.

The assessment criteria in the specification remain relevant and unchanged.

If using the Pearson Authorised Assignment Brief, a reduction to the recommended amount of time (from 4-6 months to 2-3 months) and milestones (from six to three) would be appropriate.

It is strongly recommended that teachers and learners choose the individual discipline for assessing musical skills development carefully based upon both the interests of the learner and the availability of resources within their individual context.

Pearson BTEC L1/2 Tech Award in Performing Arts

(including Performing Arts with a Dance Focus and Performing Arts with a Production Focus)

Outline Summary for Pearson BTEC L1/2 Tech Award in Performing Arts				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Exploring the Performing Arts (36GLH/30%)	Internal	A	Examination of performing arts works in **three** performance styles	Examination of **one performing arts work in one performance style**
		B	Exploration of the skills, processes and approaches used in creating performance work with reference to examples of repertoire	Exploration of skills, processes and approaches used in creating performance work with **reference to one or more examples from the work**
2: Developing Skills and Techniques in the Performing Arts (36GLH/30%)	Internal	A	Skills development log/portfolio including video evidence	**Remove the requirement to evidence skills development through a log/portfolio**
		B	Skills application in rehearsal and performance as a performer or a designer	**Only the performance/design rehearsal process and realisation will be assessed for this component.** Performances can be a **1.5 minutes minimum solo** performance, or presentation of production design elements that have been

				realised; or a **duo performance of 2 minutes minimum**, or a **group performance of 2 minutes minimum** (social distancing permitting). These are minimum performance timings and centres should ensure learners have sufficient performance time to have opportunity to access the full range of criteria. Performances may be live or remote (streamed or recorded).
		C	Ongoing review of skills development and contribution to performance	**Remove the requirement to evidence ongoing review of skills development.**

Component 1 **Exploring the Performing Arts (36GLH/30%)** Internally assessed	
Learning Aim A:	To allow for the impact of lost teaching time, access to resources and possibly the need for remote delivery and blended learning, there is a reduction to the assessment burden that is suggested in the current Authorised Assignment Brief (AAB) **from three performance works in three styles to one performance work in one performance style.** Focussing on one performance style will still enable learners to develop and demonstrate the necessary knowledge and understanding for this Learning Aim and should still allow learners to access the assessment criteria at all grades. **For 2020-2021 and 2021-2022 only, the assessment criteria have been adapted to reflect the reduced requirement from three performing arts works in three styles to one performing arts work in one style as follows:** A.1P1 and A.1M1 remain unchanged. A1.P2 and A.1M2 remain unchanged. A.2P1 Describe the stylistic qualities of practitioners' work, with reference to relevant examples across one or more performance styles. A.2P2 Describe the roles, responsibilities and skills of practitioners, using relevant examples across **one or more** performance styles. A.2M1 Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across **one or more** performance styles. A.2D1 Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across **one or more** performance styles.
Learning Aim B:	As with Learning Aim A, to allow for the impact of lost teaching time and possible lack of access to practical working spaces and resources, the current assessment burden has been adjusted to accept evidence of exploration of the working processes, skills and approaches used by practitioners **to one performance work in one performance style.**

Knowledge and understanding necessary to this learning aim can still be developed through focus on a single performance work.

It is recommended that centres deliver content across both learning aims holistically to support exploration and consolidate learning in practice.

For 2020-2021 and 2021-2022 only, the assessment criteria have been adapted to reflect the reduced requirement to one performance work in one style as follows:

B.1P3 Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples **from** repertoire.

B.1P4 Outline the interrelationships between components used in performance, with reference to limited examples **from** repertoire.

B.1M3 Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples **from** repertoire.

B.1M4 Outline the interrelationships between components used in performance, with reference to basic examples **from** repertoire.

B.2P3 Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples **from** repertoire.

B.2P4 Describe the interrelationships between components used in performance, with reference to relevant examples **from** repertoire

B.2M2 Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples **from** repertoire used to demonstrate how they contribute to performance work.

