



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Subject Assessment Evidence Record English Language

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
English
AQA GCSE English Language 8700

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	Paper 1 Creative Reading and Writing						Paper 2 Writers' Viewpoints and Perspectives						NEA Spoken Language			Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO5	AO6	AO1	AO2	AO3	AO4	AO5	AO6	AO7	AO8	AO9	
Evidence 1: Paper 1 Creative Reading and Writing November 2019 Past Paper	Mock	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	H
Evidence 2: Paper 1 Creative Reading and Writing November 2020 paper	Lock down Practice Questions	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	M
Evidence 3: Paper 2 Writers' Viewpoints and Perspectives	Mock	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N	H

November 2019 Paper																	
Evidence 4: Paper 2 Writers' Viewpoints and Perspectives Lockdown Responses	Lock down practice questions	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N	M
Evidence 5: Spoken Language NEA	Presentation	N	N	N	N	N	N	N	N	N	N	N	N	Y	Y	Y	M

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

All assessment objectives can be evidenced through work completed.

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:-

We have ensured that learner evidence includes 1 full mock examination of both units of the qualification to ensure that the approach is consistent and directly applied to the marking criteria from AQA.

As both of our learners was a mid-year course entrants, we have also used practice questions completed during the lockdown period.


Both learners will also have completed the NEA Spoken Language assessment.

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Subject Title: English


Subject Code: 8700

Curriculum Lead/Lead Teacher: Joel Cooper

Signature: 

Date: 15/04/2021

Subject teacher: Joel Cooper

Signature: 

Date: 15/04/2021

