

Assessment Record (optional template):

FOR AS/A LEVELS AND GCSES FOR SUMMER 2021



Assessment Record for determining teacher assessed grades in Summer 2021

Background

Every centre must produce an Assessment Record for each subject cohort, that includes 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 teacher assessed grades. Any necessary variations for individual students must also be recorded.

It is anticipated that you may choose to adopt this template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

Your Assessment Records must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Assessment Record for determining teacher assessed grades in Summer 2021
WOODLANDS SCHOOL
CONSTRUCTION
WJEC LEVEL 1/2 VOCATIONAL AWARD IN CONSTRUCTING THE BUILT ENVIRONMENT
(603/3068/5)

Assessment Evidence Form

[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

	Type of Assessment	Unit 1 - Safety and security in construction											Level of Control H, M, L
		LO1				LO2			LO3		LO4		
		AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC4.1	AC4.2	
Assessment 2: PPE 1: Nov 2020 (June 2018 paper)	Mock examination	N	N	N	N	N	N	N	N	N	N	N	H
Assessment 3: PPE 3 – May 2021 (Jan 2021 paper)	Mock examination	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A													
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- Pupils performed better in PPE 3 as a subject cohort, papers were marked and graded in line with the mark scheme.													
	Type of Assessment	Unit 2 - Developing construction projects										Level of Control H, M, L	
		LO1		LO2				LO3					
		AC1.1	AC1.2	AC2.1	AC2.2	AC2.3	AC2.4	AC3.1	AC3.2	AC3.3			
Assessment 1: Task 1 - Bricklaying Task 2 - Electrical	Controlled assessment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- Adaptations to WJEC Level 1 and 2 vocational and other general qualifications for assessment in summer 2020/21 meant the number of skills candidates are required to demonstrate were reduced from three to two. WJEC also stated that candidates will also not be assessed on their interpretation of technical sources of information. (AC1.1) however, all pupils have produced evidence for this AC.													
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- All pupils have produced evidence towards LO1, LO2 and LO3.													
	Type of Assessment	Unit 3 - Planning construction projects										Level of Control H, M, L	
		LO1			LO2				LO3				
		AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC2.4	AC3.1	AC3.2	AC3.3		
Assessment 3: PPE 2: April 2021 (Jun 2018 paper)	Mock examination	N	N	N	N	N	N	N	N	N	N	N	H
Assessment 5: PPE 3: May 2021 (Jan 2021 paper)	Mock examination	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A													
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- Pupils performed better in PPE 3 as a subject cohort, papers were marked and graded in line with the mark scheme.													

	Type of Assessment	Unit 1 - Safety and security in construction												Unit 2 - Developing construction projects									Unit 3 - Planning construction projects									Level of Control		
		LO1				LO2			LO3		LO4		LO1		LO2				LO3			HML												
		AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC4.1	AC4.2	AC1.1	AC1.2	AC2.1	AC2.2	AC2.3	AC2.4	AC3.1	AC3.2	AC3.3		AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC2.4	AC3.1	AC3.2	AC3.3		
Assessment 1: Unit 2 Task 1 & 2	Controlled assessment													Y	Y	Y	Y	Y	Y	Y	Y													H
Assessment 2: Unit 1 PPE Nov 2020 (June 2018 Paper)	Mock examination	N	N	N	N	N	N	N	N	N	N																							H
Assessment 3: Unit 3 PPE April 2021 (June 2018 Paper)	Mock examination																						N	N	N	N	N	N	N	N	N	N	H	
Assessment 4: Unit 1 PPE May 2021 (Jan 2021 paper)	Mock examination	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y																						H	
Assessment 5: Unit 3 PPE May 2021 (Jan 2021 paper)	Mock examination																					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H	
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A</p> <p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:- Pupils completed all NEA for Unit 2 in line with the specification and the Jan 2021 past papers for Unit 1 and 3 so that a grade could be arrived at in the normal way.</p>																																		

Subject Title: Constructing the Built Environment

Subject Code 603/3068/5

Head of Department: Rebecca Head

Signature: R.Head **Date:** 20/05/2021

Subject teacher: Kirsty Lambird

Signature: K.Lambird **Date:** 20/05/2021

Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: Jimmy Smyth

Candidate Number: 7278

Centre name: Woodlands School

Centre Number: 16111

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: CONSTRUCTING THE BUILT ENVIRONMENT

Subject Code: 603/3068/5

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	N
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	Y
<p>If 'yes' please provide details of how the disadvantage has been considered (including <i>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 teacher assessed grades.</i>)</p> <p>Due to a recent incident at or near time of the assessment the candidate's assessment for Unit 2 was based on only 1 practical assessment task.</p>	

Contd.

Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	N
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	N/A
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)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	N
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.	N/A
Reason for mitigating circumstances:	