

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

# Design & Technology

# A Level

**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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|  | | Type of Assessment | | | Unit \_\_ | | | | | | | | | Unit \_\_ | | | | | | | | Unit \_\_ | | | | | | | | | Level of Control  H, M, L | | |
|  | |  | | | AO1 | | | AO2 | | AO3 | | AO4 | | AO1 | | AO2 | | AO3 | | AO4 | | AO1 | | AO2 | | AO3 | | AO4 | | |  | | |
| Assessment 1: *NEA Coursework* | | *Identify, investigate & outline design possibilities – linked directly to the spec, portfolio evidence.* | | | Y | | | N | | N | | N | | Y/N | | Y/N | | Y/N | | Y/N | | Y/N | | Y/N | | Y/N | | Y/N | | | *H* | | |
| Assessment 2: NEA coursework | | Design and make prototypes that are fit for purpose – linked directly to the spec portfolio evidence. | | | Y | | | Y | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | H | | |
| Assessment 3: NEA coursework | | Development of design proposals - *linked directly to the spec, portfolio evidence.* | | | Y | | | **Y** | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | M | | |
| Assessment 4: NEA coursework | | Development of design prototype *linked directly to the spec, portfolio evidence.* | | | Y | | | **Y** | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | L | | |
|  | |  | | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | L | | |
|  | |  | | |  | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | | |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**  **AO3 – has not been covered and is not being considered because of Covid school absence and being unable to complete this cannot be analysed and evaluated.**  **AO4 – Removed at exam board level.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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:- During face teaching AO1 and AO2 was covered significantly with students. I was able to workshop, demonstrate and guide. During this period the work produced was of good quality and had a clear outcome which is evident in the work submitted. Additionally, there was only one candidate which allowed progression through the AO’s. The candidate was able to complete a prototype as required but this has not been analysed and evaluated as this AO was not taught.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science GCSE Trilogy AQA | Type of Assessment | | Biology | | | | | | | | Chemistry | | | | | | | | Physics | | | | | | | | | | | | | | Level of Control  H, M, L | |
|  |  | | AO1 | AO2 | | AO3 | AO4 | | AO5 | | AO1 | | AO2 | | AO3 | | AO4 | | AO1 | | AO2 | | AO3 | | AO4 | | AO5 | | AO6 | AO7 | | AO8 |  | |
| Assessment Type 1: *[e.g. End of unit topic tests (throughout course 2019-21)* | *[e.g. Class Test]* | | Y | Y | | Y | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | Y | | Y | *[e.g. H]* | |
| Assessment 2: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  |  | |
| Assessment 3: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  |  | |
| Assessment 4: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  |  | |
| *[add/delete as necessary]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  | |  |  | |
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| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **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:-** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Subject Title: A Level Design & Technology Product Design**   **Subject Code: 7552**

**Subject teacher: Matthew Towers Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department: Matthew Towers 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? |  |
| Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group? |  |
| **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.*) | |

**Contd.**

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

|  |  |
| --- | --- |
| **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:** | |