



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Subject Assessment Evidence Record FRENCH

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
FRENCH
GCSE French – AQA – 8658

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	Units - ALL				Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Evidence 1: <i>Mock examination taken in Dec 2020 Listening Papers from AQA GCSE Jun 2019</i>	<i>Examination</i>	Y	N	N	N	H
Evidence 2: <i>Mock examination taken in Dec 2020 Reading Papers from AQA GCSE Jun 2019</i>		N	N	Y	N	H
Evidence 3: <i>Mock examination taken in Dec 2020 Writing Papers from AQA GCSE Jun 2019</i>		N	N	N	Y	H
Evidence 4: <i>In class examination paper – taken in March 2021 Reading Paper from AQA GCSE Jun 2018</i>		N	N	Y	N	H
Evidence 5: <i>In class examination paper – taken in March 2021 Listening Paper from AQA GCSE Jun 2018</i>		Y	N	N	N	H
Evidence 6: <i>In class test – marked with student – Listening and Reading Modules 1-5 End of Year Assessment – Studio AQA GCSE Pearson – taken in March 2021</i>		Y	N	Y	N	H
Evidence 7: <i>Past examination paper – taken in March 2021 Listening Paper from AQA GCSE Jun 2011</i>		Y	N	N	N	H
Evidence 8: <i>In class examination paper – taken in March 2021 Listening Paper from AQA GCSE Jan 2012</i>		Y	N	N	N	H
Evidence 9: <i>Past examination paper – taken in March 2021 Reading Paper from AQA GCSE Jun 2011</i>		N	N	Y	N	H
Evidence 10: <i>Adapted examination materials for writing – 3 questions with 3 options (1 per theme) for each. Taken in class w/c 3rd May 2021</i>		N	N	N	Y	H
Evidence 11 (if needed): <i>3x 90 word written piece from class on 3 different topic areas (open book) adapted examination material.</i>		N	N	N	Y	L
Evidence 12: <i>Student exercise books (from previous school & WPS – Y10 & 11)</i>		Y	N	Y	Y	L

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

All assessment objectives have been assessed as part of the overall arrival at grades, except Paper 2 AO2 Speaking. This was omitted as per JCQ/Exam board guidance and is instead assessed as an NEA endorsement. This a national decision and will be the same for all candidates in all centres for Modern Languages this year.

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:-

Assessment comprises all themes and content areas from the full 8 modules/3 themes of the AQA 9-1 GCSE course. The full GCSE course was delivered and all essential content covered. The areas of the course covered to the fullest extent were modules 1-5 of 8, hence the choice to use the Module 1-5 assessment from the Studio Pearson Assessment pack, and to include open book writing assessments from later points in the course, alongside exercise books from Y10 and 11.

The student joined us as an in-year admission – therefore we have used exercise books from this, and previous school to inform our judgements on the level being worked at throughout the course, and progress made.

We have used past examination papers from a number of years both from the new and old GCSE French specifications. The subject content of these specifications is entirely comparable. The evidence used here contains assessment materials produced for this content. Learners will be used to the format and question styles in these papers, as is evidenced by work in exercise books.

The assessment materials chosen addresses all assessment objectives and allows an equal weighting between the skills of reading, listening and writing in a foreign language. They have established grade boundaries to help guide teachers as to the standard achieved and what a learner would have achieved in similar tests in previous years. They address all of the aims of the course.

Teachers are used to marking and assessing with level descriptors and descriptor based mark schemes for the style of assessment styles chosen. The marking in the department using such approaches has been shown to be accurate in both internal and external moderation/standardisation processes. The overall grade will be arrived at having reviewed the above evidence in line with the JCQ grade descriptors for summer 2021.

The Curriculum Lead is an experienced examiner for GCSE French and has taught since training in 2010-11 at Cambridge University, and has taught in three state schools. He has been the Subject Lead for MFL ITT in an outstanding SCITT partnership since 2012. The second teacher who will sign off this evidence is a teacher of nine years' experience, and a current Head of Key Stage. Both teachers have attended exam board update training and Association for Language Learning meetings, alongside SWAN partnership meetings.

Subject Title: GCSE French
Subject Code: 8658
Curriculum Lead: Mr Robert Kilcoyne
Signature:  **Date:** 19 April 2021

Subject teacher: Mrs Leanne Frost
Signature:  **Date:** 19 April 2021