B.2D2 Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples **from** repertoire used to demonstrate how they contribute effectively to performance work.

Component 2
Developing Skills and Techniques in the Performing Arts (36GLH/30%)
Internally assessed

To mitigate against the impact of reduced access to specialist practical resources and facilities, assessment evidence of the development and application of performance/ design skills will be **reduced to assessment just of the performance/design rehearsal process and realisation produced for Learning Aim B.**

This adaptation retains the key focus of the component, which is for learners to develop relevant skills for the performance of, or the production design element of, a piece of existing repertoire.

The assessment criteria for Learning Aim B in the specification remain relevant and unchanged.

Evidence of skills and techniques development (Learning Aim A) and ongoing review of skills development (Learning Aim C) are not a requirement for this adaptation.

If using the Pearson Authorised Assignment Brief, learners may explore and develop performance and design skills and techniques as part of teaching and learning (Learning Aim A) but there is no requirement to submit evidence of this for assessment purposes.

For Learning Aim B, learners will develop and apply skills and techniques to a performance or design role, submitting evidence of rehearsal (as far as possible using any socially distanced work completed at the centre, and/or any remote activity captured on recordings), and which may also include, where useful, process logs; along with a recording of the performance, which may be recorded at the centre or remotely via streaming or recording at home.

Evidence for Learning Aim C will not be required as part of this adaptation.

Recorded performances can be:
1.5 – 3 minutes solo performance or presentation of production design elements that have been realised
Duo performance of 2 – 5 minutes
Group performance of 2 – 30 minutes.

Pearson BTEC L1/2 Tech Award in Sport, Activity and Fitness

Outline Summary for Pearson BTEC L1/2 Tech Award in Sport, Activity and Fitness				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Understand the Body and the Supporting Technology for Sport and Activity (36GLH/30%)	Internal	C	Level 2 learners will be able to describe in detail **four** different areas of technological advancement and how they are used within sport. Level 1 learners will identify **two** of the types of technological advancement and their usage.	Level 2 learners will be able to describe in detail **two** different areas of technological advancement and how they are used within sport. Level 1 learners will identify **one** of the types of technological advancement and their usage.
3: Applying the Principles of Sport and Activity (36GLH/30%)	Internal	C	Lead the main component of a planned sport/activity session.	'Main component' can be **any component** of a planned sport/activity session.

Component 1
Understand the Body and the Supporting Technology for Sport and Activity (36GLH/30%)
Internally assessed

Learning Aim C:	To reduce assessment burden to Component 1 LA C, the reduction of the number of technologies will be acceptable and still achieve the demand of the stated criteria:- The Essential information for assessment decisions states: Level 2 learners will be able to describe in detail four different areas of technological advancement and how they are used within sport. Level 1 learners will identify two of the types of technological advancement and their usage. For the academic years (2020-2021 and 2021-2022), Level 2 learners will be able to describe in detail **two** different areas of technological advancement and how they are used within sport. Level 1 learners will identify **one** of the types of technological advancement and its usage. The assessment criteria remain relevant and unchanged.

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Component 3 **Applying the Principles of Sport and Activity (36GLH/30%)** Internally assessed	
Learning Aim C:	To reduce assessment burden to Component 3 LA C, the **'main component'** (as stated in the assessment criteria) should be **considered as one aspect/component of a session.** One aspect/component of a whole session could be any one of the following sections: • for a sport i.e. the warm up, or the skill session(s), or the match/game, or the cool down; • or for an exercise session i.e. the warm up, or the circuit stations explained and monitor, or the cool down etc. If this is actioned then the number of people to 'lead' a full session will vary as opposed to just one person leading a whole session themselves. Therefore, the time needed to deliver each learner's 'main component' will be shorter than a learner delivering the whole session (including the main component) to a group of participants. For example, instead of one person delivering a full session of 30-40 mins, four people could deliver a ten minute section/ aspect/ component of the full session and therefore four people would complete this part of the component in the time it would take one learner under normal circumstances. It should be noted that no time requirement is stated in the specification or supporting materials however it is important that each learner has sufficient time to demonstrate a leadership style for them to be able to reflect and review to address the rest of the assessment criteria of this component. The assessment criteria remain relevant and unchanged.

