

Pearson response to the Ofqual consultation on GCSE reform: regulations for design and technology

August 2015

Organisation details

Name

Lesley Davies OBE

Position

Senior Vice President, Qualifications, Standards and Efficacy

Organisation name (if applicable)

Pearson

Address

190 High Holborn
London WC1V 7BH

Email

lesley.davies@pearson.com

Telephone

020 7190 4292

Would you like us to treat your response as confidential?*

Yes No

Is this a personal response or an official response on behalf of your organisation?*

- Personal response (Please answer the question 'If you ticked 'Personal views'...')
- Official response (Please answer the question 'Type of responding organisation')

If you ticked 'Personal views' which of the following are you?

- Student
- Parent or carer
- Teacher (but responding in a personal capacity)
- Other, including general public (Please state below)

If you ticked "Official response", please respond accordingly:**Type of responding organisation***

- Awarding organisation
- Local authority

- School or college (please answer the question below)
- Academy chain
- Private training provider
- University or other higher education institution
- Employer
- Other representative or interest group (please answer the question below)

School or college type

- Comprehensive or non-selective academy
- State selective or selective academy
- Independent
- Special school
- Further education college
- Sixth form college
- Other (please state below)

Type of representative group or interest group

- Group of awarding organizations
- Union
- Employer or business representative group
- Subject association or learned society
- Equality organisation or group
- School, college or teacher representative group
- Other (please state below)

Nation*

- England
- Wales
- Northern Ireland
- Scotland
- Other EU country
- Non-EU country

How did you find out about this consultation?

- Our newsletter or another one of our communications
- Our website
- Internet search
- Other

May we contact you for further information?

- Yes No

Question 1

To what extent do you agree or disagree that for GCSEs in design and technology, based on the proposed subject content, 50 per cent of the available marks should be allocated to exams, and 50 per cent to non-exam assessment?

Agree.

Awarding Organisations were involved in a much earlier draft of the proposal for non-exam assessment (NEA). Pearson worked collaboratively alongside colleagues at AQA, OCR and WJEC, as well as Ofqual colleagues to create a rationale for the proportion of available marks allocated to exams and NEA.

Following this initial proposition made in Autumn 2014 the criteria have gone through further refinement, including the addition of the maths and science appendix. We feel that the weighting of 50% NEA is appropriate and representative of the proposed content.

Question 2

To what extent do you agree or disagree that GCSEs in design and technology should not be tiered?

Strongly agree.

Question 3

To what extent do you agree or disagree that the proposed assessment objectives are appropriate for GCSEs in design and technology?

Agree.

Awarding Organisations worked with Ofqual to complete Technical Interpretations in the summer of 2014 on the assessment objectives that were proposed for the 2016 reform timeline. During this process some minor amends were made to the wording of the assessment objectives to ensure there was clarity of each strand and element.

As the assessment objectives have been further developed for the 2017 reform consultation, we would anticipate minor amendments may be made to wording during the technical interpretation process as clarification and definitions of this wording is agreed across the awarding organisations.

Question 4

To what extent do you agree or disagree that the proposed weightings of the assessment objectives are appropriate for GCSEs in design and technology?

Agree.

Question 5

Do you have any further comments relating to the assessment of this subject?

No.

Question 6

We have identified that disabled students might not be able to complete the proposed non-exam assessment requirements for reformed GCSEs in design and technology. Are there any other potential impacts we have not identified that may impact (positively or negatively) on persons who share a protected characteristic? If so, what are they?

No.

Question 7

Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic? If so, please comment on the additional steps we could take to mitigate negative impacts.

No.

Question 8

Have you any other comments on the impacts of the proposals on persons who share a protected characteristic?

No.