



# WOOTTON PARK

*'Ipsum quod faciendum est diutius'*

## Subject Assessment Evidence Record Physics

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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 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  
Science  
Physics: 8463

**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	Unit: Physics paper 1 Higher (8463/P/1H)			Unit: Physics paper 2 Higher (8463/P/2H)			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H, M, L
Evidence 1: Light topic test (2020)	<i>Exam</i>				<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>H</b>
Evidence 2: Paper 1 mock	<i>Open book test</i>	<b>Y</b>	<b>Y</b>	<b>Y</b>				<b>M</b>
Evidence 3: Physics mock part A paper 1 April-May 2020	<i>Exam</i>	<b>Y</b>	<b>Y</b>	<b>Y</b>				<b>H</b>
Evidence 4: Physics mock part B paper 1 April-May 2020	<i>Exam</i>	<b>Y</b>	<b>Y</b>	<b>Y</b>				<b>H</b>
Evidence 5: Physics mock part A paper 2 April-May 2020	<i>Exam</i>				<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>H</b>
Evidence 6: Physics mock part B paper 2 April-May 2020	<i>Exam</i>				<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>H</b>
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b></p> <p>None of the assessment objectives have been omitted as all content was taught.</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:-**

The listed evidence has been chosen to support grading decisions due to the fact the majority of it was collected whilst in school under strict exam conditions.

Evidence 1 comprised of a topic test conducted under exam conditions and focused solely on the topic of light and Evidence 2 was an open book exam focusing on Paper 1 topics and exam technique. Evidence 3 was a mock exam and consisted of the 2019 AQA Papers, which were locked at the time. Marking was externally moderated by an Outstanding school in the SWAN teaching alliance. All evidence in sample number 4-6 was collected after the course had finished and after learners had been provided with a period of study time to allow them to prepare and revise effectively for the assessment series, this was intended to model the preparation stages a learner would have undertaken when sitting typical GCSE examinations in the previous years. It was ensured that even in the shortened tests, all Assessment Objectives were met, and the maths criteria was up to the correct percentage. As a result of using the AQA papers, we are able to use AQA grade boundaries and to ensure fair grading in conjunction with grade descriptors provided by JCQ. By using evidence collected in school we are ensuring that JCQ guidance is being adhered to, where evidence is consistent across our cohort, both foundation and higher tier, and all assessment criteria have been met.

**Subject Title: Combined Science: Physics**

**Subject Code: 8463**

**Curriculum Lead/Lead Teacher: Kim Walker**

**Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Subject teacher: George Gordon**

**Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

