

## Centre Determined Grades – Draft Subject Assessment Plans

Learning Area: Languages

Subject: German

GCSE/AS/A2/Other: GCSE

No. of entries: 29?

### **Rationale**

Need to give all students fair opportunities to prove selves equitably irrespective of self-isolation / lockdown periods. Awarding individual students with fair grades they have shown evidence of achieving using recommended assessment frameworks provided by WJEC, following a robust and internal and external moderation process will be at the heart of the process.

The school has been asked to submit centre determined grades (CDGs) to enable the award of GCSE, AS, A level and Skills Challenge Certificate (SCC) qualifications. Subject Leaders will identify the scope of evidence which will be used to contribute towards the Centre Determined Grades. This information will be shared with students and Parents. The portfolios of evidence are evolving documents and will be updated following release of materials from the WJEC.

All subject teachers must ensure that access arrangements and special considerations are taken into account for each student who would have received additional support during exams eg extra time, reader, scribe.

All teachers will compile the evidence base for each student they teach and keep in individual student folders. Moderation will take place between subject areas and will be quality assured by members of the SLT. Grades will be determined following the guidance issued by the WJEC and must be evidence based, it cannot be on the basis of potential. Teachers will use the grade descriptors issued by the WJEC to inform their judgement.

The school will submit its CDGs by the deadline, 2<sup>nd</sup> of July 2021 using the system provided by WJEC for capture of the grades. Provisional grades will be shared with students prior to this and students will have the opportunity to go through an appeal if they do not agree with the grade awarded or they think an error has been made. Students cannot appeal if they are just not happy with their grade. If students do appeal a review of the grading process will take place using the evidence from the teacher. Students will be told of the results of this review prior to the submission of the grade to the WJEC.

### **Type of supervision for assessments**

**High** : Formal supervision. Students produce their work under direct supervision and with a restricted set of resources, usually during class time. No assistance may be given to students. This is not achievable online.

**Medium** : Informal supervision. Work is mainly completed under teacher supervision in the classroom, e.g. writing up investigations. This can be achieved virtually using monitoring platforms online such as Class Notebook and Spiral, well designed assessments where simple answers cannot be harvested from an internet search engine or peers, strict time frames of completion.

**Low**: Limited supervision. Work may be completed outside of the classroom without direct supervision. Most but not all online completed assessments would be considered low control due to the inability to monitor students at home.

### Type of assessment

**Standardised Assessment Material (SAMS)**- these are materials/assessments provided by the WJEC with mark schemes provided. They could be past papers or the material for the adapted specifications.

**A Centre Devised Assessment (CDA)** –an assessment created by the teacher/department. If assessments have been created the teacher must have completed the online training that is on WJEC Secure Website, read the WJECs Centre Assessment Creation Guide and undergone QA with SLT link.

**Non-examination assessment materials (NEA)** – this could be part or fully completed

### What Evidence/Assessments have already been collected/taken?

Type of Evidence/Assessment	Date collected	How it links to specification	Type of Supervision H/M/L	Weighting of qualification	Type of assessment
Year 10 Examination		AO3, AO4 Unit 3 Foundation SAMS Unit 4 Foundation SAMS	H	25%, 25%	SAMS
Written Assessments: - H/F crossover question past paper.- AJO	2 <sup>nd</sup> December	AO4 – Unit 4	H		SAMS

- Higher tier Q3 – Freetime	16 <sup>th</sup> March/ 23 <sup>rd</sup> March		H		
- - higher tier Q3– Health and Fitness	16 <sup>th</sup> March/ 23 <sup>rd</sup> March		H		
- foundation paper - remainder	16 <sup>th</sup> March/ 23 <sup>rd</sup> March		H		
- foundation tier - remainder	16 <sup>th</sup> March/ 23 <sup>rd</sup> March		H		
Reading Assessments:  Foundation tier – AJO, LJO	  Dec 2020	A03 – Reading Unit 3	H	25%	SAMS
Listening Assessments: Foundation tier – AJO, LJO	Dec 2020	A01 Listening skills Unit 2	H	25%	SAMS
Higher tier - AJO	24/2/2021		M		
Higher tier - LJO	Feb 2021		M		

**What Evidence/Assessments are planned?**

Type of Evidence/Assessment	Date Planned	How it links to specification	Type of Supervision H/M/L	Weighting of qualification	Type of assessment
Reading Assessment: Higher tier – AJO, LJO  Higher tier – AJO, LJO			H		SAMS
Listening Assessments Higher/Foundation – AJO Higher/foundation - LJO			H		SAMS
Speaking assessments: 2x conversations	May 2021		H		CDA
Written Assessments:  H/F Question paper – LJO  ( paper if time)			H		SAMS

**What assessment arrangements are needed for ALN students?**

This information is confidential and held securely in school

**What Moderation and QA processes have taken place/need to take place?**

Date	Details	Who was present	Outcome of meeting
23/3	Written – 28mark question (?Higher tier pupils)	AJO, LJO	

**Have you any potential conflicts of interest and if so what has been done to mitigate their effects?**

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