

601/7703/2 Subject code

# Assessment Record Hospitality & Catering

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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

DESIGN AND TECHNOLOGY

WJEC LEVEL 1/2 AWARD Hospitality & Catering specification A subject code 601/7703/2

## **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 - external written exam																		Level of Control H, M, L
		LO1				LO2			LO3			LO4					LO5			
		AC 1.1	AC 1.2	AC 1.3	AC 1.4	AC 2.1	AC 2.2	AC 2.3	AC 3.1	AC 3.2	AC 3.3	AC 4.1	AC 4.2	AC 4.3	AC 4.4	AC 4.5	AC 5.1	AC 5.2		
Assessment 1: PPE 1 Nov 2020	Mock examination	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	H
Assessment 2: PPE 2 Apr 2021	Mock examination	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	H
Assessment 3: PPE 3 May 2021	Mock examination	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	H
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b> Unit 1 is an 11/4 hour external assessment sat in June that was cancelled. Teaching of Unit 1 has been delivered remotely and in class upon return from Lockdown 3, in which not all pupils engaged with. PPE 1 was sat in November all pupils sat the paper. PPE 2 was sat in April most pupils sat the paper. PPE 3 was sat in May.</p>																				
<p><b>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:-</b> Limited number of past papers means one legacy paper was used of PPE 2 as SLT had previously asked a PPE to be set in lockdown this was done hence there were the insufficient past papers available for use as in school PPE's.</p>																				
	Type of Assessment	Unit 2 – Controlled Assessment Task 1																Level of Control H, M, L		
		LO1				LO2														
		AC1.1	AC1.2	AC1.3	AC1.4	AC2.1	AC2.2	AC2.3	AC2.4											
Controlled assessment		y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	M	
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b> Due to lockdown 3 the practical element of the CA was not undertaken and it was not possible to reschedule due to the need to complete whole school assessments for all subjects.</p>																				
<p><b>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:-</b> AC 1.1 - All pupils demonstrated that they can explain the functions of a range of nutrients AC 1.2 - All pupils demonstrated that they can compare the dietary needs of specific groups AC 1.3 - All pupils demonstrated that they can explain the deficiencies linked to a range of nutrients AC 1.4 - All pupils demonstrated that they can explain the nutritional loss resulting from the use of different cooking methods</p>																				

	AC2.1 – All pupils demonstrated that they can explain the factors to consider when planning a menu AC2.2 – All pupils demonstrated that they can explain how dishes meet customer needs AC2.3 – All pupils demonstrated that they can explain how menu dishes meet customer needs AC2.4 - All pupils demonstrated that they can plan production of dishes for a menu							
	Type of Assessment	Unit 2 – Controlled Assessment Task 2					Level of Control H, M, L	
		Practical assessment	LO3					
			AC3.1	AC3.2	AC3.3	AC3.4	AC3.5	
Practical Assessment not undertaken	Controlled assessment		Omitted	Omitted	Omitted	Omitted	Omitted	N/A
	AC 3.1 Use techniques on preparation of commodities Ac 3.2 Assure quality of commodities to be used in food preparation Ac 3.3 Use techniques in cooking of commodities AC 3.4 Complete dishes using presentation techniques AC 3.5 Use food safety practices <b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b> Due to lockdown 3 the practical element of the CA was not undertaken and it was not possible to reschedule due to the need to complete whole school assessments for all subjects.							
	<b>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:-</b> All pupils have produced evidence towards LO1 and LO2. No pupils have evidence towards LO3 in the Controlled Assessment.							

**Subject Title:** WJEC LEVEL 1/2 AWARD Hospitality & Catering specification A **Subject Code** 601/7703/2

**Head of Department:** Philippa Vanstone **Signature:** Philippa Vanstone **Date:** 7/6/21

**Subject teacher:** Kirstie Williams **Signature:** K.Williams **Date:** 7/6/21

### **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: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
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?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (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>	

**Contd.**

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p><b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b></p>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<p><b>Reason for mitigating circumstances:</b></p>	