

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
DESIGN AND TECHNOLOGY
WJEC LEVEL 1/2 AWARD IN DESIGNING THE BUILT ENVIRONMENT 601/0426/0

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 - Planning potential of construction projects (9821)									Level of Control H, M, L
		LO1			LO2			LO3			
		AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3	
Assessment 3: PPE 1 Nov 2020	Mock examination	N	N	N	N	N	N	N	N	N	L
Assessment 4: PPE 2 Mar 2021	Mock examination	N	N	N	N	N	N	N	N	N	L

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

Pupils were entered for the May 2020 and Jan 2021 series, but withdrawn by the head of centre on both occasions. The May 2018 past paper was sat by some but not all pupils during period 6 session, however this was incomplete due to year group isolation. The Jan 2020 past paper was completed during lockdown learning, but not all pupils engaged and the level of control was low as authenticity of pupil responses could not be guaranteed, therefore we have made the decision not to include evidence for Unit 1 as the evidence produced was not reliable or consistent across the cohort which would have disadvantaged some pupils.

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:-

N/A

	Type of Assessment	Unit 2 - Drawing construction plans (9822)									Level of Control H, M, L
		LO1		LO2			LO3				
		AC1.1	AC1.2	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3		
Assessment 1: Task 1 March 2020	Controlled assessment	Y	Y	Y	Y	Y				H	
Assessment 5: Task 2 April 2021	Controlled assessment						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:-

AC1.1 – All pupils demonstrated that they can identify information to decide area, lengths and design requirements in their construction designs.

AC1.2 – All pupils demonstrated that they can calculate area and lengths in their construction designs.

AC2.1 – All pupils demonstrated that they can draw construction designs including block plans, floor plans, cross-sections and scale drawings.

AC2.2 and AC2.3 were omitted by WJEC in the document of adaptations to Level 1/2 qualifications for summer 2021 but all pupils have demonstrated AC2.2 through the language of drafting in their construction designs and most pupils demonstrated AC2.3 through screenshots of their 3D CAD model elevations.

	Type of Assessment	Unit 3 - Building structures and materials (9823)										Level of Control H, M, L
		LO1			LO2			LO3				
		AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3	AC3.4	
Assessment 2: Task 1, 2, 3 and 4 Sept 2020	Controlled assessment	Y	Y	Y	Y	Y	Y	Y	Y	N	N	H

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

AC3.3 and AC3.4 have been omitted as specification content for these two assessment criteria hadn't been delivered before assessment.

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 1 - Planning potential of construction projects (9821)									Unit 2 - Drawing construction plans (9822)									Unit 3 - Building structures and materials (9823)												Level of Control
		LO1			LO2			LO3			LO1			LO2			LO3			LO1				LO2				LO3				HML
		AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3	AC1.1	AC1.2	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3	AC1.1	AC1.2	AC1.3	AC2.1	AC2.2	AC2.3	AC3.1	AC3.2	AC3.3	AC3.4				
Assessment 1: Unit 2 Task 1	Controlled assessment										Y	Y	Y	Y	Y										H							
Assessment 2: Unit 3 Assessment	Controlled assessment													Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	H				
Assessment 3: Unit 1 6hr PPE taken from Nov 2020 through P6 sessions	Mock examination	N	N	N	N	N	N	N	N	N													L									
Assessment 4: Unit 1 6hr PPE taken from Jan 2021 through remote lessons	Mock examination	N	N	N	N	N	N	N	N	N													L									
Assessment 5: Unit 2 Task 2 taken on 1 st April 2021	Controlled assessment															Y	Y	Y										H				

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

All learning objectives for Unit 1 have been omitted at subject cohort level because pupils did not have equal opportunities to complete the 6hour mock examinations, as it was not possible to timetable all pupils into period 6 sessions, not all pupils engaged with remote learning and the level of control was low because pupils could access their documents outside of the timed controls due to remote provision.

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 completed the controlled assessment for Unit 2 and 3 and have produced evidence that could be internally marked and moderated in line with the assessment criteria.

Subject Title: Designing the Built Environment

Subject Code 601/0426/0

Head of Department: Rebecca Head

Signature: R.Head

Date: 20/05/2021

Subject teacher: Rebecca Head

Signature: R.Head

Date: 20/05/2021

Subject teacher: Katie Heseltine

Signature: K.Heseltine

Date: 20/05/2021

Subject teacher: Nick Sherwood

Signature: N.Sherwood

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: Tom Leeks

Candidate Number: 7191

Centre name: Woodlands School

Centre Number: 16111

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: Designing the Built Environment

Subject Code: 601/0426/0

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, a practice hand drawn floor plan was used as evidence for assessment instead of the final hand drawn floor plan for AC1.3.</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:	