

# Pearson GCSE Design and Technology: Papers and Boards – 1DT0B: WBHS Summer 2021 Assessment Record

## Record produced and finalised by:

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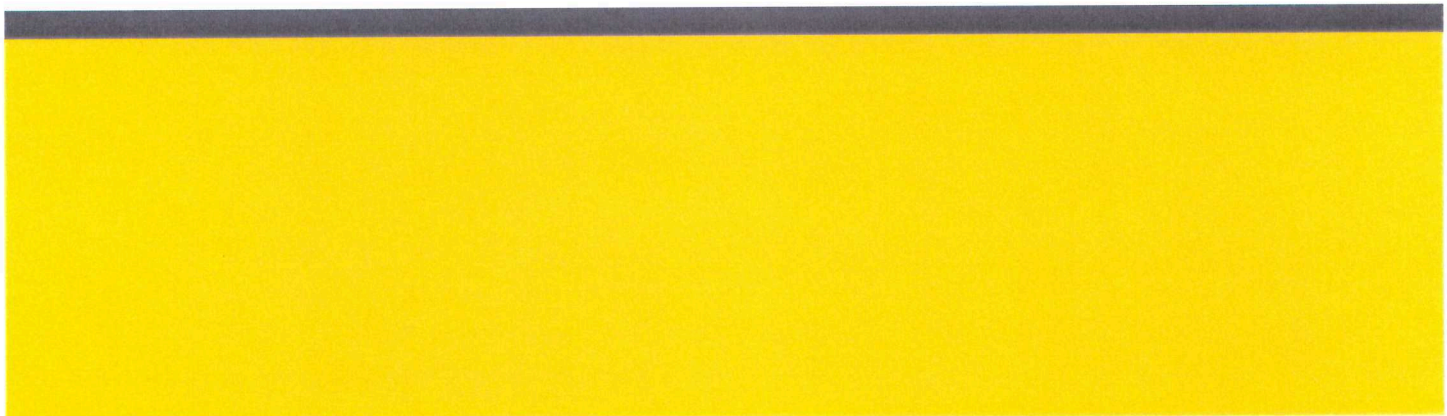
Date: 5th July '21

Second Verifier: STEPHEN GRAY

Role: TEACHER OF DESIGN TECHNOLOGY

Signature: S Gray

Date: 5/7/21



	Type of Assessment	Assessment Objectives				Level of Control (H, M, L)	Standardisation and moderation
		AO1	AO2	AO3	AO4		
Coursework project set June 2020 and submitted 23 <sup>rd</sup> April 2021	NEA	Y	Y	Y	N	Task setting = H Practical work = M Recording = L	<i>The re-written marking scheme was used and also contained exemplars from the HoD to provide key decision making points. Some blind marking was undertaken by staff (27-4-21 – IMT, SG, ZMM), collaborative and individual teacher marking alongside the HoD (4-5-21), and the HoD also undertook the role of Principal Moderator to establish norms and consistency.</i>
Core Assessment. GCSE Exam questions assessing the Core aspects of the specification May 6 <sup>th</sup> – 10 <sup>th</sup> depending on the class	Written exam paper	N	N	Y	Y	High	<i>Marking scheme was produced by HoD and was from exam board documents with suitable clarification. We held a standardisation meeting (10-5-21 – IMT, SG, ZMM) to clarify certain points and agree on accepted answers and evidence needed to be seen</i>

Core Assessment Online end of Year 10 Assessment on the Core aspects of the specification June 2020	Online assessment	N	N	Y	Y	Low	<i>'Auto-marked'</i> <i>Microsoft Form</i>
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**If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**

**All AO's have been covered.**

**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:-**

The NEA was started at the time designated by the exam board using their published Design Contexts and this has formed the most significant element used in reaching a grade decision.

The marking Scheme was rewritten to suit local circumstances, particularly in relation to producing a final practical outcome and this was in line with Exam Board published guidance. All students were able to undertake some practical activities and so all AOs have been covered but no final complete prototype was able to be completed with the required level of supervision to meet Exam Board and H&S requirements. This prevented the final evaluation of a prototype to be undertaken although the skills demonstrated have been addressed in evaluation of the students' initial and final design proposals, and the revised marking scheme reflects this. Task setting is High LoC as Design Contexts are set by the exam board. Practical work is medium LoC as informal yet direct supervision is ensured and recording is low LoC as it is undertaken at various locations often without direct supervision. This follows the usual exam board procedures

Since the NEA rarely addresses the Core content of the specification, the students undertook a formal assessment under High levels of control using Exam Board published questions and using their markings schemes. This was designed to cover a wide range of the topic areas and also ensured we addressed the compulsory maths elements of the course.

Also, an end of Year 10 online assessment was used to a lesser extent for grading purposes, and this also used GCSE level questions and covered the Core content. This was Low levels of control