

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

# [PHYSICAL EDUCATION]

# [A LEVEL PHYSICAL EDUCATION H555)]

**Assessment Evidence Form**

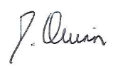
**[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]**

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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Type of Assessment | Unit H555/01 | | | | Unit H555/02 | | | | Unit H555/03 | | | | Unit H555/05 | Unit H555/06 | Level of Control  H, M, L |
|  | | |  | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 | AO4 | AO4 |  |
| Assessment 1: Physiological factors affecting performance. 3controlled assessments. Taken weeks starting 26/4/21, 7/5/21 & 21/5/21 respectively. | | | Exam questions.  Closed book. | **Y** | **Y** | **Y** | **N** |  |  |  |  |  |  |  |  |  |  | **H** |
| Assessment 2: Psychological factors affecting performance. 2 controlled assessments. Taken weeks starting 26/4/21 & 24/5/21 respectively. | | | Exam questions.  Closed book. |  |  |  |  | **Y** | **Y** | **Y** | **N** |  |  |  |  |  |  | **H** |
| Assessment 3: Socio-cultural issues in physical activity and sport. 2 controlled assessments. Taken weeks starting 26/4/21 & 24/5/21 respectively. | | | Exam questions.  Closed book. |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** | **N** |  |  | **H** |
| Assessment 4: NEA: Practical performance | | | Practical performance |  |  |  |  |  |  |  |  |  |  |  |  | **Y** |  | **M** |
| Assessment 5: NEA: EAPI | | | Oral analysis |  |  |  |  |  |  |  |  |  |  |  |  |  | **Y** | **H** |
| Assessment 6:  Supporting evidence | | | Exam questions. Closed book | **N** | **N** | **Y** | **N** | **N** | **N** | **Y** | **N** | **N** | **N** | **Y** | **N** |  |  | **H** |
|  |  | **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**  All assessment objectives have been included to inform the teacher assessed grades. | | | | | | | | | | | | | | | | |
|  |  | **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 components chosen to be assessed have been taught face to face in the classroom. All these areas had additional lessons dedicated to teaching and learning before the final assessment was completed under high control. The assessments completed under high control reflect the correct weightings awarded to AO1, AO2 & AO3 outlined in the specification. The topics chosen not to be assessed were delivered during periods of remote learning.  The EAPI (a component of the NEA) was completed under high control. This was taught in the classroom Sept – Nov 2020. The assessment was completed April 2021, 5months after the planned assessment date. This disruption and the subsequent disadvantage to students has been taken into account when determining the final teacher assessed grades.  Assessment 6: supporting evidence has the lowest ‘weighting’. These are ten and twenty mark questions. Limited time has been spent on preparing candidates for this level of questioning and the subsequent disadvantage to students had been taken into account when determining the final teacher assessed grades. | | | | | | | | | | | | | | | | |

**C:\Users\jo.towers\Desktop\JMT electronic signature .JPGSubject Title: PHYSICAL EDUCATION**  **Subject Code H555**

**C:\Users\jo.towers\Desktop\JMT electronic signature .JPGC:\Users\jo.towers\Desktop\FLD signature .JPGSubject teacher/s: J TOWERS D QUINN F DUNN Signature/s: Date: 4/6/21**

**Head of Department: J TOWERS Signature: Date: 4/6/21**

**SLT Line Manager: E DIXON 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: DUKE OF YORKS SCHOOL Centre Number: 61521

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

Circle Level:

Subject title: A LEVEL PHYSICAL EDUCATION Subject Code: H555

|  |  |
| --- | --- |
| **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? | **Y** |
| Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate’s grade? | **Y** |
| **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:** | |