

# Centre Determined Grades – Draft Subject Assessment Plans

Learning Area: Humanities

Subject: History

AS

No. of entries: 35

## **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
Unit 2- Section A 3 source question.	24 <sup>th</sup> February 2021	Unit 2-2016 Paper- Section A 3 source question on the problems facing the Weimar Republic 1919-1930.	Low- Online work.		SAMS
Unit 2- Section A 3 source question.	1 <sup>st</sup> March 2021	Unit 2- 2017 Paper- Section A 3 source question on the	Medium- Online but		SAMS

		opposition to the Weimar Republic 1920-1932.	strictly timed and no time to plan.		
Unit 1- Mock Paper.	10 <sup>th</sup> -11 <sup>th</sup> December	Unit 1- Essay question 2017 paper- To what extent were the Pretenders the main threat to the establishment of the Tudor dynasty during the period 1485 – 1509?	High- under exam conditions.		SAMS
Unit 1- Essay question	February 2021	Unit 1- Essay question 2018 paper- To what extent were the Pretenders the main threat to the establishment of the Tudor dynasty during the period 1485 – 1509?	Low- Online work.		

### 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
Unit 2- Section B- Interpretation question.	April 2021	Unit 2- Paper- Section B- Interpretation question-	High- under exam style conditions.		SAMS
Unit 2- Section B- Interpretation question.	April 2021	Unit 2- Paper- Section B- Interpretation question-	High- under exam style conditions.		SAMS

Unit 1- Essay question	April 2021	Unit 1- Essay question paper	Medium-timed in class.		SAMS
Unit 1- Essay question	April 2021	Unit 1- Essay question paper-	Medium-timed in class.		SAMS

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

This information is confidential and is held within the school.

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

Date	Details	Who was present	Outcome of meeting
17 March 2021	Department meeting on types of evidence we have already used and what we all plan to do within our respective units.	FBy, SEd, KDa.	FBy was able to write a plan of all assessment evidence completed and planned for all units.
April 2021	Moderation within Units (split classes) to ensure comparability between teachers teaching the same unit.	FBy, SEd, KDa.	There should be no disparity between grades within each unit.
May 2021	Moderation of evidence and grading within whole subject to ensure that all grades have been fairly awarded fairly,	FBy, SEd, HCa, EEd, KDa.	All grades should be awarded fairly with no discrepancies between teachers or units.

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

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