

DYRMS Assessment Record template):

FOR AS/A LEVEls and GCSES for summer 2021

# Assessment Record for determining teacher assessed grades in Summer 2021

## Background

Every centre must produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students must also be recorded.

Your Assessment Records must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

# Assessment Record for determining teacher assessed grades in Summer 2021

# The Duke of York’s Royal Military School

# [ADD DEPARTMENT NAME HERE]

# [ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

**Assessment Evidence Form**

**[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]**

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, prep, classwork etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

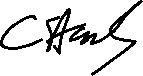
*Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.*

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

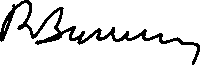
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OCR Business Studies GCSE  J204 | Type of Assessment | Unit 1 | | | Unit 2 | | | Unit 3 | | | Unit \_4 | | | | Unit 5 | | | | Unit 6 | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 | AO3 | AO1 | AO2 | AO3 | AO1 | AO2 | AO3 | AO1 | AO2 | AO3 | | AO1 | | AO2 | AO3 | AO1 | AO2 | AO3 | H/M/L |
| Assessment 1:  *May 2019 Paper One*  **PRIORITY 1** | [e.g. Examination]  Controlled Examination (Split into 3 sittings) | Y | Y | Y | Y | Y | Y | Y | Y | Y |  |  |  | |  | |  |  |  |  |  | H |
| Assessment 2:  June 2019  Paper 2  **PRIORITY 1** | Controlled Examination (Split into 3 sittings) |  |  |  |  |  |  |  |  |  | y | y | y | | y | | y | y | y | y | y | H |
| Assessment 3: *Unit One Assessment*  **Priority 2** | Controlled Assessment (Published by Tutor 2 U) Specifically for OCR J204 | y | y | y |  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  | H |
| Assessment 4: *Unit Two Assessment*  **Priority 2** | Controlled Assessment (Published by Tutor 2 U) Specifically for OCR J204 |  |  |  | y | y | y |  |  |  |  |  |  | |  | |  |  |  |  |  | H |
| Assessment 5:  *Unit Four assessment*  **Priority 3** | Virtual Assessment (Published by Tutor 2 U) Specifically for OCR J204 |  |  |  |  |  |  |  |  |  | y | y | y | |  | |  |  |  |  |  | L |
| Assessment 6: *Unit Five Assessment* **Priority 4** | Virtual Assessment (Published by Tutor 2 U) Specifically for OCR J204 |  |  |  |  |  |  |  |  |  |  |  |  | | y | | y | y |  |  |  | L |
| Assessment 7: *Unit Six Assessment* **Priority 4** | Virtual Assessment (Published by Tutor 2 U) Specifically for OCR J204 |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  |  | y | y | y | L |
| Assessment 7 *Exam board Sample paper 1*  **Priority 3** | Virtual Examination split into 2 sessions | y | y | y | y | y | y | y | y | y |  |  |  | |  | |  |  |  |  |  | L |
| Assessment 8: *Exam board Sample paper 2* **Priority 3** | Virtual examination split into two sessions |  |  |  |  |  |  |  |  |  | y | y | y | | y | | y | y | y | y | y | L |
| Business Plan Classroom task. **Priority 5** | Coursework style | y | y | y | y | y | y | y | y | y | y | y | y | | y | | y | y | y | y | y | M |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**  All assessment objectives 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:-**  All assessments covered the examination assessment objectives, they are part of the course structure to complete a unit assessment at the end of each unit studied, (Due to Covid unit 3 taught in year 10 was not assessed using an assessment but has been assessed in both paper one examinations taken). The full coverage of the content has been included x3 for each unit (with the exception of unit 3). Where possible high level of control has taken place, with the exception of those assessments which were taken virtually. | | | | | | | | | | | | | |  | |

**Subject Title: GCSE Business Studies Subject Code J204**

**Subject teacher/s: signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Head of Department: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**SLT Line Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Variations for Individual Students**

**[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]**

Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Centre name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| GCE A2 | GCE AS | GCSE | ELQ | OS | OLA | Other |

Circle Level:

Subject title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| **Section 1: COVID Related Disruption – Learner Context** | **Y/N/NA** |
| Did the candidate face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers? | **No** |
| Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group? | **No** |
| **If ‘yes’ please provide details of how the disadvantage has been considered** (including *the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.*)  The students listed below did not submit some of the whole cohort virtual assessments due to Covid disruptions, all students had the opportunity to submit.  This applies for the following students for some or all of the following units of work completed virtually (Unit 4, Unit 5 and Paper 2 of the virtual mock) The spreadsheet shows specifically what assessments were missed. | |

**Contd.**

|  |  |
| --- | --- |
| **Section 2: Access Arrangements/Reasonable Adjustments** | **Y/N/NA** |
| Is the candidate entitled to Access Arrangements/Reasonable Adjustments? | **yes** |
| Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate’s grade? | **yes** |
| **If ‘no’ please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:**  **Additional time was given to all students who had access arrangements** | |

|  |  |
| --- | --- |
| **Section 3: Mitigating circumstances (Special Consideration)** | **Y/N/NA** |
| Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances? |  |
| Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence. |  |
| **Reason for mitigating circumstances:** | |