



# WOOTTON PARK

*'Ipsum quod faciendum est diutius'*

## Subject Assessment Evidence Record Design and Technology

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FOR GCSES FOR SUMMER 2021

DRAFT

# Assessment Record for determining teacher assessed grades in Summer 2021

## Background

Every centre must produce an Assessment Record for each subject cohort, which 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. Here at Wootton Park School our Records will be made up of 3 sections.

Section 1: The Subject Assessment Evidence Record (this document), completed by the Curriculum Lead and shared with the area team, with learners and with parents.

Section 2: The Learner Assessment Record, completed by the class teacher, including a Learner Declaration, the individual learners' Evidence Record, the Grade Descriptors, a rationale for the allocated grade and the a Teacher's Declaration. The first half of which is to be shared with learners and parents before the final grade decision making begins.

Section 3: Variations for Individual Learners Record, centrally collated and kept up to date, these records will be made available to Curriculum Leads and teachers to ensure they are differentiating for learning loss appropriately.

This is an adaptation of the Assessment Record template produced by JCQ and reflects the school's intent to deliver fair, consistent, free from bias and transparent teacher assessment.

These Assessment Records 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  
Wootton Park School  
Design and Technology  
GCSE Design and Technology (8552)

**Assessment Evidence Form**

This document is intended to detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Subject 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 Variations for Individual Learners and Learner Assessment Record.*

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.

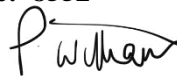
	Type of Assessment	NEA Component			Paper 1 Component		Level of Control H, M, L
		AO1	AO2	AO3	AO3	AO4	
Evidence 1: NEA Portfolio	<i>NEA</i>	Y	Y	Y	N	N	H
Evidence 2: <i>Mock examination taken on 3 (January 2020)</i>	<i>Examination</i>	N	N	Y	Y	Y	H
Evidence 3: Additional assessment 1 - awarding organisation materials (May 21)	Examination	N	N	Y	Y	Y	H
Evidence 4: Additional assessment 2 - awarding organisation materials (May 21)	Examination	N	N	Y	Y	Y	H
<i>Evidence 5 Substantial unit testing set as homework (Terms 1-5)</i>	Retrieval Tasks	N	N	Y	Y	Y	L

**Subject Title: GCSE Design and Technology**

**Subject Code: 8552**

**Curriculum Lead/Lead Teacher: Peter Williams**

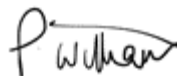
**Signature:**

A handwritten signature in black ink, appearing to read 'P. Williams', written in a cursive style.

**Date: 16/04/21**

**Subject teacher: Peter Williams**

**Signature:**

A handwritten signature in black ink, appearing to read 'P. Williams', written in a cursive style.

**Date: 16/04/21**

