

DYRMS Assessment Record

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

# **MUSIC**

# **GCSE MUSIC EDEXCEL 1MU0**

**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 | Paper 1 (NEA Performance) | Paper 2 (NEA Composition) | Paper 3 Appraising | Level of ControlH, M, L |
|  |  |  |  | AO1Instrumental Music1600-1720 | AO2Vocal Music | AO3Music forStage and Screen | AO4Fusion |  |
| Assessment 1: *Knowledge Checker – Purcell**Mock Style Section A and B – March 21* | *Exam on set work with section A and B questions. Marked against grade criteria and boundaries* | No | No | No | Yes | No | No | ***High – exam conditions – mock style*** |
| Assessment 2: *Knowledge Checker – Bach**Mock Style Section A and B – April 21* | *Exam on set work with section A and B questions. Marked against grade criteria and boundaries* | No | No | Yes | No | No | No | ***High – exam conditions – mock style*** |
| Assessment 3: *Knowledge Checker – John Williams**Mock Style Section A and B – May 21* | *Exam on set work with section A and B questions. Marked against grade criteria and boundaries* | No | No | No | No | Yes | No | ***High – exam conditions – mock style*** |
| Assessment 4: *Knowledge Checker – Afro Celt Sound System* | *Exam on set work with section A and B questions. Marked against grade criteria and boundaries* | No | No | No | No | No | Yes | ***High – exam conditions – mock style*** |
| Assessment 5: Test – Beethoven (Context and Sonata Form) | Test on lesson content (virtual lesson on Teams). Completed via Microsoft Forms – Section A style questions | No | No | YES | No | No | No | Medium – completed whilst online in virtual lesson. |
| Assessment 6: Test – Esperanza Spalding – Samba Em Preludio | Test on lesson content (virtual lesson on Teams). Completed via Microsoft Forms – Section A style questions | No | No | No | No | No | Yes | Medium – completed whilst online in virtual lesson. |
| Assessment 7: Test – Queen – Killer Queen | Test on lesson content (virtual lesson on Teams). Completed via Microsoft Forms – Section A style questions | No | No | No | Yes | No | No | Medium – completed whilst online in virtual lesson. |
| Assessment 8: Test – Stephen Schwartz – Defying Gravity - Wicked | Test on lesson content (virtual lesson on Teams). Completed via Microsoft Forms – Section A style questions | No | No | No | No | Yes | No | Medium – completed whilst online in virtual lesson. |
| Assessment 9:NEA – Performance evidence | NEAAudio / Video of ALL individual students performing one solo piece and 1m 30 sec minimum | Yes | No | No | No | No | No | **High – Exam conditions and marked against the performance specification, cross references with JCQ descriptors** |
| Assessment 10:NEA Compositionevidence | NEA* Audio / Video evidence of ALL individual students either performing their composition or played by music software package Noteflight / Bandlab
* Accompanying written score, lead sheet or written description
 |  | Yes |  |  |  |  | **High – Exam conditions and marked against the composition specification, cross references with JCQ descriptors** |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-** All AOs covered, however only one composition and performance have been submitted, keeping inline with Edexcel NEA guidelines. *One aspect of Paper 2 Appraising only - Question on* ***musical dictation*** *has not been covered. Evidence has been omitted as this skill has not been taught due to lockdown. This would normally be taught through practical performance work.* |
| *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: -**AO1 – 4 evidence - submitted as it demonstrates students understanding of individual set works during / after they have been covered. The intention of the knowledge checkers was to give students a ‘mini mock’ experience based on one set work at a time. Presenting them with Section A style questions whilst listening to a section of the set work. B section saw students comparing two pieces of music, set work (familiar) and wider listening (unfamiliar), giving students a realistic experience of specification requirements.**Performance – Submitted as part of formal NEA. Demonstrates student’s performance abilities.* *Composition – Submitted as part of formal NEA. Demonstrates student’s composition abilities.* |

**Subject Title: MUSIC GCSE** (EDEXCEL) **Subject Code 1MUO**

**Subject teacher/s: Mrs M Briggs Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department: Mrs M Briggs Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SLT Line Manager: Mr S Haslehurst 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.**

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| **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:** |

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| **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:** |