

Centre Determined Grades – Draft Subject Assessment Plans

Learning Area: **Technology** **Subject:** **PRODUCT DESIGN A-LEVEL**

No. of entries: **5**

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, 2nd 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
Non Examination Assessment (NEA)	Mid-end may 2021 -TBC	NEA coursework (folder) Assessment criteria sections a) b) c) NEA coursework (practical) Assessment criteria section d) e)	L/M	50%	Coursework NEA

INTERNAL MOCK EXAM 2 Hours	16th December 20	2.1 Core Technical Principles 2.2 Core technical principles (<i>A-level only content</i>)	H/M	20%	Mock Exam
INTERNAL TEST -A 1/2 Lesson 1- 40 mins	October 20	2.3.5 Product Design- Specific Content 2.3.6 Product Design- Specific Content (<i>A-level only content</i>) 2.4 Core Design & making principle theory 2.5 Core Design & making principles (<i>A-level only content</i>)	H/M	10%	End of unit Test
INTERNAL TEST -A 2/2 Lesson 2 - 40 mins	November 20		H/M		End of unit Test
INTERNAL TEST -B 1/2 Lesson 1- 40 mins	22nd /March 21		H/M	5%	End of unit Test

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
INTERNAL TEST -B 2/2 Lesson 1- 40 mins	19th April 21	2.1 Core Technical Principles 2.2 Core technical principles (<i>A-level only content</i>)	H/M	5%	End of unit Test
INTERNAL TEST -C 1/2 Lesson 1- 40 mins	TBC	2.3.5 Product Design- Specific Content 2.3.6 Product Design- Specific Content (<i>A-level only content</i>) 2.4 Core Design & making principle theory	H/M	10%	End of unit Test
INTERNAL TEST -C 2/2 Lesson 1- 40 mins	TBC		H/M		End of unit Test

		2.5 Core Design & making principles <i>(A-level only content)</i>			
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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
16th September	Week 3 Departmental meeting	SWo, PBa, PJo, ERi	<p>Specification modified by WJEC for Product Design, & distributed to the students.</p> <p>NEA students are expected to complete sections a,b,c d and e. Although decision made WJEC that students were entitled to carry on with their NEA work, initially started in year 1 of the course</p> <p>Examination unit - content not changed, a proposal made to utilise online worksheets and homework tasks to support delivery of this unit, particularly during distance/blended learning stage.</p>
13th January 21	Departmental Meeting	SWo, PBa, PJo, ERi	Time used to update student information regarding ALN (additional learning needs) and those entitled to special consideration of time of additional support.
10th /February 21	Learning Area meeting	Learning Area Team	Subject Assessment plans discussed as well as Moderation procedures. Awaiting clarification and more information from WJEC.

8th March 21	Departmental Meeting	SWo, PBa, PJo, ERi	Discussions regarding grade descriptors and students current expectations. Teachers reviewed current work through viewing digital portfolios submitted by students.
12th April 21	Training Day	PJo PBa SWo SBr	Relevant WJEC training taking place. Collection of evidence Moderation/ QA to begin Continued planning and preparation for completion of the course. Moderation dates to be confirmed.
May/ June TBC	Twilight time- To moderate student internal exam grades, against the pre approved marking scripts	PJo PBa	Summarised marking of SAMS & successful standardisation of students work in-line with WJEC marking criteria and grade boundaries, presented in final rank order. (Mock Exam)
May/ June TBC	Twilight time- To moderate student internal exam grades, against the pre approved marking scripts (Training required)	PJo PBa	Summarised marking of CDA & successful standardisation of students work in-line with WJEC marking criteria and grade boundaries, presented in final rank order. Training required (End of unit tests)
TBC	Week 4 meeting time - Needed to enable cross moderation of students work, for sections A-D NEA	PJo PBa SWo SBr	Summarised marking of NEA & successful standardisation of students work in-line with WJEC marking criteria and grade boundaries, presented in final rank order. Completed portfolios assessed and moderated fully using WJEC grade descriptors. Subject teachers to complete initial assessments of their own class. Moderation and standardisation to take place across teaching groups

			Sampling and moderation to take place with a third and fourth department teacher.
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Have you any potential conflicts of interest and if so what has been done to mitigate their effects?

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