



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Subject Assessment Evidence Record Psychology

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
Psychology
GCSE Psychology OCR

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 1- Studies and applications in psychology 1 (J203/01)				Unit 2- Studies and applications in psychology 2 (J203/02)				Level of Control H, M, L
		AO1	AO2	AO3		AO1	AO2	AO3		
Evidence 1: <i>Mock</i> examination taken in December 2020 Unit 1	Examination in exam conditions	Y	Y	Y						H
Evidence 2: Extended writing	Essay question - Conducted in timed conditions - Will be externally verified	Y	Y	Y		Y	Y	Y		M
Evidence 3: End of Unit Test	Exam questions - Written by the teacher - End of the unit assessment - Conducted in timed and exam conditions									H
Evidence 4: Section of an exam Paper from Unit 2	Exam paper-Research Methods section - Conducted in timed conditions - Will be externally verified					Y	Y	Y		H

Evidence 5: Section of an exam Paper from Unit 2	Exam paper –Social Influence section - Conducted in timed conditions - Will be externally verified					Y	Y	Y		H
Evidence 6: Section of an exam Paper from Unit 2	Exam paper –Memory section - Conducted in timed conditions - Will be externally verified					Y	Y	Y		H
Evidence 7: Section of an exam Paper from Unit 2	Exam paper – Sleep and Dreaming section - Conducted in timed conditions - Will be externally verified					Y	Y	Y		H
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A-All objectives addressed</p>										
<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: - Evidence 1 was a mock exam completed in examined conditions during the school’s mock period which provides a rigorous piece of evidence. It also assesses all of the content from Unit 1 which learners studied in Year 10.</p>										

Evidence 2 gives learners another piece of evidence for Unit 1 which demonstrates their extended writing using an essay question completed in timed conditions.

Evidence 3 was an end of unit test conducted on a topic all learners completed in school and assesses their exam technique on a small section of the course.

Evidence 4- 7 Have been planned for this term to allow learners to be assessed on Unit 2. This has been taken from unseen exam paper material provided by OCR and will be completed in high control conditions. The reason this has been chosen is because it allows learners an opportunity to be assessed on Unit 2 content which they have learnt more recently.

Subject Title: Psychology

Subject Code: J203

Curriculum Lead/Lead Teacher: Rebecca Lowdell

Signature:



Date: 19/04/2021

