

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

# Mathematics

# A Level 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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|  | Type of Assessment | Pure Mathematics | | | | Mechanics | | | | Statistics | | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 |  |
| Assessment 1: *Unseen past paper (only of covered content)* | *Examination* | **Y** | **Y** | **Y** |  | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **H** |
| Assessment 2: Mixed Calculus Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
| Assessment 3: Sequences and Series Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
| Assessment 4: Mixed Integration Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
| Assessment 5: Differential Equations Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
| Assessment 6: Mixed Trigonometry Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
| Assessment 7: Binomial Expansions Assessment | Assessment | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **N** | **N** | **N** |  | **H** |
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| Assessment 1: *Unseen past paper (only of covered content)* | *Examination* | **Y** | **Y** | **Y** |  | **N** | **N** | **N** |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 2:  Exam questions on calculation Standard deviation from grouped and ungrouped data | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 3:  Exam questions on Mean and standard deviation both sample and population variance | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 4:  Exam questions Discrete random variable. Finding the E(x) and Var(x) | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 5:  Exam questions on Probability and Venn diagram. Drawing and interpreting tree diagram and Venn diagram. Working out the conditional probabilities | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 6:  Exam questions on Binomial distribution and hypothesis testing using both binomial and critical region to reject or accept Ho | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 7:  Exam questions on Normal distribution and using the Z value formula to find the mean and standard deviation | *Assessment* |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| Assessment 8:  Exam question on Hypothesis testing on Normal distribution | Assessment |  |  |  |  |  |  |  |  | **Y** | **Y** | **Y** |  | **H** |
| **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:-**  **Unseen Past paper (taught content only) – Used in all class. These were made by the sixth form teaching team using past paper questions and the relevant mark schemes. Grade boundaries used were the last available boundaries from 2019. Two exam markers within the department lead the moderation of papers and answered any questions raised by department members. All students had been taught the content questioned in the papers, therefore had the knowledge to attempt every question. Completed in exam conditions in term 1 as a mock examination.**  **Remaining Assessments – All made up of past paper questions (A2) on individual topics. All questions, mark schemes and grade boundaries used from previous exam series. Marked by class teacher and moderated with sixth for teaching team and HOD. All assessments completed in class under exam style conditions. All students offered extra time or allowances if they were allowed them. All assessments completed after the 24th March. All students had be taught the subject content so should all have had the relevant knowledge to complete the assessments to the best of their ability.**  **All evidence analysed by grade not by name/ identity of student.** | | | | | | | | | | | | | | |

**Subject Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Subject Code \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject teacher/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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? |  |
| 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:** | |

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