Pearson BTEC L1/2 Tech Award in Travel and Tourism

Outline Summary for Pearson BTEC L1/2 Tech Award in Travel and Tourism				
Component	**Internal/ external assessment**	**Learning Aim**	**Stated assessment evidence**	**Adaptations to assessment evidence**
1: Travel and Tourism Organisations and Destinations (36GLH/30%)	Internal	A	Learners will provide information on the ownership, type and purpose of the organisation, its aims, and how it works with **at least two** other travel and tourism organisations.	Learners will provide information on the ownership, type and purpose of the organisation, its aims, and how it works with **one other** travel and tourism organisation.
3: Customer Needs in Travel and Tourism (36GLH/30%)	Internal	B	Assessors will give learners **scenarios to choose from,** covering different types of customer. Learners will examine the needs and preferences of **at least two different customers from two scenarios.**	Assessors will give learners **a suitable scenario (Assessor to use a range of scenarios and customer types within the group)**. Learners will examine the needs and preferences of **one customer from the given scenario.**

Component 1 **Travel and Tourism Organisations and Destinations (36GLH/30%)** Internally assessed	
Learning Aim A:	To reduce assessment burden to Component 1 LA: A, reducing the number of organisations for which a learner covers and how the selected organisations work together will be acceptable and still achieve the demand of the stated criteria. Currently the essential information for assessment decisions states: learners will provide details about a real travel and tourism organisation, for example a named travel agent or tourist attraction. Learners will provide information on the ownership, type and purpose of the organisation, its aims, and how it works with at least two other travel and tourism organisations. • Level 2 learners will clearly show how working with **other organisations** helps the named organisation to meet its aims. • Level 1 learners will outline the ownership and purpose and at least one aim of the organisation. They will be able to identify **at least two other** organisations that it works with. For the academic years (2020-2021 and 2021-2022), the Essential information for assessment decisions may be adapted so that: • Level 2 learners will clearly show how working with **one other travel and tourism organisation** helps the named travel and tourism organisation to meet its aims. • Level 1 learners will outline the ownership and purpose and at least one aim of the organisation. They will be able to identify **at least one other travel and tourism** organisation that it works with. **For 2020-2021 and 2021-2022 only, the assessment criteria have been adapted as follows:** A.1P2 Identify some ways that the organisation works with **one other travel and tourism organisation** to help it meet its aims. A.1M2 Describe ways in which the organisation works with **one other travel and tourism organisation** to help it meet its aims, including brief examples. A.2P2 Explain how working with **one other travel and tourism organisation helps the organisation** meet its aims, including relevant examples.

	A.2M1 Discuss the aims of the organisation and how working with **one other travel and tourism organisation** enables it to meet its aims. A.2D1 Assess the extent to which an organisation meets its aims through working with **one other travel and tourism organisation.**

Component 3 **Customer Needs in Travel and Tourism (36GLH/30%)** Internally assessed	
Learning Aim B:	To reduce assessment burden to Component 3 LA: B, teachers can provide learners with **one** suitable scenario consisting of **one** selected visitor type, rather than examining the needs and preferences of at least two different customers from two scenarios as stated in the essential information for assessment decisions. For example, a scenario may be a group of school children studying travel and tourism who are going on an educational visit or a retired couple looking for an adventure holiday. This scenario would then inform the holiday plan for B.1P4/B.1M4/B.2P4/B.2M2/B.2D2. **For 2020-2021 and 2021/2022 only, the assessment criteria have been adapted as follows:** B.1P3 Suggest travel and tourism products or services to meet some needs and preferences of **one customer for a given scenario**. B.1M3 Outline products or services to meet some needs and preferences of **one customer for a given scenario**, with brief examples. B.2P3 Explain how selected products or services will meet most needs and preferences of **one customer for a given scenario**, with valid examples. B.2M2 and B.2D2 remain unchanged.